



**PEMBINA TRAILS**  
COLLEGIATE

## Defining a shared purpose:

*“A school plan is a local response to the school community, divisional and provincial priorities, and the compelling data which in turn guides all student success”. (Divisional School Plan Working Group, 2024)*

A Meaningful **Inquiry Based** School Plan **Process** is:

- ✓ **Visionary** - hopeful and inspiring; intentional
- ✓ **Purposeful** – clearly guides the inquiry cycle
- ✓ **Inclusive** – keeping students at the centre
- ✓ **Aligned** – informed by the divisional strategic plan and provincial directives.
- ✓ **Practical** - doable, timely, achievable, dynamic, impactful
- ✓ **Responsive** – to compelling evidence that emerges

*Our [collective] Mission Pembina Trails is dedicated to educational excellence through challenging and enriching experiences in a safe, inclusive, and caring community.*

STUDENT SUCCESS


STRATEGIC INVESTMENTS

SYSTEM WELLNESS



<p><b>Area of Focus:</b> Our goal is to graduate students who not only excel academically but also understand the importance of belonging, generosity, mastery, and independence in fostering a just, inclusive, and connected world. By embedding these values across grades 9 to 12, we ensure that every student is prepared to contribute meaningfully to their communities, drawing on both Indigenous and Western ways of knowing.</p> <p><b>How does this focus address (check all that apply):</b></p> <p><input type="checkbox"/> Literacy</p> <p><input type="checkbox"/> Numeracy</p> <p><input checked="" type="checkbox"/> Engagement</p> <p><input checked="" type="checkbox"/> Graduation</p> <p><input checked="" type="checkbox"/> Other (Mental Health, Sense of Belonging, Indigenous Education, Anti-Racism, Equity, Inclusion)</p>			
<ul style="list-style-type: none"> <li>• What do we know about our learners?</li> <li>• What do we need to know about our learners?</li> <li>• What compelling evidence we are drawing upon?</li> </ul>	<p><b>Focus of Student knowledge, skills &amp; dispositions</b></p> <ul style="list-style-type: none"> <li>• What focus emerges as our question to pursue?</li> </ul>	<p><b>Actions, Roles &amp; Responsibilities</b></p> <ul style="list-style-type: none"> <li>• Who will do what, how and by when?</li> <li>• What is the professional learning focus related to our inquiry question?</li> </ul>	<p><b>Monitoring Systems</b></p> <ul style="list-style-type: none"> <li>• Is our focus making a difference?</li> <li>• Does our inquiry require adjustment?</li> <li>• How will we know?</li> </ul>
<p>Students at PTC are building a new community. Students are coming from 5 feeder schools and in 2023-24 the grade 11's came from another PT High</p>	<p><b>Student Practices and Behaviours:</b></p> <p>We will be focusing on ensuring we meet all areas of our school model. The six global</p>	<p><b>Team Practices and Behaviours:</b></p> <p>DLC's have areas to lead in Diversity, Equity and Inclusion and we are structured to create team collaborations and cross</p>	<p><i>Students will report that they feel safe and they have a sense of belonging.</i></p> <p><i>We need to be consistent for 5 years to see the difference that our school model makes.</i></p>

<p>school for their grade 11 and 12 years. They have struggled with this transition as some students have attended SP, AC, FRC and now PTC.</p> <p>Students are struggling with global conflicts and we are building safety and belonging in a very diverse community. This is a complex process.</p> <p>Students who have come to us from feeder schools are adjusting to the interdisciplinary approach to learning easily. The students in grade 12 who are used to a more traditional</p>	<p>competencies and the circle of courage.</p> <p>We are doing this by ensuring that ATT teachers are focusing their learning around these competencies as well as aligning rubrics for learning behaviours and SSP goals.</p> <p>All celebration of learnings with families (also known as parent/teacher conferences) are centered in this approach.</p> <p>Our awards also align with this model, instead of honour roll or the grad ropes being used for convocation we are aligning our school model</p>	<p>curricular resources. Our teams lead according to our pathways which enables more collaboration between courses outside of the ID pods.</p> <p>We have developed a Flex Learning program to meet the needs of students who require a more flexible approach to learning, part days, one on one approach or credit recovery. This is based out of the reflective space and sage space to allow a smaller environment for students to succeed.</p> <p><b>Teacher Practices and Behaviours:</b></p> <p>ATT and ID pods with focus on the quadrant.</p>	<p><i>The six C's are reflected in student's learning behaviours and we see an increase in these areas on the report card: citizenship, critical thinking, collaboration, communication, connection to self and creativity.</i></p> <p><i>This is centered around the Circle of Courage which encapsulates independence, mastery, belonging and generosity.</i></p> <p><i>Safety comes first to allow students to achieve success. This will be based on qualitative research from SST.</i></p> <div data-bbox="1486 857 1873 1263" data-label="Diagram"> </div> <p><i>Credit acquisition from the flex learning program will reflect student</i></p>
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<p>model have taken more time to adjust.</p>	<p>in all we do to celebrate students learning.</p> 	<p>ID teams are divided into pods of 3 teachers to enable collaboration in the areas of ELA, Social Sciences and Science.</p> <p>All teachers will be using the Deep Learning model by Michael Fullen. All teachers have received the book and the teacher resource book to focus in on this method of teaching.</p> <p>All teachers will use an interdisciplinary lens to their teaching.</p> <p>The grade 9 team are using a two-eyed seeing approach to teaching and learning.</p> <p>Assessment is reflective of our school model and includes products,</p>	<p><i>success and will result in a higher credit acquisition for graduation.</i></p>
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		conversations and observations. This enables our school model of the whole child to be reflective of all we do.	
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**Broad Outcome/Area of Focus: Fostering Engagement through a deep learning model which highlights an interdisciplinary model centering the 6 global competencies.**

