



### District Context

Mission: *We inspire and support each learner to thrive in a caring learning environment.*

Vision: *Our learners grow as global citizens in an innovative and inclusive community.*

Values: *Our values help shape the culture of our schools and workplaces. By upholding these beliefs and attitudes, we can build learning communities that will lead to the fulfilment of our mission.*

Date: **2024-2025**

School: **Canyon-Lister Elementary School**

### Vision

*Small hands change the world.*

### School Profile

Canyon-Lister Elementary School (CLES) is located in Canyon BC, a thriving agricultural community nestled at the base of the Skimmerhorn Mountains. CLES is a UNESCO (United Nations Educational, Scientific and Cultural Organization) associate school in British Columbia, this means that we have completed the required actions to achieve this accreditation, and we have committed formally as a whole staff to work together towards the UNESCO school vision. We focus on the United Nations Sustainability Goals, organized around the 4 UNESCO Pillars: *Learning to Do, Learning to Be, Learning to Live Together, and Learning to Know*. We have approximately 124 students, including 31 Indigenous students, and a Late French Immersion program. Additionally, we have a Strong Start program that operates in our school and is integrated into school routines where possible; staff members work closely with Early Learning staff to facilitate smooth transitions into Kindergarten.

### Consultation Process

#### Staff

Staff worked collaboratively on School Planning Day to define the school determined goal, as well as to work through each of the three goal areas in turn. All of this became part of the School Plan. Throughout the school year staff revisits the School Learning Plan collaboratively.

#### Students

Our *Be the Change* student group annually discusses their action plan for the year. These actions are aligned with the UN Sustainability Goals and the 4 Pillars. One local, one national, and one international project is selected by students each year. Each class also determines which UNESCO goal they will work towards via their UNESCO class projects.

#### Parents

The school plan is discussed with PAC and input is received. Parents value the collaborative approach to literacy learning through Super Literacy and the multi-year assessment of the Early Learning Profile, as well as the focus on empathy and social-emotional learning.

#### Indigenous Representation

Our Aboriginal Youth and Family Worker (AYFW) actively participates in planning meetings, providing valuable insight into the needs and strengths of Indigenous learners. Input from Indigenous students and families is welcomed through ongoing relationship-building and informal conversations. Additional feedback is gathered during community events such as the annual Indigenous Winter Feast.

### Coherence and Alignment

Ministry of Education Policy for Student Success

School District No.8 Framework for Enhancing Student Learning

BC Tripartite Education Agreement

Literacy	
Goal Statement	
<p><b>Improve literacy proficiency for all learners.</b></p> <p><i>UNESCO connection: Literacy is an intrinsic part of the right to education and a foundation for lifelong learning, pivotal for individual empowerment and societal advancement.</i></p>	
Where We Are At	
Literacy Data (Include provincial, district, and school level data as available). Please ensure priority learners are included as a focus.	
<p>At our school, we use a range of assessments and learning updates to monitor literacy development and guide instruction for all learners. These data sources help us understand individual progress and tailor support where needed. Key data sources include:</p> <ul style="list-style-type: none"> <li>• Fountas &amp; Pinnell (F&amp;P) Reading Assessment – Administered three times yearly, this assessment tracks students’ decoding, fluency, and comprehension skills to inform responsive teaching.</li> <li>• Early Literacy Profile (ELP) – Used in Kindergarten through to Grade 3 to assess early literacy strengths and needs, supporting early intervention.</li> <li>• Foundation Skills Assessment (FSA) – Conducted in Grades 4 and 7 annually, providing provincial benchmarks in reading and writing that help identify learners requiring additional support.</li> <li>• Learning Updates – Ongoing classroom assessments offer a detailed view of learners’ progress, enabling teachers to adjust instruction to meet diverse needs.</li> </ul> <p>Some data highlights from the school year 2024-2025</p> <p>F &amp; P data highlights:</p> <ul style="list-style-type: none"> <li>• Most learners demonstrate steady growth in reading levels from Fall to Spring across all grades.</li> <li>• Many learners in Grades 1 to 3 reach or exceed expected reading benchmarks by Spring, while some continue to require targeted support.</li> <li>• Grade 5 learners show varied progress, with most improving but a few needing additional literacy support.</li> <li>• Grades 6 and 7 learners generally meet or exceed expected reading levels by Spring, with Grade 7 showing strong consistency.</li> </ul> <p>FSA data highlights:</p> <ul style="list-style-type: none"> <li>• Grade 4 <ul style="list-style-type: none"> <li>○ About 53% of learners are On Track, showing partial to full understanding.</li> <li>○ Approximately 35% of learners are at the Emerging level, indicating initial understanding and need for support.</li> <li>○ Around 12% of learners are Extending, demonstrating a sophisticated understanding.</li> </ul> </li> <li>• Grade 7 <ul style="list-style-type: none"> <li>○ About 89% of learners are On Track, showing solid literacy progress.</li> <li>○ Around 11% of learners are at the Emerging level, indicating some additional support may be needed.</li> </ul> </li> </ul> <p>ELP data highlights (Grade K-3):</p> <ul style="list-style-type: none"> <li>• In Winter, approximately 56% of learners were Proficient, while 44% were still Emerging in their development of letter sound recognition.</li> <li>• By Spring, proficiency increased significantly, with approximately 88% of learners identified as Proficient in letter sounds.</li> </ul>	

