



Building Resilient Learners School Plan 2018/19

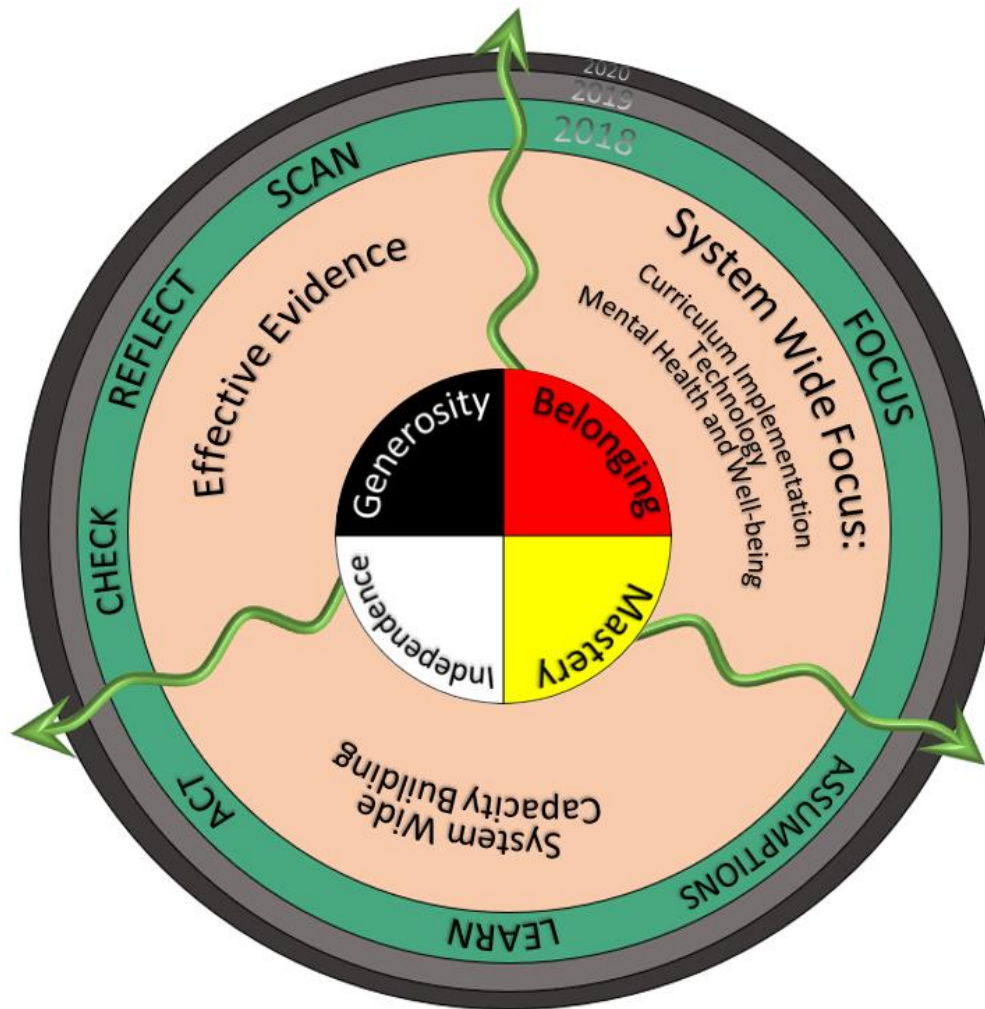
Name of School: **Cataline**

Please submit electronically in this format to Adrianna Durrant (adrianna.durrant@sd27.bc.ca) and Catherine Getz (catherine.getz@sd27.bc.ca) in October & June; please consult the “How to Complete the Building Resilient Learners Plan” and the “Scanning with the Circle of Courage” documents for completion details.

DUE DATES: October 19, 2018; June 21, 2019 (Updates and Checking and Reflection Parts)

The focus of our School Plan is to work together as a school community, to increase the protective factors and decrease the risk factors to build strong, capable, resilient learners. We know that the two risk factors that have been identified for the children of School District 27 are a low commitment to school and academic failure. Our schools will detail our plans, journeys and successes as we work together as a school community to address these concerns and build connections and relationships in as many creative directions as we can.

Please refer to the explanatory “How to Complete the Building Resilient Learners School Plan” handout for details about each section. It is intended that this document be co-created with staff and that it be facilitated through Professional Learning Communities/CI Day conversations. Please copy/paste additional inquiry boxes for each inquiry.



