

Campbell River School District Learning Beliefs

In order to ensure safe, caring and engaging learning environments and progress for all learners, we believe...

BELIEF: Respectful relationships are fundamental to successful learning.

This means:

- All students and their families are welcome into the school, their insights are valued, and their culture is honoured.
- Learning occurs at home and in the community as well as in schools. Therefore, parents are considered partners in their child's education. Schools encourage and value their insights and support to further their child's education.
- Educators are sincerely interested in students and work to develop positive, supportive and caring relationships. Every student needs to feel that they have a significant, supportive adult in their life.
- All learners are valued. They are respected for who they are, where they are on the learning continuum, what they think and believe, and how they learn best. Students' strengths are acknowledged and celebrated.
- Respectful, inclusive, supportive and collaborative relationships are also fostered between children, between educators, and between educators and families.



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BELIEF: All learners vary in their learning styles, prior knowledge and experiences, abilities and rates of development.

This means:

- Learners' needs are central to all curricular planning, teaching and assessment decisions. Educators combine their knowledge of curriculum, child development, and the assessed needs and strengths of individuals in order to do these effectively.
- Concepts and skills are taught in a variety of ways to ensure the success of all learners.
- Educators and students collaborate to establish criteria for success. Students are actively involved in comparing their behaviour, performance, understanding of concepts or skills and /or assignments to the criteria in order to assess the extent to which their goals have been met.
- Learners are encouraged and given opportunities to demonstrate their understanding in a variety of ways, over time. They need time to practice and may need several attempts to show what they know and can do.
- Learners have consistent opportunities to receive descriptive feedback and support from peers, teachers and other adults involved in their learning.
- Learners are motivated when they see the relevance in what they are learning and are able to apply their learning in meaningful ways both in and out of the school setting.



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BELIEF: Learning is an active process.

This means:

- Students learn best when they are cognitively, physically, socially, emotionally and creatively engaged.
- Students and educators are given consistent opportunities to talk and work collaboratively with others to expand their learning. They are exposed to differing ways of thinking.
- Learning requires active participation. Classrooms promote and encourage investigation with opportunities for students to learn and demonstrate their learning in a variety of ways. As well, students participate in co-creating criteria in order to understand what success looks like, and use these criteria to self-assess and set goals.
- All aspects of student development and learning are interrelated and interdependent. When students are able to learn new skills and concepts in integrated and relevant ways that encompass a variety of learning styles, their understanding is deepened.
- Students are encouraged and given opportunities to apply their learning in meaningful ways, connected to their lives and the world around them.
- Students' strengths and passions are recognized, developed and celebrated. Students are encouraged and supported to make choices and to work on projects / activities that interest them, develop their learning goals, and enable them to demonstrate their skills and understandings.
- Teachers intentionally create the environment, schedule and daily activities to promote each student's learning and development.



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BELIEF: Positive learning behaviours and attitudes lead to greater student independence, success, and lifelong learning.

This means:

- Educators model, teach and engage students in co-defining, practicing, developing and self-assessing positive learning behaviours such as self-regulation, active thinking, active listening, curiosity, perseverance, and striving for accuracy.
- Students apply skills and concepts while they choose and work on appropriate, relevant activities/projects provided by educators. With such choice, students feel greater commitment to their learning, view it as more meaningful, and approach it with more enthusiasm.
- Students are taught and given opportunities to reflect upon their behaviour, performance, understanding and work in light of criteria, sharing the responsibility for determining what they already know and can do, and setting goals for future learning.
- The school and classroom environments are places where risk taking is valued and supported for educators and learners, where mistakes are seen as opportunities to learn, not as failures.
- The culture of the school fosters and inspires student involvement, positive attitudes, and positive engagement in learning.

Our vision is to create an environment and experiences where students feel:

- **Inspired, motivated, excited to learn and eager to accept challenges;**
- **Respect, acceptance, a sense of belonging, and free to be themselves;**
- **Confident and successful.**