**Analysis (What objective trends do we see based on the data?). Ensure priority learners are included as a focus.**

- Most learners show steady, consistent growth in reading skills across grades from Fall to Spring, reflecting effective literacy instruction overall.
- Early grades (K–3) demonstrate strong gains in foundational skills, especially in letter sound proficiency and reading benchmarks, though some learners remain in Emerging stages and need targeted support.
- In middle grades (4–7), the majority of learners are On Track or beyond, with Grade 7 learners showing particularly consistent progress by Spring.
- A notable portion of learners in Grade 4 (about one-third) remain at the Emerging level, highlighting the need for continued literacy support at this critical stage.
- FSA results indicate a smaller, but significant, group of learners needing additional interventions to move from Emerging to On Track.
- Letter sound proficiency improves substantially between Winter and Spring for early learners, indicating positive effects of early literacy interventions.
- Overall, the data suggests the need for ongoing, differentiated support to ensure learners progressing at different rates continue to develop literacy skills successfully.

**Please include evidence of a focus on priority learners.**

- Collaborative efforts between classroom teachers, literacy specialists, and support staff support learners needing additional help. For example, in Grades K-3, the Super Literacy program brings together the inclusion support teacher, the teacher librarian, and the classroom teacher to divide students into small groups. This allows for targeted, small-group instruction tailored to individual learner needs, promoting more focused skill development and support.
- Regular assessment checkpoints—through the Early Literacy Profile, Fountas & Pinnell, Foundation Skills Assessment, and ongoing Learning Updates—enable teachers to identify learners who need additional, targeted literacy support. This timely data guides personalized interventions that help close learning gaps and promote equitable outcomes across all grade levels.
- Staff meet regularly, including literacy team meetings, to align goals, collaborate on strategies, and identify learners requiring focused support. The school-based team also provides ongoing guidance and resources to ensure interventions are effective and responsive to learners' needs.

**Rationale (What is going on for our learners? How do we know? Why does it matter?). Please ensure priority learners are included as a focus.**

Our data shows that while many learners are making steady progress in literacy, a significant number continue to require targeted support to meet grade-level expectations. Foundational skills such as letter sound recognition and decoding remain areas of challenge for some learners in Kindergarten through Grade 3. Similarly, a portion of learners in Grades 4 and 7 are performing at the Emerging level on provincial assessments, indicating they need focused instruction to develop essential reading and writing skills.

We know this because regular assessments and learning updates provide ongoing, objective insights into learners' strengths and areas for growth. These checkpoints allow us to identify learners who may be at risk of falling behind and to respond quickly with tailored supports.

