

PEMBINA TRAILS COLLEGIATE

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www.pembinatrails.ca/ptcollegiate



SCHOOL REPORTING 2022/2023 and PLANNING 2023/2024

Identification				
Name of School Division Pembina Trails		Name of School Pembina Trails Collegiate (PC)	Name of Principal Jacqui Kroeker	Date (yyyy/mm/dd) November 12, 2023
School Profile (Complete the following using FTE as of Sept 30 th .)				
Number of Teachers 44		Number of Students 751	Grade Levels 9-11 (First Year)	There is an Educational for Sustainable Development (ESD) plan for the school. <input checked="" type="radio"/> Yes <input type="radio"/> No
What is your mission statement? Pembina Trails Collegiate...Creating Innovative Pathways				Year Revised 2023

SCHOOL REPORT – 2022/2023

School Priorities
1.To open the newest high school in English Programming in 50 years on time – September 5, 2023
2.To develop a high school model that embraces the Deep Learning model by Michael Fullen with a focus on Interdisciplinary learning and teaching
3. To create a school model that encapsulates the circle of courage (a whole child approach) and the 6 global competencies.
4. To hire a teaching staff that embraces collaboration, co-teaching and an interdisciplinary method of teaching.
5.

Previous Years’ Successes: Please comment on successes and progress towards meeting previous school plan outcomes.	
Expected Outcomes	Results (status, data or anecdotal evidence). Feel free to attach file with results, if needed.
1. PTC opened on time	Full opening with all staff and students. We used a school admin day to stagger the start to collect students and settle them in smaller groups. We created a strong start with a feast and fair event and a whole school assembly with a panel that discussed building a community through a lens of diversity, equity and inclusion.
2. PTC opened with a deep learning model at its heart.	A timetable was created that embraced the deep learning model with interdisciplinary learning, PTEC and TVE.
3. PTC began the year with the circle of courage that had the 6 global competencies intertwined	The school model was discussed with the Indigenous Success Teachers to ensure the westernized and Indigenous world views were intertwined appropriately with not one world view being prioritized.

4. All staff were hired for the beginning of the year	All staff have embraced the interdisciplinary approach and are working towards a co-teaching approach to teaching and learning
5.	

SCHOOL PLAN – 2023/2024

Planning Process
<p>List or describe factors that influenced your priorities.</p> <p>The research that took place over the 2022-2023 school year solidified the need for a new model which was decided upon and the deep learning model was adopted.</p> <p>Visiting many school models in Manitoba: Northlands Collegiate, Niverville High School, Met School, Seven Oaks to establish relationships and connections to what PTC could become.</p> <p>Consultation with Irene Nordheim in regards to the propel program in LRSD.</p> <p>The Manitoba Education K-12 Action Plan</p> <p>Mamahtawisiwin: The Wonder We Are Born With</p> <p>In Search of Deeper Learning by Jal Mehta and Sarah Fine</p> <p>Deep Learning, Engage the World, Change the World – Michael Fullan, Joanne Quinn and Joanne McEachen</p> <p>Full day planning off site with deep learning coaches (program leaders) to determine our next steps and priorities for the 2023-24 school year.</p> <p>Monthly meetings with the deep learning coaches (program leaders).</p> <p>Feedback from staff at monthly staff gatherings and PD days.</p> <p>Consultation with Julie Cordova and the Pembina Trails consultants.</p>

Describe the planning process and the involvement of students, staff, families and the community.

Who was involved?

The community has come together to create a school plan for the start of Pembina Trails Collegiates journey.

- Admin team at PTC – Jacqui Kroeker & Jane Bachart
- Deep Learning Coaches x 11 at PTC
- Pembina Trails divisional consultants led by Julie Cordova
- Pembina Trails Senior Administration
- Indigenous Advisory Council
- Student Advisory Council

We also considered the data received from our community engagement in 2022-23.

- Community gatherings in person on November 15, 16 and virtually on the 22, 2022 where we engaged Pembina Trails staff, students and community members with the following inquiry questions:
 - Share your hopes for this K-12 learning community
 - Describe an inclusive K-12 learning campus
 - Voice what is important to you in K-12 education
- A Thoughtexchange survey with the above questions to the Waverley West community to allow further engagement if they could not make the in person community gathering.
- Edsby polls with staff, students and community members.

How often did you meet?

We have met as follows:

- Deep Learning Coaches (once a month and a full day planning meeting)
- Indigenous Advisory Council – once
- Student Advisory Council meets once every two weeks
- We have hosted 2 PD days with the divisional consultants

<p>What data was used?</p> <p>Student transition data Thoughexchange survey Community gatherings qualitative data Edsby polls Attendance data Data from Mayet and compass to establish putting faces to the data (See CIR data)</p>
<p>Other highlights?</p> <p>The sense of belonging and safety has been highlighted often to all students and staff. The sense of community has started to really build with a fun and adventurous sense building the soul of the school.</p>

School Priorities
1. Create an inclusive education model that infuses the 6 global competencies for students to succeed (collaboration, communication, critical thinking, creativity, connection to self and citizenship)
2. Adopt the circle of courage as a school wide approach to infuse a two-eyed seeing approach to educating the whole child.
3. Model an interdisciplinary framework to allow for the deep learning philosophy to be integrated into learning relationships, shifting voice, control, and interactions.
4.
5.