<p><b>What do we know about our learners?</b></p> <p><b>What compelling evidence we are drawing upon?</b></p>	<p><b>What focus emerges as our question to pursue?</b></p> <p><b>Focus of STUDENT knowledge, skills &amp; dispositions</b></p>	<p><b>Actions, Roles &amp; Responsibilities</b> <b>Who will do what, how and by when?</b></p> <p><b>What is the professional learning focus related to our inquiry question?</b></p>	<p><b>Monitoring Systems</b> <b>Is our focus making a difference?</b> <b>Does our inquiry require adjustment?</b></p> <p><b>How will we know?</b></p>
<p>Diverse learners</p> <p>Unengaged but thinking they are engaged – authentic engagement through a non-traditional model</p>	<p><b>Student Practices and Behaviours:</b></p> <p>Promoting a whole-child approach: giving children the foundation they need to become well-rounded, healthy individuals</p>	<p><b>Team Practices and Behaviours:</b></p> <p>Collaborative time as “pods”/teams”</p> <p>Continuing and sticking to the provincial device</p>	<p>How can students show what they know?</p> <p>Outcome and skill-based (curricular ties)</p> <p>Students are collaborating, communicating, contributing</p>

<p>Technology reliant (but not critical of their use and often in unhealthy ways)</p> <p>Lack of understanding of the learning tasks.</p> <p>Don't see the relationship of the task to their learning.</p> <p>Lacking curiosity or wonderings.</p> <p>Struggle to work through the learning process.</p> <p>Need support with developing their critical thinking skills.</p> <p>Task orientated – are students people pleasing and not</p>	<p>equipped with a solid education and important life skills to help them reach their full potential</p> <p>Promoting varied opportunities for students to improve their skills and knowledge (e.g. experiential learning, project-based learning, etc.)</p> <p>How to make students more curious and seeing the value in their work and the process they went through. Willing to take risk – “buying in”.</p> <p>Are the students feeling safe to take risks.</p> <p>Leveraging digital in a healthy way that also promotes community</p>	<p>policy. It will take time for students to evolve in learning without outside distractions.</p> <p><b>Teacher Practices and Behaviours:</b></p> <p>Understanding interdisciplinarity and time to plan as teams together.</p> <p>Working across disciplines to look for connections between curricula (e.g., health and nutrition overlaps) - cultivating our own imaginative planning as teams!</p> <p>Moving ourselves from survival to “thrival” as teachers.</p> <p><b>Our Team will:</b></p> <p>Apply for joint PD funding for small group work</p>	<p>and asking inquiry-based questions about their learning</p> <p>Staff are working hard to do their best for all of our learners. We use our time together to share and reflect our thoughts, in our PTC pods and outside of our pods. In the past year and a bit staff have really demonstrated their strength in their own critical thinking.</p> <p>Unprompted, a student can identify what they don't know and be able to have a conversation about their learning; a student can be inquisitive/curious and critical about their ongoing work</p> <p>Students asking good questions and being able to dig deeper</p>
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<p>exploring the “why” for themselves.</p> <p>They want to do well.</p> <p>Overall, less cliques and students more willing to work with each other in and outside the classroom. Kindness to others that they don’t know.</p> <p>Motivated by connection but don’t have the tools to make connects yet.</p> <p>They acknowledge the positives to having larger connections to others. These groups are more diverse and overall more accepting of each other’s differences.</p>	<p>connection and critical thinking</p>		
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These are from observations, conversations, and assessments.			
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