This matters because literacy is foundational to academic success and lifelong learning. Without targeted interventions, learners who struggle early risk wider gaps in achievement and engagement

over time. Focusing on these learners supports equitable access to quality education and helps ensure all students have the skills they need to thrive both in school and beyond.

**Target (Specific and measurable statement of the desired improvement).**

All learners will demonstrate measurable improvement in phonics, reading comprehension, and high-frequency word recognition through ongoing assessment and instruction. Targeted supports will be increased for learners requiring additional help, with a focus on timely, personalized interventions. For learners in Grades 4 to 7 who need intensified assistance, intervention strategies will be expanded to accelerate literacy growth and build confidence.

**What We're Doing**

**Embedding Strategic Priorities (How we're making connections and providing opportunities)**



Our literacy program is designed to foster lifelong learners by cultivating a love for reading and writing within a positive and caring environment.

We create meaningful opportunities for learners to engage with literacy through authentic, purposeful experiences that connect reading and writing to their lives and interests. Teachers nurture curiosity and confidence by embedding literacy across subjects and daily activities, ensuring every learner feels supported and motivated.

By combining targeted instruction with celebrations of literacy—like World Read Aloud Day—and by providing a warm, inclusive atmosphere, we encourage learners to develop a lasting passion for literacy that extends beyond the classroom.

**Where We Are Going  
(Equity-Focused Action Plan)**

**Professional Learning (Describe the professional learning that will support meeting the target)**

- Updated Early Literacy Profile (ELP) Training: Teachers will receive training on the revised ELP program to effectively assess and support early literacy development in Kindergarten through Grade 3.
- Our staff actively engage in self-directed professional learning focused on key literacy strategies such as phonics and foundational skills (ex. UFLI, The Phonics Companion, Haggerty). Additionally, we take full advantage of the district's wide range of literacy workshops and supports, ensuring ongoing growth and alignment with current best practices to meet our literacy goals.
- The primary literacy team meets regularly to collaborate, share best practices, and ensure alignment in delivering Super Literacy and guided reading programs, fostering consistent and effective literacy support for early learners.

**Student Learning (What student learning strategies will support meeting the target?)**

- Literacy is integrated across subjects like Social Studies and Science, using readings, videos, and comprehension questions to build skills.
- Teachers use phonics lessons (including Haggerty), speech support, guided reading, and small group sessions such as Super Literacy to provide targeted instruction.
- Buddy reading encourages peer support and helps build reading confidence.
- Writing focuses on personal connections to improve skills, using resources like Adrienne Gear.
- Fountas & Pinnell assessments guide instruction and track progress.
- French Immersion students use leveled readers and participate in weekly dictée exercises to build literacy skills.
- Activities like World Read Aloud Day foster excitement and motivation around reading.

**Theory of Action (What is our hypothesis given the action plan for staff and student learning?)**

If we focus our energy on direct literacy opportunities such as Super Literacy, guided reading, and buddy reading, in addition to early literacy interventions, then we will see an improvement in literacy data such as the ELP, FSA and F&P.