INQUIRY (NOTE: copy/paste a new box for each inquiry)

Area of Inquiry (make choice bold):	Curriculum Implementation; Technology; Mental Health and Well-being
Inquiry Team Participants:	<p>Intermediate Team Carol Anne Dikur (carolanne.dikur@sd27.bc.ca) Tanis Stewart Tamara Smith Sharon Allan Janet Sandberg Chris Armstrong Steve Dickens Darci Heard (Sept – Dec) Rae Perry Connie Burns Melody Drew (Jan - June)</p>
Scanning Summary:	<p>Last year our inquiry group discovered that to change the mindset of the children that we are working with, needs to start with reflecting and changing the mindset of ourselves. Mindset can be reflected in how we respond to a question, how we think about others, and even how we plan and teach. We need to believe in the power of change and that we are all capable of being better and doing better by working hard, using feedback to help us grow, and seeing mistakes as a learning opportunity. Changing mindsets of ourselves and that of others can take time.</p> <p>We knew that we have only just scratched the surface with our understanding around fixed mindset and growth mindset, but we wanted to continue to use this new lens to reframe our thinking. We have made an intentional shift to implement some links to Growth Mindset and this year we will continue to dig a little deeper to influence a shift for the students.</p> <p>During the Scanning stage most of the teachers asked the 4 Key Questions to the whole class as a group. (Same questions used for the first year and the second year.)</p> <ol style="list-style-type: none"> 1. Can you name two adults in this settling who believe you will be a success in life? 2. What are you learning and why is this important? 3. How is it going with your learning? 4. What are your next steps?

	<p>We learned that many of the students didn't always answer the questions or answered the question with very little detail or had very surface level answers. Some students were very anxious about who would be reading their response and we worried about not answering them correctly.</p>
<p>Overarching Inquiry Question (one of 10):</p>	<p>To what extent will new collaborative systems within our schools enable staff to engage in innovative and inquiry based learning?</p> <p>How will supporting staff well-being impact learning and well-being?</p>
<p>Connection: Explain how your Focus Area links to the Overarching Inquiry Question</p>	<p>By collaboratively learning about growth mindset and modeling this with our students, we hope to shift the ownership of learning to the student. Providing clear learning intentions and explicitly modeling our thinking will create a visible learning classroom, allowing students to be more engaged in their learning, have a greater voice and take more ownership.</p> <p>If we as teachers are being more intentional with our own learning and modeling our thinking, students can see this is a life-long process.</p> <p>During this inquiry process, teachers reflected on their mindsets – whether they were more “fixed” or “growth”</p>
<p>Focus Area (Inquiry Question):</p>	<p>To what extent will explicit teaching and modeling of growth mindset have on student ownership of learning? How will teaching about growth mindset contribute to making student learning and reflection more visible (choice and voice)?</p>
<p>Focus:</p>	<p>Ownership of Learning (2nd Year Project)</p> <p>We reflected on the students' answers that they had given us and discussed things that concerned us, surprises we noticed, and responses we would have liked to have seen.</p> <p><u>What we noticed was that:</u></p> <ul style="list-style-type: none"> • Students don't seem to have a deep understanding of their learning and that they are responsible for being a part of their learning. • Students don't understand the importance of how their learning now will contribute to their success later in life. • Students can't articulate how they learn best. • Students don't realize that they have a role in learning how they learn. • When asked about their learning, students don't respond with how they truly feel but more so what they think is the right answer. • Students don't know what it takes to actually be a learner.
<p>Assumptions:</p>	<p>We may be teaching in a way that makes students understand that their job is to listen and the teachers' job is to teach.</p> <p>We aren't being specific enough in teaching students their role and the teachers' role.</p> <p>We may not be expecting enough input from the students about their learning.</p> <p>We haven't made an intentional shift in involving students with their responsibility for their learning.</p>
<p>New Professional Learning:</p>	<p><i>The Growth Mindset Coach</i> resource Growth Mindset & Successful Learner Traits picture books Growth Mindset Videos – Train Ugly Series <i>Creating Cultures of Thinking</i> – Ron Ritchart</p>
<p>Taking Action:</p>	<p>After reflecting on the students' responses to the 4 Questions the teachers quickly realized that the students were unable to answer these questions in a way that made us think that they had a good understanding of the role that they play in their own learning. We realized that the mindset that they had about learning was a fixed mindset. This caused us to reflect: Why was it this way?, What can we as teachers do about it?, and brainstorm actions we could take to address this.</p> <p><u>Actions we took:</u></p> <ul style="list-style-type: none"> • Chose to dig deeper with Fixed and Growth Mindset • Reflected on our own practice to look for evidence of when we were thinking or teaching with either a GMS or a FMS. • Watched videos on GMS – using Train Ugly as a guide. • Read picture books to help students understand the concepts of GMS. • Used daily challenges to promote the understanding of GMS. • Taught vocabulary around GMS. • Big Life Journals resource/materials • Class Dojo • Teaching about the brain • Team based approach – Sports Ed. Model • 5 Day GMS Challenge
<p>Checking (complete in June):</p>	<p>The questions posed to the teachers to help them think and check if what they focused on this year made a difference were:</p> <ol style="list-style-type: none"> 1) How do we know the impact that we are having on the ownership of learning by focusing on GMS? 2) What is the evidence that shows us that our students are changing from fixed mindset to growth mindset? 3) Reflect on your practices, which of our practices support dependence and which supports independence? 4) Think about a moment or a time where you saw evidence of your students using or showing GMS.

