

Human Development: The Model for a Human Being

About the project ...

The Near North District School Board developed *The Model of a Human Being* several years ago in consultation with the local health unit to provide students with a framework for deeper understanding of the make-up of a human being. Support documents were also developed to ground the framework in curriculum expectations to support implementation in Grades 4 and 5 over a two-year period. The current project supported the development of resources and in-service for Grade 6 teachers to extend the implementation of the framework. Building upon the previous documents, classroom teachers contributed to the development of support materials, piloted activities with their students and provided feedback. Learning activities were connected to the board character traits and to data from the Board Improvement Plan, with an emphasis on accepting differences as well as respecting and showing compassion for others. Connections were also made to the *Growing Success* document, as success criteria were used to engage learners in reflection and goal setting. In addition, learning activities related to First Nations, Métis and Inuit traditions, cultures and perspectives supported student learning about values and principles.

Impact on student learning and school culture ...

- The framework provided a lens through which students can better understand themselves and others. Recent school climate surveys indicated a need for students in grade 4 to 12 to deepen their sense of self-knowledge and self-esteem. The current project addressed these issues and is expected to have a positive impact on student learning and achievement.
- Clear connections between module outcomes and curriculum expectations – particularly in healthy living and literacy – resulted in a high level of engagement from the teachers who participated in the in-service. Learning activities are being used for higher-level thinking and are aligned with big ideas and learning pathways.
- The deeper understanding that this framework facilitates is expected to lead to fewer incidents of students being teased or harassed based on financial status, sexual orientation, race, religion or other differences.

Lessons learned for moving forward ...

- Ten schools are piloting the use of class and student profiles as part of the Board Improvement Plan – initial observational data from these projects supports the need for a focus on helping students develop better intrapersonal skills. Although this pilot project was initiated primarily for junior/intermediate students, some schools are extending the activities to the primary division.
- The board is continuing to build upon data and learning that stems from *The Model of a Human Being* and the pilot projects, and is continuing to embed the 10 board character traits throughout initiatives.