Numeracy
<b>Goal Statement</b>
<p><b>Improve numeracy proficiency for all learners.</b></p> <p><i>UNESCO connection: Numeracy, integral to UNESCO's vision, empowers individuals with critical thinking and problem-solving abilities, fostering societal advancement and equitable education.</i></p>
<b>Where We Are At</b>
<p><b>Numeracy Data (Include provincial, district, and school level data as available). Please ensure priority learners are included as a focus.</b></p>
<p>To guide instruction and monitor progress in numeracy development, we collect and analyze a variety of data sources across grade levels:</p> <ul style="list-style-type: none"> <li>• Foundation Skills Assessment (FSA): Provincial data from Grades 4 and 7 continues to highlight a group of learners performing at the Emerging level in numeracy. These results help us identify trends and target supports.</li> <li>• Early Numeracy Profile (ENP): Administered in Kindergarten and Grade 1, this assessment provides detailed insight into foundational number sense, helping teachers implement early interventions.</li> <li>• Learning Updates: Ongoing classroom assessments offer a detailed view of learners' progress, enabling teachers to adjust instruction to meet diverse needs.</li> </ul> <p>Some data highlights from the school year 2024-2025</p> <p>FSA data highlights:</p> <ul style="list-style-type: none"> <li>• Grade 4: 56% demonstrated On Track or Extending performance, 44% Emerging.</li> <li>• Grade 7: 67% were On Track or extending, 33% Emerging.</li> </ul> <p>Learning updates (Grade K-3), data highlights:</p> <ul style="list-style-type: none"> <li>• In Winter, approximately 61% of learners were Developing or Proficient, showing progress beyond Emerging in their numeracy skills.</li> <li>• By Spring, this increased to approximately 75%, with more learners reaching Proficient and Extending levels, indicating growth in numeracy development.</li> </ul>
<p><b>Analysis (What objective trends do we see based on the data?). Please ensure priority learners are included as a focus.</b></p>
<ul style="list-style-type: none"> <li>• The data shows steady growth in numeracy proficiency from Winter to Spring, with more students moving from Emerging to Developing and Proficient levels.</li> <li>• Despite this progress, a notable portion of learners, remain in the Emerging category and require additional support to build foundational numeracy skills.</li> <li>• Priority learners may face unique barriers that impact their numeracy development, highlighting the need for targeted interventions and tailored teaching strategies.</li> <li>• The pattern of growth suggests that current strategies are effective for many students but must be strengthened to ensure equity and success for all learners, particularly those needing extra support.</li> </ul>
<p><b>Please include evidence of a focus on priority learners.</b></p>
<ul style="list-style-type: none"> <li>• Ongoing use of assessments like the Early Numeracy Profile (ENP) help identify specific learning needs early, allowing for timely and individualized support.</li> <li>• Small group instruction, differentiated learning activities, and the use of manipulatives and hands-on tools provide tailored opportunities to build numeracy skills for priority learners.</li> <li>• The Aboriginal Youth and Family Worker provides additional academic support in classrooms to assist priority learners in building numeracy skills.</li> </ul>

### Rationale (What is going on for our learners? How do we know? Why does it matter?)

Many learners are currently developing foundational numeracy skills. While a number of students demonstrate proficiency or above, the data reveals a consistent group who require additional support to build confidence and fluency in number sense, computation, and problem-solving.

Without targeted interventions, gaps in mental math skills and foundational numeracy understanding can widen, affecting students' overall academic success and their ability to engage fully in everyday mathematical tasks.

Improving numeracy proficiency matters because strong numeracy skills are essential for lifelong learning, critical thinking, and equitable participation in society. Ensuring all learners, particularly priority groups, receive the support they need will help close achievement gaps and empower them to succeed academically and beyond.

### Target (Specific and measurable statement of the desired improvement)

- An increase in learners' number sense efficiency at their grade level or developmental stage, including proficiency in addition, subtraction, multiplication, and division.
- Students will consistently use common math language across classrooms to enhance mathematical communication and deepen understanding.

### What We're Doing

#### Embedding Strategic Priorities (How we're making connections and providing opportunities)



- Our numeracy program emphasizes building lifelong learners by fostering confidence and competence in mathematical skills. We create opportunities for students to engage with numeracy across subjects and in real-life contexts, promoting critical thinking and problem-solving.
- Collaborative teaching practices promote consistent use of common math language across classrooms.
- Priority learners receive targeted support through classroom interventions and additional assistance from the IST and Aboriginal Youth and Family Worker, ensuring equitable opportunities for success.