	<p>From anecdotal notes, observations, and conducting the final student survey of asking the 4 Questions or a version of the 4 Questions, and interviewing the students, teachers noted the following about their students.</p> <ul style="list-style-type: none"> • The students are starting to use the GMS vocabulary. • They look at a new concept and are excited to learn how to do it, instead of thinking that it looks too hard. • Students display more confidence • Students vocabulary is changing from “I can’t” to “How can I get this to work” or “Not Yet” • They bring up the topic of GMS even when we are not focusing on it. “Hey that’s a GMS!” • When students encounter challenges, they shut down less • They encourage others more • They celebrate mistakes • Kids are making connections between GMS and their actual learning experiences. • Students are trying things before asking for help. • Students taking more risk with their learning. • Students identifying others who have a GMS or characters who have a GMS.
Reflection (complete in June):	<p>This year in our inquiry work we wanted to make Growth Mindset more visible in our school to create a culture of Growth Mindset and adopt the idea that Cataline School was a Growth Mindset School. We know that mindset can be reflected in how we respond to a question, how we think about others, and how we plan and how we teach. We need to believe in the power of change and that we are all capable of being better and doing better by working hard, using feedback to help us grow, and seeing mistakes as a learning opportunity. Changing mindsets of ourselves and that of others can take time. I feel like our understanding of Growth Mindset is growing and more importantly the mindset of the children we are working with is changing and shifting. I believe that from the work that we did this year we have developed common language and common understanding that we can continue to build on in the years to come.</p> <p>I believe that the continuity of our Intermediate PLC group has contributed to the success of the work that we have been involved with this year and I look forward to continuing to learn together in years to come.</p>

Area of Inquiry (make choice bold):	Curriculum Implementation; Technology; Mental Health and Well-being
Inquiry Team Participants:	Primary PLC group Rebecca Johnson, Cory Neufeld, Amy Penny (Jan -June), Trish Fushtey, Moira Christofferson, Nicole Ulrich, Rya Enns, Jen Hansen, Karyn Sache, Sharon Aebig
Scanning Summary:	We used the district scanning tool to further discuss and vote on our high, medium, and low concern areas. We identified three areas of high concern: literacy, numeracy and meeting the needs of all learners. We were well into January before we could decide on an evidenced based inquiry, so everyone had a good handle on their student group.
Overarching Inquiry Question (one of 10):	To what extent will new collaborative systems within our schools enable staff to engage in innovative and inquiry based learning? To what extent will site based funds and decision making for relevant resources improve planning and application of the new curriculum?
Connection: Explain how your Focus Area links to the Overarching Inquiry Question	<p>Through discussions and collaboration time, teachers shared level of concerns in regards to Literacy and Numeracy. Teachers wanted to try different programs and frameworks in their classrooms to better support their learners in Literacy and Numeracy. Collaboration allowed teachers to meet in small groups to develop lesson plans. Teachers then tried the lesson, and reported back to the group. This allowed teachers to share their successes and challenges, while exposing their colleagues to new ideas. Teachers, who are more confident with inquiry learning in their classroom, and the benefit of this approach for their students, modeled lessons. Collaborative systems allow teachers to learn from each other; which in turn can shift practice where teachers are willing to try something not within their comfort area. Once teachers see the benefits and of more innovative and inquiry based learning and the impact on their learners, they are more likely to take the risk.</p> <p>During the collaboration time, teachers tried out new resources to support learners in literacy and numeracy. In their own time, they spent time researching and planning based on this research. (see New Professional Learning section) Based on this learning, they decided to purchase some of the materials and resources. This year, the site based funds allowed schools and more importantly, teachers, to make informed decisions as to which resources strengthen learning and planning to align with re-designed curriculum.</p>
Focus Area (Inquiry Question):	What are effective structures/strategies that support the diverse learners in my classroom?
Focus:	We gathered statistics on all our term 1 and term 2 report cards for literacy and numeracy. We then considered the observation made by our district lead: Are the concerns around literacy and numeracy really captured under the broader question of meeting learners’ needs? We voted, and the consensus was that they were.
Assumptions:	Hunches included: weak phonological awareness as a factor for weak reading skills, effective strategies that other teachers were using to support diverse learners in their classrooms, and brain research for helping a diversity of learners. We also thought that using different resources in our classrooms would help and we wanted to explore some different resources.
New Professional Learning:	One group formed an idea exchange forum. New learning included resources from: Albion Elementary https://www.youtube.com/watch?v=KAPjAFbwm-M&t=62s Mandela (mindful) https://i.pinimg.com/originals/82/77/cc/8277cc688cdf534205966550add69cb3.jpg Canada https://activeforlife.com/resources/

