



“But before you do that...”

Building a Learning Community That Fosters Success for Learners
Session 1: Gathering Together

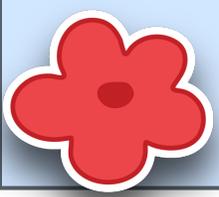
Date: May 7, 2025

Time 3:30-4:30

Presenters:

Jacque Anderson

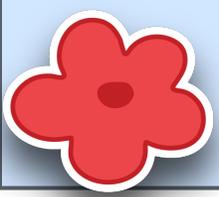




Why this series?

1. We know that **strong Tier 1 instruction** is essential for literacy success for our learners.
2. We know that our classrooms have **high levels of diversity and complexity**.
3. We want to include a **variety of instructional contexts and routines** to meet the variety of needs in our classroom.
4. We want **students to be engaged** and able to function responsibly and independently in a variety of learning contexts.





Today's learning objectives

Hello friends,

Today we are going to learn about the elements of the Responsive Classroom Morning Meeting model and how they can help support strong instructional routines in our classrooms and foster success for our learners.

Thank you for being here!

Jacquie



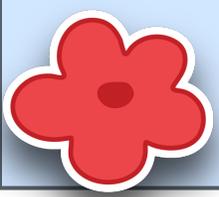


RC Core Belief

In order to be successful in and out of school, students need to learn a set of **social and emotional competencies**—
cooperation, assertiveness, responsibility, empathy, and self-control

and a set of **academic competencies**—
academic mindset, perseverance, learning strategies, and academic behaviours.

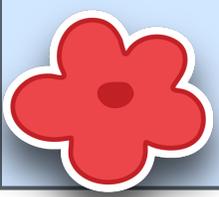




Responsive Classroom Practices

- Morning Meeting
- Interactive Modeling
- Guided Discovery
- Teacher language
- Interactive learning structures
- Positive discipline





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Greeting and Sharing

Breakout rooms: 4 minutes

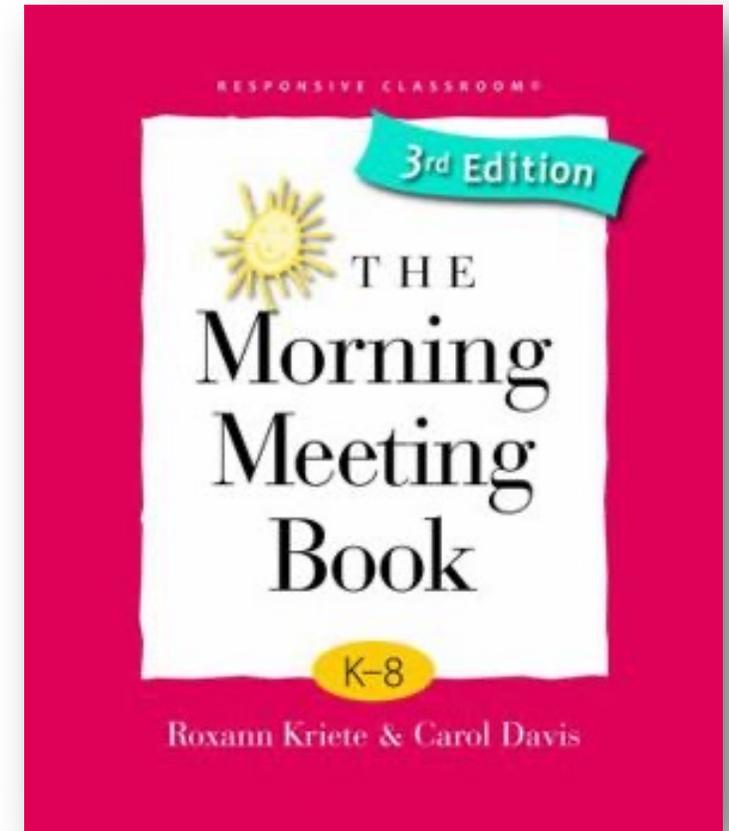
- Introduce yourself and your favourite ice cream, **then**:
- When was a time in the last week that you felt your students, and you, were really “in the groove”; everyone was happy and focused.
 - What were they doing?
 - What were you doing?