Where We Are Going (Equity-Focused Action Plan)
<b>Professional Learning (Describe the professional learning that will support meeting the target)</b> <p>Teachers engage in ongoing professional learning to strengthen numeracy instruction and better support all learners. This includes participation in district-led workshops such as SNAP and Early Numeracy Profile (ENP) training. Additionally, educators access resources and self-directed learning opportunities focused on effective math strategies and interventions, helping to address diverse student needs and promote equity in numeracy outcomes.</p>
<b>Student Learning (What student learning strategies will support meeting the target?)</b> <ul style="list-style-type: none"> <li>• Small group math instruction based on students' current levels, utilizing math games and manipulatives to build conceptual understanding.</li> <li>• Use of digital tools such as Splash Learn, Prodigy, and IXL/Mathletics to provide personalized practice and reinforce skills.</li> <li>• Hands-on activities and open-ended numeracy challenges that encourage problem-solving and critical thinking.</li> <li>• Regular opportunities for mental math practice to enhance computational fluency.</li> </ul>
<b>Theory of Action (What is our hypothesis given the action plan for staff and student learning?)</b> <p>If we focus on providing students with a variety of experiences with numeracy such as: open ended numeracy challenges, math manipulatives, hands-on math and mental math, then we will see an improvement in numeracy data such as ENP and FSA.</p>



School Determined
<b>Goal Statement</b>
Our school aims to cultivate lifelong learners, innovators, compassionate global citizens, and holistic individuals, in a nurturing environment that embodies UNESCO's educational philosophy.
<b>Where We Are At</b>
<b>Data (Include provincial, district, and school level data as available). Include priority learners.</b>
<p>Our school continuously evaluates its progress using a variety of data sources at the provincial, district, and school levels to inform our teaching practices and support all learners. These data sources provide insight into academic achievement, social-emotional wellbeing, and the development of global citizenship skills aligned with our UNESCO-inspired goal. Key data sources include:</p> <ul style="list-style-type: none"> <li>• Student Learning Survey (SLS): Provides valuable feedback from students, parents, and staff about the school climate, engagement, and learning experiences.</li> <li>• Middle Years Development Instrument (MDI): Measures social-emotional development and wellbeing of students in middle years, supporting targeted interventions.</li> <li>• UNESCO Cards: Utilized to track student understanding and engagement with UNESCO's Four Pillars of Education, helping us align curriculum and school culture with global competencies.</li> <li>• Staff Meetings: Ongoing sharing of observations and insights ensures our teaching team collaborates to respond to student needs and reflect on best practices.</li> <li>• UNESCO Staff Representative – Jessica King: Acts as a key liaison to integrate UNESCO principles into school-wide initiatives, promoting global citizenship and holistic learning.</li> <li>• Be the Change Fundraising Initiatives: Provide insight into student-led social responsibility and community engagement, as students collaboratively select and support meaningful causes through annual fundraising efforts.</li> </ul> <p>Some data highlights from the school year 2024-2025</p> <p>SLS data highlights:</p> <ul style="list-style-type: none"> <li>• 90% of students say students in their school treat each other with respect, even if they are not friends. This reflects the pillar 'Learning to live together', which emphasizes developing social skills, empathy, and respect for others regardless of differences. By treating peers respectfully, students are practicing coexistence and social harmony, key for peaceful societies. It also touches on 'Learning to be', as respect is integral to personal development and ethical awareness.</li> <li>• 90% report they are learning about how people change the world around us, which includes topics like human rights and diversity. This aligns closely with 'Learning to know', as it involves acquiring knowledge about history, society, and human rights. Understanding how people influence change fosters critical thinking and awareness. It also connects with Learning to live together, by encouraging students to appreciate diversity and the impact of collective actions on society.</li> <li>• Over 90% of students report respecting people different from themselves. This is strongly linked to 'Learning to live together', as respecting diversity is essential for social cohesion and peace. It requires empathy, openness, and intercultural understanding—core competencies in this pillar. It also supports 'Learning to be', since cultivating respect builds character and personal values.</li> </ul> <p>UNESCO cards, data highlights:</p> <ul style="list-style-type: none"> <li>• Students continue to demonstrate care and compassion through UNESCO card initiative, with most recognition tied to 'Learning to Live Together.' This reflects students' efforts to build respectful and supportive relationships within our school community.</li> </ul>