	<p>BC https://healthyschoolsbc.ca/healthy-schools-bc-resources/action-schools-bc-resources/ Executive Functioning https://activeforlife.com/topics/child-development/news Math Application https://www.pinterest.ca/pin/603693525027941047/ Taking a Walk http://www.circesfu.ca/2019/02/27/take-the-walking-curriculum-30-day-challenge/ ¹ Don't Walk in the Hallway: Resource Package: Ever Active Schools, Edmonton, AB ¹ Zalato, Phillip David, Mind in the Making ¹ Centre for Imagination in Research, Culture & Education CIRCE, SFU ¹ Halbert & Kaser, <i>Spirals of Inquiry</i>, 2016 "Equipped for Reading Success" David A. Kilpatrick, Ph.D. "Language at the Speed of Sight: How We Read, Why So Many Can't, And What Can Be Done About It" Mark Seidenberg Provocation Tables: www.racheous.com/reggio/what-provocation-reggio "Reading Instruction and Phonics for Parents" Stephen Parker "Jolly Phonics" Starter Kit</p> <p>This is a list of some of the resources read by varying members of the inquiry.</p>
<p>Taking Action:</p>	<ol style="list-style-type: none"> 1. Using dice games-increased engagement and practice 2. Using pictures to focus and increase written output in student journals-increased written output 3. Using an on-line science program "Mystery Science" to increase inquiry and engagement—excellent hands-on and guided lessons for easy teacher prep 4. Using number talks-increase engagement and understanding 5. Using provocation bins-usedful with early finishers 6. Using a classroom-based program "Jolly Phonics" to improve phonological awareness-kinesthetic songs helped students access letter sounds for increased independence in journal writing 7. Introduce Dolch words according to sounds (sound wall) vs. alphabet (word wall)-really a process and needs more time to see how it helps students 8. Turn student writing into take home reading booklets-improve sight word knowledge 9. Build a sensory pathway and integrate math activities-great excitement and students noticing how it helped them feel calm <p>Alphabet buddies program to target weak letter sound knowledge- improved knowledge for students with weak memory; students enjoyed the buddy relationship</p>
<p>Checking (complete in June):</p>	<p>Everyone observed that engagement increased. It is never enough, because there is always more a teacher can do to support diversity in the classroom, but it gave us hope to realize that there were many good strategies we could try and implement. Each of us had some good activities we were already using. We felt successful when we shared with the group and that idea helped others. The appreciation we felt for each other from sharing out was really a powerful piece of our inquiry this year. There were many small successes that were initiated, and these will translate into more intentional and expanded plans for next year. We introduced new ways of approaching literacy and numeracy this year.</p>
<p>Reflection (complete in June):</p>	<p>We learned from each other. "The solution was in the room!" The diversity in our group has always been a challenge to engagement and has caused some resentment as to a "top-down" program, but this inquiry question was so broad that it could unite many different passions and interest areas. This made our inquiry time valuable to everyone and our attendance improved from other years. It required sharing, action, and reporting back, plus the reflective piece of this model that gathers evidence of impact and this naturally built in accountability. Mostly it was a positive experience for our group this year and we will likely jump into this same question for next year. I will be excited to see how the individuals define their learning for next year under this great encompassing umbrella question.</p>

For clarification, please contact Jerome Beauchamp (jerome.beauchamp@sd27.bc.ca or 250-392-3845), Dean Coder (dean.coder@sd27.bc.ca or 250-398-3810) or Silvia Dubray (silvia.dubray@sd27.bc.ca or 250-398-3851)
For clarification regarding inquiry work, please contact Brian Davidson at brian.davidson@sd27.bc.ca or phone: 250-398-3842

PRINCIPAL SIGNATURE: