



# My Student First Classroom

**We are successful as we prepare for our future**

**Academic support and enrichment  
Rigorous instruction**

<b>Teacher Role As a teacher, I will....</b>	<b>Student Role As a student, I will...</b>
<ul style="list-style-type: none"><li>● <b>PROVIDE</b> engaging learning experiences that embody high expectations, rigour and relevance</li><li>● <b>INCORPORATE</b> 21st Century competencies</li><li>● <b>UTILIZE</b> a variety of high impact instructional and assessment strategies</li><li>● <b>PROVIDE</b> multiple opportunities for students to show their learning and provide multiple opportunities for credit completion</li><li>● <b>COMMUNICATE</b> student progress</li><li>● <b>DEVELOP</b> and <b>MODEL</b> self-regulation behaviour strategies</li><li>● <b>POST</b> outcomes/targets in a timely and appropriate manner</li><li>● <b>CELEBRATE</b> successes</li><li>● <b>USE</b> curricular content to build life skills</li><li>● <b>ALLOW</b> for credit attainment in non-traditional ways “time-wise” (ie extended credits/ credit recovery)</li><li>● <b>BE READY/WILLING/ABLE</b> to teach multiple subjects in a classroom at one time</li></ul>	<ul style="list-style-type: none"><li>● <b>ENGAGE</b> in learning with a growth mindset</li><li>● <b>UNDERSTAND</b> and reflect on my achievement in relation to outcomes.</li><li>● <b>ATTEND</b> school regularly</li><li>● <b>COMMIT</b> to attending the same school for at least an entire semester</li><li>● <b>TAKE</b> ownership for my learning</li></ul>



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Role of School	Role of Division
<ul style="list-style-type: none"><li>● <b>DISPLAY</b> student work</li><li>● <b>PROVIDE</b> interventions/supports for reading, writing and math</li><li>● <b>CREATE</b> a plan to foster, grow, and practice leadership/mentorship skills</li><li>● <b>PROVIDE</b> multiple avenues for students to earn credits</li><li>● <b>ENSURE</b> teachers post learning outcomes in student friendly terms</li><li>● <b>ACKNOWLEDGE</b> and develop a culture of recognition that honours growth, potential and mastery</li><li>● <b>CLOSELY MONITOR</b> student credit attainment progress towards graduation</li><li>● <b>DESIGN</b> timetables and teacher workloads to allow for unique student needs of transient students (&amp; explore new ways to provide students with course offerings)</li></ul>	<ul style="list-style-type: none"><li>● <b>ENSURE</b> division level personnel oversee school grad plans</li><li>● <b>DEVELOP</b> multiple pathways and opportunities for students</li><li>● <b>ENSURE</b> school/teachers understand the credit system and pathway options</li><li>● <b>ENSURE</b> efficient and effective (technological) supports are in place for student information regarding outcome attainment to “follow” students from school to school</li><li>● <b>PROVIDE</b> leadership for schools in their efforts to feel better prepared in working with student/family Mental Health issues and their impact on student success</li></ul>