**MDI data highlights:**

- Our school continues to outperform the district average in positive adult connectedness at school, maintaining a strong sense of connection for students. This is reflective of our ongoing commitment to fostering meaningful relationships between students and trusted adults.
- Our students are demonstrating strong responsible decision-making, with 60% reporting they think about the consequences of their actions — aligning with the district average. This reflects a solid foundation in personal responsibility that we can continue to nurture and grow. This aligns with the pillar of ‘Learning to Be,’ supporting the development of self-awareness and ethical judgment.
- This year’s MDI results show a dip in school climate and belonging, highlighting an opportunity to renew our focus on building stronger school connectedness. While the data points to areas for growth, we know that many students continue to demonstrate care, empathy, and respect in their daily interactions. This foundation of kindness is something we can build on as we strengthen relationships and foster a deeper sense of belonging for every student. Focusing on ‘Learning to Do’ can empower students to take active roles in shaping a more inclusive and caring school environment.

**Staff Meeting highlights:**

- Staff meetings highlighted many ongoing projects supporting our UNESCO goals, such as kindness challenges, environmental initiatives (water conservation, recycling programs, greenhouse activities), and community fundraisers like the “Be the Change” buoy sale.
- These activities promote respect, empathy, and environmental stewardship, connecting directly to UNESCO’s pillars and supporting priority learners through hands-on, inclusive experiences.
- Our UNESCO representative, Jessica King, attended regional meetings and is working to share classroom highlights and involve older students in the Youth UNESCO group, further strengthening school-wide engagement with global citizenship.

**Analysis (What objective trends do we see based on the data?). Include priority learners.**

Our data reveals several key trends that guide our ongoing efforts to support all learners and deepen their understanding of global citizenship in line with UNESCO’s educational philosophy.

**1. Implicit vs. Explicit Understanding of UNESCO Principles**

While many students demonstrate behaviors aligned with UNESCO’s Four Pillars—such as respect, empathy, and responsible decision-making—they lack explicit knowledge of UNESCO itself and the specific pillars of learning. This suggests that while the values of global citizenship are embedded in our school culture and everyday interactions, there is an opportunity to make these connections more explicit in our teaching. Increasing students’ awareness of UNESCO and its pillars can strengthen their understanding of why these values matter, helping them become more intentional global citizens.

**2. Strengths in Social-Emotional Development and Community Connectedness**

Students consistently report high levels of respect towards peers and a caring school community, especially reflected in the “Learning to Live Together” pillar. This is encouraging, particularly for learners who may face challenges in feeling included or respected. The MDI data shows strong adult connectedness, which is a protective factor supporting vulnerable students’ wellbeing and engagement. This relational foundation supports all learners in developing social and emotional competencies critical for lifelong success.

**3. Opportunities to Improve School Climate and Sense of Belonging**

A noted dip in school climate and belonging signals that some students—potentially including priority learners—may feel less connected or supported. This calls for targeted efforts to renew a culture of inclusion and foster deeper belonging.

#### 4. Integration of Environmental and Global Issues

The data shows moderate but growing engagement in learning connected to the local environment and community, as well as environmental stewardship. This aligns with the “Learning to Know” and “Learning to Do” pillars, offering a meaningful context to link academic learning with global citizenship. Learners may benefit from experiential, community-based learning opportunities that connect curriculum to real-world issues.

#### Summary

Overall, the data highlights a strong foundation in respect, responsibility, and social connection, which are critical for holistic development. Our challenge is to build on these strengths by making UNESCO principles explicit, fostering inclusive belonging for all students, and deepening connections between learning and global citizenship. These steps will support priority learners and all students in becoming compassionate, knowledgeable, and empowered global citizens.

#### Please include evidence of a focus on priority learners.

- Differentiated Projects: Many school-wide initiatives, such as the Be the Change fundraiser, greenhouse learning, and kindness challenges, offer flexible, hands-on entry points—ensuring students with diverse needs and learning styles can participate meaningfully.
- UNESCO Integration Supports Equity: By embedding global citizenship and compassion through UNESCO-aligned learning, the school nurture’s identity, belonging, and purpose.
- Social-Emotional Development: MDI data shows a strong sense of adult connectedness among students. Staff continue to prioritize building trusted relationships, which is essential for supporting vulnerable and priority learners in feeling seen and supported.
- Cultural Awareness and Representation: Indigenous learning is embedded through projects like the Save the Children backpack initiative and regular activities focused on local First Nations. These efforts validate Indigenous voices and foster inclusive school culture.
- Leadership and Voice: Opportunities like the new Youth UNESCO group for Grades 6/7 are being designed with priority learners in mind—ensuring students who may not typically access leadership roles are actively invited to contribute and shine.