School Plan			
Expected Outcomes What specifically are you trying to improve	Strategies What actions will you take?	Indicators How will you know that learning is	Data Collection By what means will you collect
1. Students, staff and community members will be immersed in the 6 global competencies and will be able to create successful individualized pathways to achieve success beyond their high school journey.	Period 1 has been dedicated all year to infuse the understandings of the 6 global competencies and the circle of courage during ambassador time. All students will achieve one credit throughout the year: <ul style="list-style-type: none"> - Grade 9: Lifework: Exploration 10S - Grade 10: Lifework: Planning 20S - Grade 11: Lifework: Building 30S or Volunteer 30S credit 	Students will be excited about attending period 1 and feeling more confident about creating a plan during high school and beyond. Students and families will be excited to come to PTC and feel confident in the offerings that PTC is presenting.	Qualitative surveys Celebration of learning events Attendance data Frequent feedback loop from staff from Teams, staff gatherings and PD.

	<p>Staff will be engaged and excited about the possibilities that the 6 global competencies present and to be given the time to explore and apply them in creative ways.</p> <p>The 6 global competencies will be presented visually and verbally in all school presentations to bring them alive to staff, students and the community.</p> <p>A common rubric will be created so that students can track their progress against the 6 global competency skills.</p> <p>The 6 global competencies will be visually incorporated into the signage in the school.</p> <p>The Celebration of Learning events will incorporate an educational series to include families into the process of learning with their students.</p> <p>ITP's will have the 6 global competencies woven into the students goals.</p>	<p>Staff will be actively engaged in creating rubrics in their teaching pods or ID grade groups.</p> <p>Staff and students will work together to create a personal inventory of the 6 global competencies.</p> <p>Families will provide positive feedback during the celebration of learning events and will be actively involved by asking questions and providing anecdotal comments that support the PTC model of learning.</p> <p>Students with special needs will understand their student goals that incorporate the 6 global competencies.</p>	<p>A common language will be used by students and staff.</p>
<p>2. Students, staff and community members will feel a strong connection to the circle of courage. All students will feel their own sense of belonging, independence, generosity, and mastery and be able to identify this as part of their whole self.</p>	<p>Period 1 has been dedicated all year to infuse the understandings of the 6 global competencies and the circle of courage during ambassador time. All students will achieve one credit throughout the year:</p> <ul style="list-style-type: none"> - Grade 9: Lifework: Exploration 10S - Grade 10: Lifework: Planning 20S - Grade 11: Lifework: Building 30S or Volunteer 30S credit <p>Staff will be engaged and excited about the possibilities that the circle of courage presents to address the whole child.</p>	<p>Feedback will be received through public presentations that they appreciate the whole child approach.</p> <p>Students and families are excited to come to PTC and feel confident in the offerings that PTC is presenting.</p> <p>All students will feel included at PTC and feel a strong sense of belonging.</p>	<p>Qualitative surveys</p> <p>Celebration of learning events</p> <p>Attendance data</p> <p>Frequent feedback loop from staff from Teams, staff gatherings and PD.</p>

	<p>The circle of courage will be presented visually and verbally in all school presentations.</p> <p>The circle of courage will be visually incorporated into the signage in the school.</p> <p>The Celebration of Learning events will incorporate an educational series to include families into the process of learning with their students.</p>		A common language will be used by students and staff.
<p>3. Staff will model an interdisciplinary framework to allow for the deep learning philosophy to be integrated into learning relationships, shifting voice, control, and interactions to students.</p>	<p>Grades 9-11 in year one will follow an interdisciplinary approach to learning. They will engage with specialist teachers through a co-teaching, interdisciplinary approach to teaching and learning for their core subjects.</p> <p>Math will be taught all year to grade 9's to achieve mastery of the outcomes before moving into Math Essentials, Applied and Pre-Calculus.</p> <p>Adopting a deep learning approach to education that increases self and others' expectations for more learning and achievement by providing a process.</p> <p>Builds skills, knowledge, self-confidence, and self-efficacy through inquiry.</p> <p>Students will be learning more than content; the learning contributes to students own futures and often to the betterment of their communities and beyond.</p> <p>Learning relationships shift voice, control and interactions and are at the heart of deep learning.</p>	<p>Feedback will be received through public presentations that they appreciate this framework for learning.</p> <p>Students will be engaged and excited to embrace this learning through personalization and ownership.</p> <p>Students and families are excited to come to PTC and feel confident in the offerings that PTC is presenting.</p> <p>The celebration of learnings will be presented in a creative way that puts students at the center of the process.</p>	<p>Qualitative surveys Celebration of learning events Attendance data Frequent feedback loop from staff from Teams, staff gatherings and PD.</p> <p>A common language will be used by students and staff.</p>

Pathways will be identified for students in the areas of:

- Applied commerce
- IA
- Computer
- Career Development
- Social Sciences: Human Ecology
- Arts Education
- Languages
- Sustainable Tourism
- Social Sciences
- Science

Additional programming will be offered:

- PTEC
- AP Capstone
- Technical Vocational Education (TVE)

Pathways are individualized and can be created by following one path or interchanging pathways.