A Warm Wind Blows

Use your "react"  button to respond if what is called out matches you!

"a warm wind blows for people with 2 syllables in their first name"

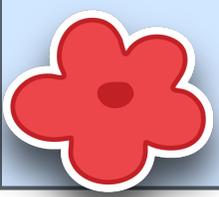


Morning Meeting

Everyone in the classroom gathers for twenty to thirty minutes at the beginning of each school day and proceeds through four sequential components:

- greeting
- sharing
- group activity
- morning message





Foundation premise



Every child has the
need for

Belonging
SIGNIFICANCE
& FUN

In the chat:

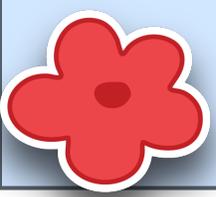
How did the greeting and sharing elements of the Morning Meeting build connection for this group?

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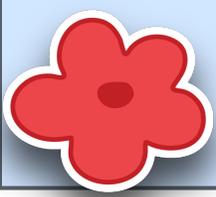
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Jacquie

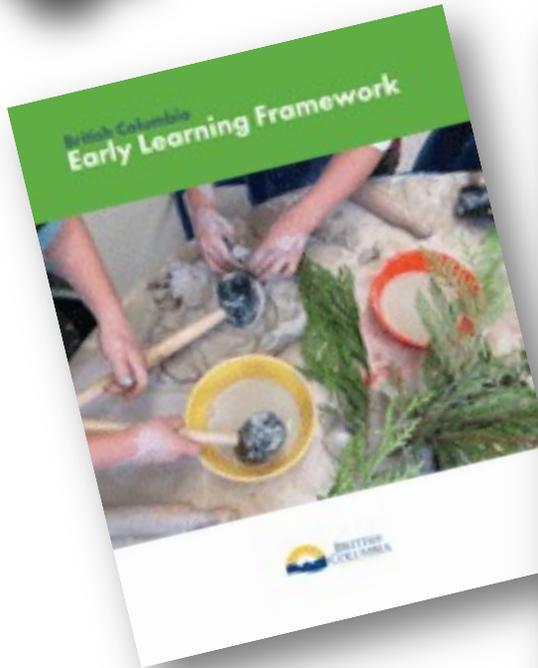


Morning Meetings



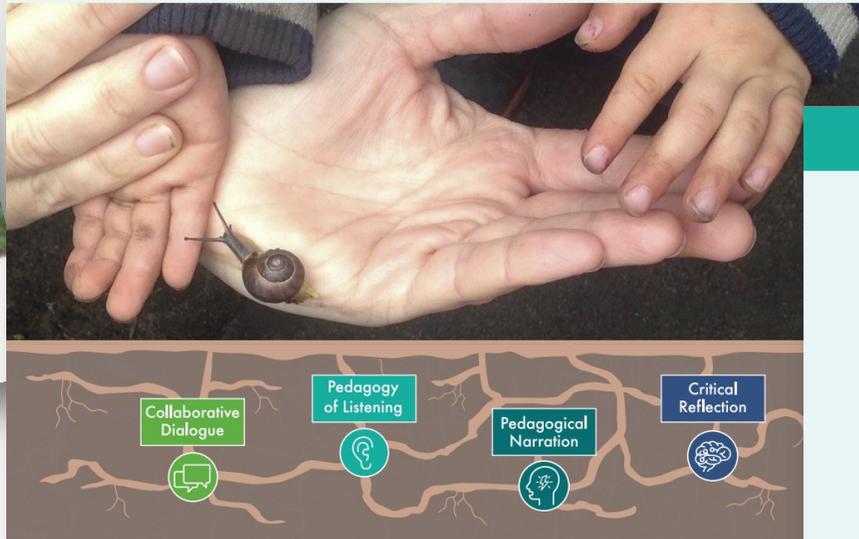


BC connections



B.C. Early Learning Framework

Vision: Respectfully living and learning together