#### Rationale (What is going on for our learners? How do we know? Why does it matter?)

*“How do we design meaningful learning experiences that develop the skills and competencies most needed in the present, for the futures we want to create?”*

At our school, learning is rooted in purpose, compassion, and a deep sense of global responsibility. As a formally accredited UNESCO Associated School, we are guided by a shared belief that education is a force for peace, sustainability, and positive change. Our vision — Small Hands Change the World — captures our belief that even the youngest learners have the capacity to make meaningful contributions.

Through projects, surveys, and daily interactions, we know our students are developing empathy, critical thinking, and a strong sense of social justice. They are engaged in community action, environmental stewardship, and relationship-building across differences — competencies that reflect the UNESCO pillars and the evolving needs of a complex world.

As staff have expressed, “We want the world to be a better place for all, to honour our identity as a UNESCO school, to promote kindness, and to spread this throughout our community.” This commitment drives us to design learning experiences that are locally grounded and globally minded

— equipping students with the knowledge, skills, and mindset to thrive and lead in an interconnected future.

In alignment with UNESCO’s evolving Futures of Education vision, we continue to reimagine learning that not only prepares students for the world as it is but empowers them to co-create the world as it could be.

### Target (Specific and measurable statement of the desired improvement)

All students (K–7) will demonstrate age-appropriate understanding of UNESCO’s Four Pillars of Education by identifying and applying at least two pillars in classroom or community-based learning experiences.

Evidence of this learning will be collected through:

- Student reflections (verbal, written, artistic, or digital depending on grade level)
- Classroom-based learning artifacts such as projects, portfolios, or storytelling
- Staff observations recorded during collaborative meetings or shared on common platforms
- Student contributions to school-wide initiatives (e.g., “Be the Change,” Kindness Challenges, environmental stewardship activities)

### What We’re Doing

### Embedding Strategic Priorities (How we’re making connections and providing opportunities)



A focus on *Connected Learners*:

Our school is deeply committed to fostering connected learners by creating opportunities for students to engage meaningfully with both their local and global communities. Grounded in our identity as a UNESCO Associated School, we integrate connection, responsibility, and global citizenship into everyday learning.

- Be the Change student group: This student-led initiative empowers learners to identify real-world issues and take action through projects like the annual “Scare Hunger” food drive, local fundraising for climate and community causes, and crafting for social impact. These projects help students develop a sense of agency and collective responsibility.
- UNESCO Hour: Each week, classes participate in UNESCO Hour—dedicated time for exploring global competencies, sustainability, and intercultural understanding. This regular time reinforces our school’s commitment to global stewardship while helping students connect what they learn to real-world action.
- UNESCO Cards: These cards are a tool for recognizing and reinforcing values aligned with the UNESCO Four Pillars of Education. Students earn cards when they demonstrate actions that show empathy, collaboration, environmental care, personal achievements, and respect for others—strengthening peer relationships and school-wide connectedness.
- Community partnerships and outreach: Students engage with local organizations, such as care homes and environmental groups, through caroling, greenhouse work, and acts of kindness. These connections reinforce the value of service learning and help students see their role in shaping a more compassionate and sustainable community.

By embedding these practices into our school culture, we are helping students develop strong interpersonal skills, a sense of social responsibility, and a global mindset—core to becoming connected learners prepared to make a difference in the world.

**Where We Are Going**  
**(Equity-Focused Action Plan)**

**Professional Learning (Describe the professional learning that will support meeting the target)**

To meet our goal of fostering student understanding of UNESCO principles from Kindergarten through Grade 7, our professional learning will focus on building staff capacity to integrate these values meaningfully across all subjects and grade levels. This ensures equitable access to global citizenship education for all students, regardless of age or learning profile.

