

## Secondary

### Universal Practices and Expectations for Tier 1

All approaches to teaching and learning are **universally designed** (*flexibility in the ways students access and engage*) and **differentiated** (*tailoring instruction to meet diverse needs*) to address the whole child.



Learning Environment	Social-Emotional	Academic		Engagement & Behaviour
		Literacy Practices	Numeracy Practices	
<ul style="list-style-type: none"> <li>The classroom environment is welcoming and respectful to all learners.</li> <li><a href="#">Gender inclusive</a> materials and language are used.</li> <li>Flexibility in arrangement of furniture and equipment <b>including flexible options</b></li> <li><b>Student seating plans</b> are purposeful and inclusive and support collaboration and interaction.</li> <li><b>Balanced approach to classroom design</b> regarding level of stimulation</li> <li>Clearly established routines for:               <ul style="list-style-type: none"> <li>Gaining students' attention</li> <li>transitions(individual/group)</li> <li>use of space and materials</li> <li>classroom expectations</li> <li>opportunities for regular movement</li> </ul> </li> <li>A visual schedule is available for <b>all</b> students.</li> <li><b>Transitions</b> between classrooms is given best chance for success with routines and soft start practices</li> <li>Physical space honours diverse cultural backgrounds</li> <li><b>Tools for success</b> are readily available</li> <li>Provide opportunities for outdoor learning, on land learning and learning from the land.</li> <li>Classrooms are <a href="#">trauma informed</a> and safe places</li> </ul>	<ul style="list-style-type: none"> <li>Support reflects principles of <a href="#">Trauma Informed Practice</a></li> <li>All approaches to teaching and learning are holistic in nature, inclusive of social and emotional well-being.</li> <li>Relationships are fostered as common practice</li> <li>Strategic, intentional use of <a href="#">core competency</a> language</li> <li>Routines and systems are in place to help students with transitions.</li> <li>Classroom culture nurtures compassion for each other's emotional needs.</li> <li>Learners are given opportunities to express their emotions and have their needs met.</li> <li><a href="#">Breaks (body and mind)</a> are honored and provided without judgement</li> <li>Be preventative: provide student choice</li> <li>Teaching and modeling healthy mind, body and spiritual habits</li> <li>Instructional practice recognizes the role of <a href="#">indigenous language and knowledge</a></li> <li><a href="#">Learning recognizes the well-being of self, family, community, land and ancestors</a></li> </ul>	<ul style="list-style-type: none"> <li>Literacy approaches include <b>multiple ways</b> to access text (audio books).</li> <li>A <b>balanced literacy program</b> is in place that includes the following:               <ul style="list-style-type: none"> <li><a href="#">Independent reading</a></li> <li>Reading aloud</li> <li>Writing / Representing</li> <li>Speaking and listening</li> <li>Oral language opportunities</li> </ul> </li> <li><a href="#">Literacy instruction</a> is universally designed and then differentiated.</li> <li>Lessons included explicit teacher modelling of skills and strategies</li> <li>Data from <a href="#">formative assessments</a> is used to inform instruction, (i.e. NLPS and/or <a href="#">ALPIN</a>) and to drive PLC</li> <li><a href="#">A range of books</a> are available to students, based on interest, topic studied, genre and level.</li> <li>Learning intentions and criteria are deliberate and oral practice and conversation is common</li> <li>Students are involved in the setting of their own learning goals and targets. This includes <a href="#">student self-assessment</a>.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Numeracy approaches</a> reflect applicable math strategies.</li> <li>A <a href="#">balanced numeracy</a> program that promotes mathematical values and habits that help students <a href="#">connect, create, communicate, visualize, reason</a> and <a href="#">solve everyday problems</a>.</li> <li><a href="#">Sequential approach</a> to teaching and learning numeracy concepts:               <ul style="list-style-type: none"> <li>Concrete to,</li> <li>Pictorial to,</li> <li>Abstract</li> </ul> </li> <li>Numeracy instruction is <a href="#">universally designed</a> and then differentiated.</li> <li><a href="#">Formative assessments</a> are used to inform instruction.</li> <li>A range of <a href="#">tools and manipulatives</a> are available and accessible for all students: visuals, manipulatives, formula sheets, charts, auditory</li> <li>Learning intentions and criteria are used to support student learning.</li> <li>Students are involved in the setting of their own learning goals and targets. This includes student self-assessment.</li> </ul>	<ul style="list-style-type: none"> <li>All approaches to behaviour instill dignity and respect.</li> <li>Approaches to behaviour are preventative, educative and restorative.</li> <li>Classroom behaviour expectations have been co-created, are consistent and understood by all students.</li> <li>Positive examples are modelled, acknowledged, and encouraged.</li> <li>Classroom behaviour expectations are aligned with the school's <a href="#">code of conduct</a>.</li> <li>Relationships are established that foster engagement with community, families, students and other staff</li> <li>When considering a student's engagement, <a href="#">a holistic approach</a> is taken to meet the needs:               <ul style="list-style-type: none"> <li>physical</li> <li>social / emotional</li> <li>academic/learning</li> </ul> </li> <li>restorative practices and consequences are outlined and practiced</li> <li>school culture promotes positive action</li> <li><a href="#">learning is holistic, reflective, reflexive, experiential and relational (focused on connectedness, on reciprocal relationships, and a sense of place)</a></li> </ul>