Early Learning Framework Principles

- Children are strong, capable in their uniqueness, and full of potential.
- Families have the most important role in contributing to children’s well-being and learning.
- Educators are researchers and collaborators.
- Early years spaces are inclusive.
- People build connection and reconnection to land, culture, community, and place.
- Environments are integral to well-being and learning.
- Play is integral to well-being and learning.
- Relationships are the context for well-being and learning.
- Learning is holistic

B.C. Ministry of Education, 2019

First Peoples Principles of Learning

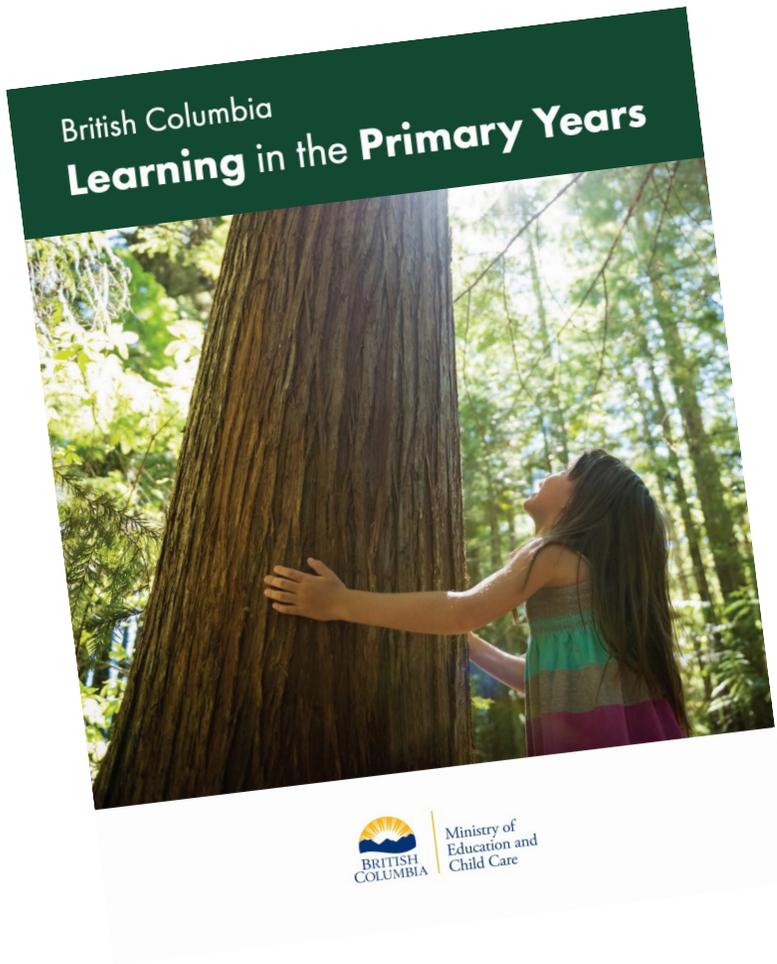
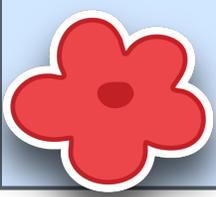
- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves recognizing the consequences of one’s actions.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of Indigenous knowledge.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one’s identity.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

