

CIWP Strategies

Social Emotional Learning: If we provide equitable instructional supports on SEL strategies that are culturally responsive, anti-bias and anti-racist, for the school community through staff professional development, student involvement, and parent education then we will see students who will be more equipped to resolve conflict and make responsible choices which leads to student empathy, ownership and civic engagement, as well rounded contributing members of a global society.

Multi-Tiered Systems of Supports: If we examine our systems and process for supporting students through an equity lens, and we implement equitable and consistent progress monitoring cycles, and adjust interventions and instruction to be inclusive and responsive to students experiences, then we will see a positive impact on student's academic and social emotional development.

Student Voice and Engagement: If we elevate and diversify student voice, choice and ownership within school policy and practice, then we will see more evidence of students lived experiences and enhance community involvement which leads to increased student performance and understanding of student learning.

Curriculum: If we continue to develop and implement inquiry based units that are culturally and socially responsive, and designed to meet the specific academic and social emotional needs of our students lived experiences, then we will see a clear learning progression of knowledge, concepts and skills across programmes.

CIWP Action Items

(click the strategy to see pertaining action items)

Social Emotional Learning: If we provide equitable instructional supports on SEL strategies that are culturally responsive, anti-bias and anti-racist, for the school community through staff professional development, student involvement, and parent education then we will see students who will be more equipped to resolve conflict and make responsible choices which leads to student empathy, ownership and civic engagement, as well rounded contributing members of a global society.

Multi-Tiered Systems of Supports: If we examine our systems and process for supporting students through an equity lens, and we implement equitable and consistent progress monitoring cycles, and adjust interventions and instruction to be inclusive and responsive to students experiences, then we will see a positive impact on student's academic and social emotional development.

Student Voice and Engagement: If we elevate and diversify student voice, choice and ownership within school policy and practice, then we will see more evidence of students lived experiences and enhance community involvement which leads to increased student performance and understanding of student learning.

Curriculum: If we continue to develop and implement inquiry based units that are culturally and socially responsive, and designed to meet the specific academic and social emotional needs of our students lived experiences, then we will see a clear learning progression of knowledge, concepts and skills across programmes.