Appendices

PTC's School Model

- Diverse Backgrounds and Strengths
- Equitable Access to Education
- An Inclusive Community
- Safety and Belonging for All



What we do!

- **6 Global Competencies**
 - Creativity
 - Connection to self
 - Citizenship
 - Collaboration
 - Communication
 - Critical Thinking
- **Deep Learning:** changes learning by focusing on personally and collectively meaningful matters
- **Interdisciplinary**
 - **G9 ID:** ELA, SS, SCI
 - **G10 ID:** ELA, GEO, SCI
 - **G11 ID:** ELA, HIS

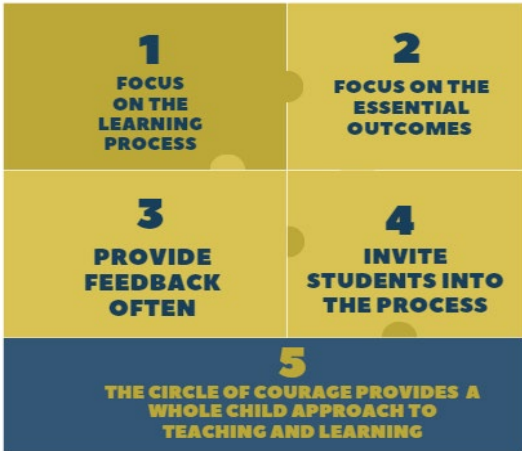


Circle of Courage

PTC's Identity

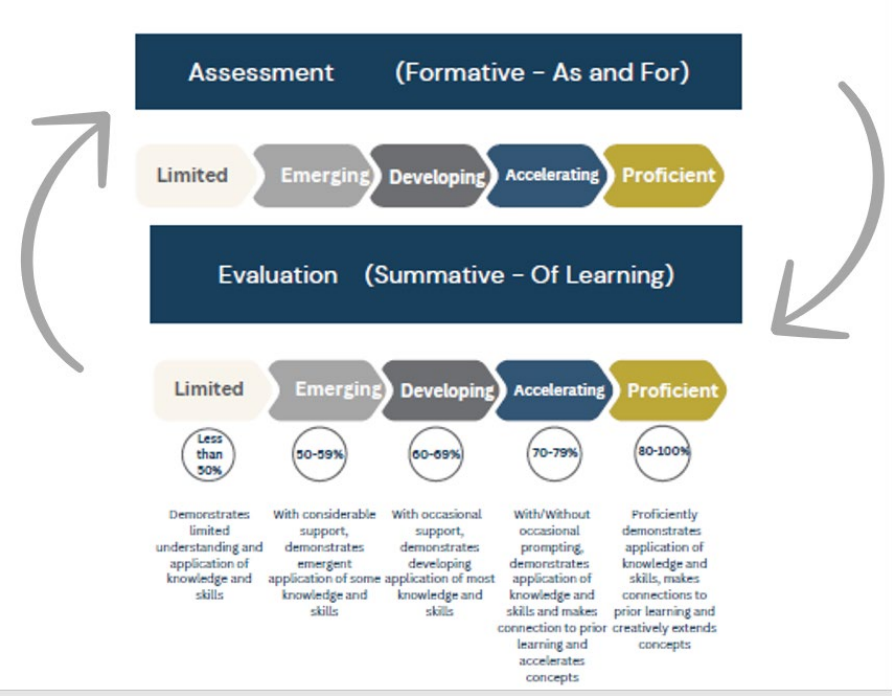


PTC’s Teaching and Learning

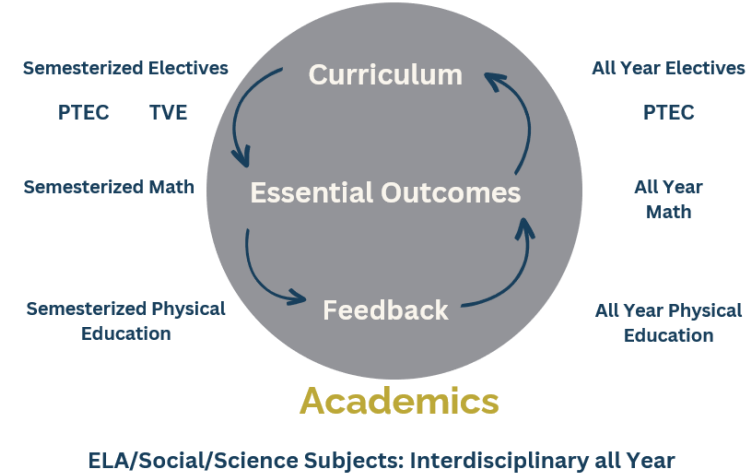


Ambassador Think Time
All Year Learning Process





Student Centered Learning Process



Whole Child Approach to Learning