First Nations Education Steering Committee, 2012



www.gov.bc.ca/earlylearning





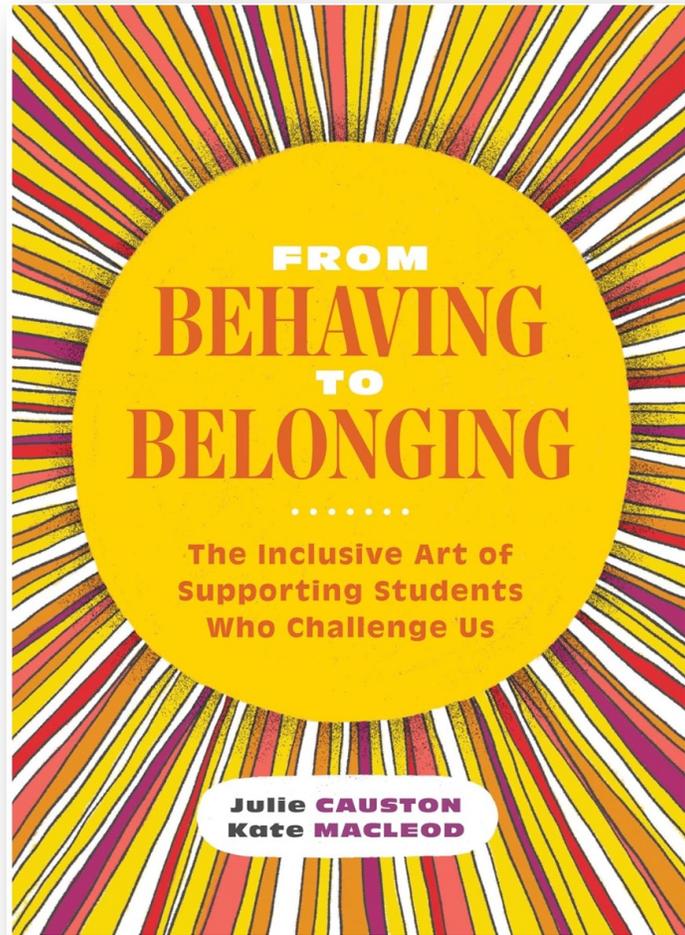
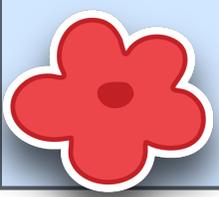
The B.C. curriculum's Core Competencies.

“ Social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults:

- ◆ Acquire knowledge, skills, and attitudes to develop healthy identities
- ◆ Manage emotions and achieve personal and collective goals
- ◆ Feel and show empathy for others
- ◆ Establish and maintain supportive relationships
- ◆ Make responsible and caring decisions

(Adapted from CASEL, n.d.)





Behaving to Belonging p.42

“We know from research and our own experience that the biggest predictors of happiness are not things like money or career success. Instead, happiness is based on optimism, deep social connections, and a mindset that things can get better and that anything is possible.”



Last Word

edutopia

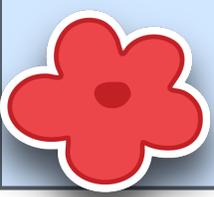
>>Falon: Anything else special happen this weekend, friends?

0:00 / 4:17

CC

Settings

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Resources

Online resources

- [Today's First Five](#)
- [Responsive Classroom](#)
- [Responsive Classroom](#)—morning message
- [Responsive Classroom](#)—practices
- [Morning Meeting](#)—take it slow
- [Morning meeting ideas](#)
- [Planning Your Morning Meeting](#)
- [Morning Meeting webinar](#)

Videos

- [Morning Meetings](#)
- [A belonging classroom](#)

Books

- From Behaving to Becoming
- The First Six Weeks
- The Morning Meeting Book

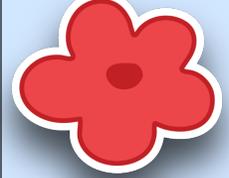
Articles:

[Highlighting Academics with Belonging, Significance and Fun](#)

[Responsive Classroom and MTSS](#)

[Language Arts in Morning Meeting](#)





Thank you from the POPEY team!

