

Report to the Community: Fostering Belonging, Mastery, Independence and Generosity in the Victor Mager Learning Community



As many of you may be aware, the Louis Riel School Division (LRSD) has established a Multi-Year Strategic Plan for 2019-2023. The priorities within this plan have been oriented around the quadrants of the Circle of Courage; an Indigenous inspired whole-learner framework for a holistic learning journey that incorporates the concepts of Belonging, Mastery, Independence, and Generosity. At Victor Mager School, it is our intention to align our school-based plans and priorities with this divisional plan in order to create a thriving learning environment and a flourishing community for all students, staff, and parents/guardians.

Victor Mager's 2018-19 Report to the Community focused on our school goal targeting the use of new reading and writing approaches and interventions with our learners. We have gathered a variety of data sets that suggest that our efforts in this vital area of Literacy are manifesting in improved reading and writing results for our learners. Along with the continuation of this vital work in the area of Literacy, below you will find several other priorities for the Victor Mager School Community over the next 4 years.

Belonging – Creating a Culture of Equity and Inclusion

Belonging is the universal longing for human bonds, cultivated by trusting relationships. These strong bonds and relationships allow for all children to feel a sense of belonging in their school community and that they are loved and cared for as learners and people.

- school staff (we) will continue to openly and warmly welcome our incredibly diverse community of learners and their families into our Victor Mager learning community;
- we will continue to seek, learn, and implement research-based strategies and interventions to best meet the needs of our diverse EAL student body in order to bridge the linguistic and cultural gaps that can impede an individual's sense of belonging at school;
- we will continue to expand upon our implementation of the Truth and Reconciliation Commission of Canada's Calls to Actions (i.e., Indigenous languages, treaty education, and closing of educational gaps for our Indigenous learners);
- we will use varied sources of data and research-based approaches to inform our attempts to close learning gaps for our students and families related to economic status;
 - these approaches will be both school-based (i.e., Family Teaching Nights, My Tween and Me Program) as well as community-based through programming at the Rene Deleurme Centre (i.e., Young Men's Program, Pow-Wow Nights, Parent-Mentor Program).

Mastery – Creating a Culture of Learning and Well-Becoming

Mastery is the universal and innate desire to master the environments we encounter in life. When students feel a sense of Mastery in their school environment, they feel a sense of self-actualization and develop the belief that they can succeed as learners.

- we will continue our collective work of collaboration and research around the possible interventions and strategies available to facilitate increased Mastery for our learners who are struggling with reading and writing (Orton-Gillingham, Words Their Way, Letterland, Assistive Technology);
- we will increase the efficacy of our Professional Learning Team through continued collaboration with the Divisional LRSD Learning Team;

- we will continue to expand the use of wellness practices (breathing exercises, movement breaks, yoga, quiet time) for both students and staff with the goal of increased well-becoming for all;
- we will increase our use of rich data to guide our professional learning goals;
- we will intensify our efforts to provide adapted and differentiated instruction at all grade levels to ensure that all students are able to approach their learning in a style that meets their needs and contributes to their sense of Mastery as learners;
- we will continue to use our Sources of Strength Student Group as a means of promoting positive mental-health and well-becoming for our students.

Independence – Creating a Culture of Inquiry and Responsibility

Within a learning community, Independence refers to the learner’s capacity to make decisions about and take responsibility for their own learning.

- we will enhance our staff’s collective data literacy (collaboration with the LRSD Learning Team, collaborative learning cycles, Learning Conversations);
- we will increase the use of inquiry and project-based instructional practices with the goal of enhancing a student-centred and strength-based approach to learning;
- we will provide more opportunities for our learners to develop their skills and leadership through creation and promotion of various extended learning opportunities (Exploration, Grade 5/6 Practical Arts Programming, Sources of Strength, MyConnect);
- we will continue to seek student-voice using current data sources (Our School Survey) and exploring new means of collecting data on their learning experiences in the spirit of inquiry and research-based approaches to focusing our instructional practices.

Generosity – Creating a Culture of Caring and Collaboration

Generosity in a school creates a setting where all students and staff demonstrate care and concern for others and the natural environment. This care and concern for one another and the natural environment provides learners with the opportunity to give to others and develop as caring citizens.

- we will use our Professional Development funds strategically to provide more opportunities for staff to work collaboratively and interactively model the behaviours we would desire from our students;
- we will continue to work with our triad of schools (Victor Mager, Victor Wyatt, and Lavallee) and the staff at the Rene Deleurme Centre to provide continued service and assistance to students, families, and communities in need in our area;
- we will continue to develop our learning and provide our students with increasing opportunities to work collaboratively to demonstrate citizenship, compassion, cultural awareness and sensitivity.

While our above plan is ambitious, we are committed to moving forward over the next few years with our community and our learners. We are proud of Victor Mager’s strong connection and partnership with our surrounding community. As our school motto proudly states, ***“Together, we are Better”!***