- **UNESCO Representative Leadership:** Our school’s designated UNESCO staff lead, Jessica King, serves as a liaison between our school and the broader UNESCO network. She attends provincial meetings, brings back current resources and ideas, and shares them with staff to ensure alignment and inspiration across classrooms.
- **Targeted Professional Development:** We are planning ProD sessions focused on age-appropriate ways to teach UNESCO concepts—including sustainability, peace education, equity, and human rights. These sessions will equip teachers with tools and strategies to make abstract ideas accessible to young learners, ensuring our youngest students engage with these values in ways that are meaningful and developmentally appropriate.
- **Collaborative Planning Opportunities:** Ongoing collaboration during staff meetings and team time will support co-planning and sharing of best practices. Teachers will share how they are incorporating UNESCO principles into their learning environments, helping to ensure consistency and a shared language across the school.

This professional learning approach supports an equity-focused implementation of our school-specific goal, ensuring that all students—not just older or more academically advanced learners—have the opportunity to grow as compassionate, informed, and empowered global citizens.

**Student Learning (What student learning strategies will support meeting the target?)**

To support students in developing a deeper and more explicit understanding of UNESCO’s Four Pillars of Education, we are integrating intentional learning strategies that emphasize reflection, community connection, and global citizenship. These strategies align with the Core Competency of Social Awareness and Responsibility, and reflect the First Peoples Principles of Learning by centering holistic, relational, and experiential learning.

- **Class-Based UNESCO Projects:** All classes currently engage in projects connected to UNESCO themes. Moving forward, there will be a stronger emphasis on embedding explicit teaching of the Four Pillars — 'Learning to Know', 'Learning to Do', 'Learning to Be', and 'Learning to Live Together' — within these projects. Students will share their learning with the broader school community through hallway displays, assemblies, announcements, or other creative formats that best reflect their learning journey.
- **Be the Change Group Displays:** The Be the Change student group contributes meaningfully to our school culture through ongoing projects that reflect environmental stewardship, equity, and compassion. Last year, they created a large-scale mural that reads “Be the change you wish to see in the world,” with each letter beautifully painted to reflect values such as Indigenous culture, sustainability, and diversity. An adjoining bulletin board highlights past and current projects, and is updated regularly to showcase the group’s ongoing contributions to global citizenship and student leadership.
- **Intentional Use of UNESCO Language:** Staff and students will increasingly incorporate the language of the Four Pillars in classroom discourse, reflective activities, and school-wide

communication. This shared vocabulary helps build a collective understanding of the values underpinning our learning community.

- **Recognition Through UNESCO Cards:** As students demonstrate actions aligned with the Four Pillars, they will be recognized through UNESCO cards. These acknowledgements reinforce prosocial behavior, promote reflection, and make visible the connection between everyday actions and global competencies.
- **Perspective-Taking and Peaceful Problem-Solving:** Educators will support students in developing the skills to consider multiple perspectives, reflect on their impact on others, and resolve conflict in peaceful and constructive ways. Growth in these areas will be reflected in both skill development and a reduction in behaviors not aligned with these values.
- **Core Competency Reflection:** Students will engage in self-reflection that connects personal growth to the ideals embedded in the UNESCO framework. This includes the Core Competency of Social Awareness and Responsibility, the First Peoples Principle of Learning that "learning is holistic, reflexive, reflective, experiential, and relational", and the Beaver from The Seven Teachings, symbolizing wisdom — the integration of knowledge, experience, and accountability.
- **Ongoing Visibility and Celebration:** UNESCO-related learning will be regularly highlighted through assemblies, newsletters, hallway exhibits, and announcements — ensuring that the values of inclusion, sustainability, and global citizenship remain at the heart of our school's identity.

#### **Theory of Action (What is our hypothesis given the action plan for staff and student learning?)**

If we explicitly embed UNESCO's core values and the Four Pillars of Education into our teaching, learning, and school culture, then we will see increased student engagement, strengthened community connection, and improved wellbeing, as reflected in data such as the MDI and SLS.