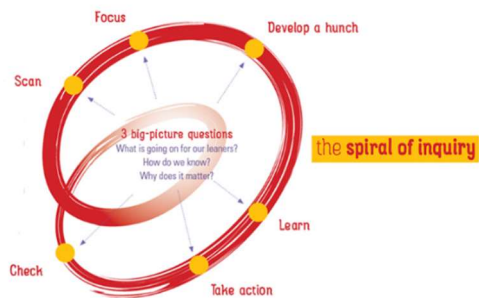


School Plan: A Professional Spiral of Inquiry



The Spiral of Inquiry was developed by Dr. Judy Halbert and Dr. Linda Kaser to support schools/networks in taking an inquiry-oriented, evidence-based approach to learning and teaching – one that focuses on making the education system more equitable through the provision of high-quality learning opportunities and school experiences for each young person. The Spiral of Inquiry has six key stages: scanning, focusing, developing a hunch, new professional learning, taking action and checking that a big enough difference has been made. Spiral of Inquiry is about listening to learners and reflecting on our own practices as educators. The spiral image captures the nature of inquiry – a continuous process and not a fixed cycle. The six key stages in the framework help school teams take a disciplined approach to professional inquiry, but inevitably, the true process will be messy and you will move between the stages as needed. The spiral is never complete – new learning always brings about new questions, ways of knowing and new opportunities for our learners.



**Dr. Roberta Bondar
Elementary School**

Team Members:

Kelly Shackelford	Christina Walker
Matt MacLean	Ashley Jones
Kourtnie Sohl	Jef Baerg
Laura Byron	Melanie Harder
Dave Zhou	Julie Schiller
Leasa Lepine	
Sandi Gagne	
Penny Clutton	
Bonnie Davies	
Mihaela Helgason	

Scanning: What is going on for our learners? What is going on for our Indigenous learners?	<p>Families in our community are still living with the impacts of the COVID pandemic, which weakened our student's connection with the school and with their learning. The pandemic affected our families in different ways and to varying degrees, however the importance of strengthening skills in the area of literacy remains a priority for the Bondar Community. In addition, a large portion of our students are English Language Learners, who require a focus on literacy to support their language acquisition. Children and families in the neighborhood have also felt the effects of the pandemic on mental health and wellness, on children's abilities to engage with their peers and their resiliency both at school and at home. These deficits hit even harder for our children and families who have been impacted by trauma, resulting in a cry for help from the most vulnerable in our community.</p>
Focus What will have the biggest impact on student learning and experience? What additional information do you need to gather?	<p>Continuing to re-establish strong connections with the adults and caregivers at the school will have the largest impact on student learning and experience. By seeing and connecting with each and everyone of our students, by getting to know them and learning their stories, and by encouraging them and meeting their needs, whatever those needs may be, will ensure that students begin to feel that sense of belonging that may have been shaken in the past few years. It is with this reconnection that students will, slowly but surely, be able to re-engage with learning in a meaningful way. Ideally, gathering information about the feelings of students about school (through the students directly, or with parent input) will gauge how we address our methods of connecting as we progress throughout the year.</p> <p>When students are ready to take part in learning, literacy skills will be the focus, as these skills allow children to access knowledge in a wide variety of areas. With our large ELL population, a focus on literacy would arguably have just as great an impact on student learning, as these students rely on literacy support to gain skills in English language, which allows them to make greater connections with their peers and supportive adults at the school. Monitoring progress in reading through leveled testing will allow us to pivot with strategies if necessary or will have us circle back to social emotional needs if that is what we need to be supporting.</p>
Hunch: What is leading to this situation? How are we contributing to it? What is a quick way you can test your hunch?	<p>The pandemic, as well as more students in our community who have been exposed to trauma, have emphasized the need for social emotional supports. The pandemic and trauma, layered with a large ELL population, also clarify the need for a continued focus on literacy skills.</p>

<p>New Learning: What do we need to learn? How will we learn this? (Create a timeline)</p>	<p>At Bondar, we would like to work on answering the following questions during the 2023-2024 school year:</p> <ol style="list-style-type: none"> 1) How do we make reading a school-wide activity? (Term 1 focus) 2) How do we get families involved in home reading? (Term 2 focus) 3) How do we get emerging readers interested in reading? (Term 3 focus) <p>We hope that working on literacy as a school community, by working with families to engage the children in reading and by motivating all readers to get involved, that we can address both SEL and literacy learning throughout the next school year.</p>
<p>Take Action: What can we do to make a meaningful difference? What can we do to make a meaningful difference for Indigenous Learners? How can we involve students in the process of change?</p>	<ul style="list-style-type: none"> ✓ School wide reads ✓ Celebrating world literacy events each month ✓ Dress up days/props and decorations, to make books come to life ✓ Students in house teams working together on literacy tasks ✓ School wide buddy reading on a weekly basis ✓ Reading recognition at monthly assemblies ✓ Have students create their own books and then have a book sale <ul style="list-style-type: none"> ✓ Education night to work with families on strategies for literacy at home ✓ Parents coming in for reading time during the school day ✓ Video or in person sessions for parents about how to support home reading <ul style="list-style-type: none"> ✓ High interest, low level books ✓ Storybook Canada resource, so students can read in English but also their home language <p>For Indigenous Learners specifically:</p> <ul style="list-style-type: none"> ✓ Multicultural books/resources, ensure students themselves are being represented ✓ Oral storytelling for all students ✓ Indigenous presenters ✓ Continued literacy work with ISW ✓ Curriculum Kits from the Indigenous department <p>Involving students in the process of change:</p> <ul style="list-style-type: none"> ✓ Ask for student feedback around events/activities/initiatives that occur ✓ Ask for suggestions about what they would like to see happen ✓ Ask students what they feel is the most important thing

Check:

Have we made enough of a difference?
Have we made enough of a difference for our Indigenous Learners?

How do we know?
What more do we need to know?

At the end of next school year, we will gather all feedback and reflect upon what is shared/discovered. From here we can decide what to keep and what to change moving forward.



Making Connections: Explain how your school goal aligns with the Aboriginal Enhancement Agreement, Elementary Operations Plan and First People's Principles of Learning

