



PLANNING LEARNING FOR EACH STUDENT

The Learning Support review process for 2023-2024 has culminated in a plan designed to align educational strategies with the District's Strategic Plan. This plan emphasizes the importance of Truth and Reconciliation, literacy, numeracy, and assessment, ensuring that each learner's journey is thoughtfully considered and supported. The plan reflects a commitment to inclusion and continuous improvement, fostering an environment where each student can thrive academically and personally.

The Qualicum School District Goals are:
To Learn; To Give; To Grow; To Belong

Truth and Reconciliation:

Education plays an important part in Reconciliation and learning should first reflect perspectives and knowledge of the local Snaw'naw'as and Qualicum Nations, then of local Indigenous students, then of the Indigenous Peoples in Canada, and then of the Indigenous Peoples around the world.

Assessment, Literacy and Numeracy:

Assessment informs planning and drives learning forward by gauging what students know, do and understand which increases student engagement. Literacy and numeracy are fundamental to all learning. While they are commonly associated with language learning and mathematics, literacy and numeracy apply in all areas of learning.

In the Qualicum School District, we work to provide an inclusive, equitable education for each learner.

- This means that each student attends and is welcomed by their neighbourhood schools in age-appropriate classes and are supported to learn, contribute and participate in all aspects of school life.
- We believe in meaningful, aligned planning for each student of varying backgrounds, abilities and learning styles that foster resilient students who can contribute to our diverse society.
- We develop and design our schools, classrooms, programming and activities so that each student has appropriate opportunities to learn and participate together.





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	Students will:	Educators will:	Tasks/Assessments will:	Leaders will:
To Belong and to Give	Each student is able to share their learning with others	Each educator will collaborate and share with others to create a safe space for learning and provide opportunities for sharing and interacting	Each task/assessment will contain elements of student interest/culture and are interactive, predictable, safe and allow for demonstration of learning without feeling judged	Each leader will create time and space for educators to learn about, practice and collaborate on creating safe spaces and tasks/assessments
To Learn	Each student is able to choose different tools and strategies to access the learning and meet the goal	Each educator will make time to learn, practice, model, collaborate on, and teach a variety of tools and strategies relevant to individual needs	Each task/assessment will provide students with choice in how to access the learning and reach the goal	Each leader will make time to learn, practice, model and collaborate on a variety of tools and strategies
To Grow	Each student can articulate their learning goal, describe where they are at, as well as next steps	Each educator will design tasks based on formative assessment and co-creating criteria and steps	Each task/assessment will provide multiple access points and require reflection/feedback on where they are at and next steps	Each leader will provide opportunities and model assessment practices that lead planning and improved student learning

Resources to Support Your Planning:

[Indigenous Education \(Truth and Reconciliation in QSD\)](#)
[Learning Framework](#)
[Assessment Plan](#)
[Learning Support Roles and Responsibilities](#)
[Portal Resources](#)

Additional Handbooks for Your Reference:

[Employee Handbook](#)
[Accessibility Plan](#)
[Handbook for Learning Support](#)