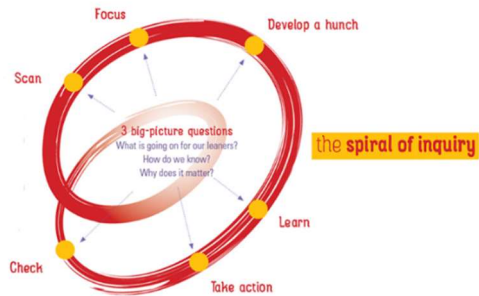


Dr. Roberta Bondar Elementary School Plan for 2024-2025 (DRAFT)



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:

- | | |
|-------------------|-------------------|
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<p>Scanning: What is going on for our learners? What is going on for our Indigenous learners?</p>	<p>The importance of strengthening skills in the area of literacy continues to be a priority for the Bondar Community. Upwards of 50% of our student population continue to work on English Language skills, as they have come from outside of Canada or English is not spoken in the home. Many families also continue to work through mental health and wellness issues in the home, such as anxiety and depression, which impact students and their learning.</p> <p>At a time where we increasingly depend upon our screens for information and entertainment, students are not accessing the outdoors as frequently for play and exploration. For our Indigenous Learners, this disconnect from the land is a barrier to the cultural discovery that is supported by the school.</p>
<p>Focus What will have the biggest impact on student learning and experience? What additional information do you need to gather?</p>	<p>Our focus will be on the following areas:</p> <ol style="list-style-type: none"> 1) Literacy will continue to be an area of focus. Developing joy and strategies around reading as well as writing will have a positive impact on our students' learning. 2) An emphasis on Outdoor Learning will also have a great impact. Reconnecting all students with nature and providing them with an alternate learning space will provide engagement and greater cultural awareness for indigenous students and their peers. 3) Bondar will continue to be a place that welcomes all members of the community; a safe space where everyone can find belonging. We are committed to helping all children and adults to find balance and wellness, surrounded by supportive and caring adults.
<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>	<p>At Bondar we regularly welcome many new students who are new to Canada. They don't always have established English Language skills and can benefit from extra support.</p> <p>Increases in technology use and screen time amongst youth are not unique to Bondar but are trends right across the country. Mental health issues are also increasing in frequency but fortunately some of the stigma associated with these conditions is beginning to fade, and people are more willing to share their personal experiences in this area.</p>

<p>New Learning: What do we need to learn? How will we learn this? (Create a timeline)</p>	<p><u>At Bondar, we would like to focus on the following goals during the 2024-2025 school year:</u></p> <ol style="list-style-type: none"> 1) <u>Continue to spark a joy for both reading and writing and explore innovative ways and increase strategies to support literacy learning at school.</u> <ol style="list-style-type: none"> a) How do we support students in finding joy in reading and writing? b) What new strategies/programs can we implement to support reading and writing? c) Are there innovative ways to support our readers/writers at school? (ex. LSS/ELL scheduling, school-wide initiatives, resources) 2) <u>Foster a deep connection with nature among students through cross-curricular activities, integrating environmental education with core subjects, and enhancing social-emotional learning (SEL) through these experiential practices.</u> <ol style="list-style-type: none"> a) What kind of learning will take place outdoors and which pieces of outdoor learning can be brought back into the classroom? b) In what ways will social emotional learning be intentionally benefitted by learning in nature? c) How can we highlight or bring indigenous culture into focus in our outdoor learning?
<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>	<p><u>Literacy Goal</u></p> <p>Actions:</p> <ul style="list-style-type: none"> ✓ School wide reads/writes ✓ Literacy Week ✓ Come Read With Me monthly ✓ Bondar Special Guest Reader ✓ Students in buddy classes working together on literacy tasks ✓ Reading/Writing Recognition ✓ Have students create their own books and then have a book sale ✓ Parents coming in for reading time during the school day ✓ Video or in person sessions for parents about how to support home reading <p>Resources:</p> <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 ✓ AR Program, Raz Kids ✓ UFLI <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
- ✓ Focus on the Seven Sacred Teachings

Outdoor Learning Goal

Actions:

- ✓ Apply for Outdoor Learning Grants
- ✓ Mrs. Jones (and others) to share about strategies for outdoor learning
- ✓ Use of garden boxes
- ✓ Outdoor Learning Day (or week of events)

Resources:

- ✓ Consult staff for resources required to support this initiative

For Indigenous Learners specifically:

- ✓ Consult ISW to see how to incorporate the outdoors with indigenous learning
- ✓ Use of natural elements for visual arts projects

Involving students and parents in the process of change:

- ✓ 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?

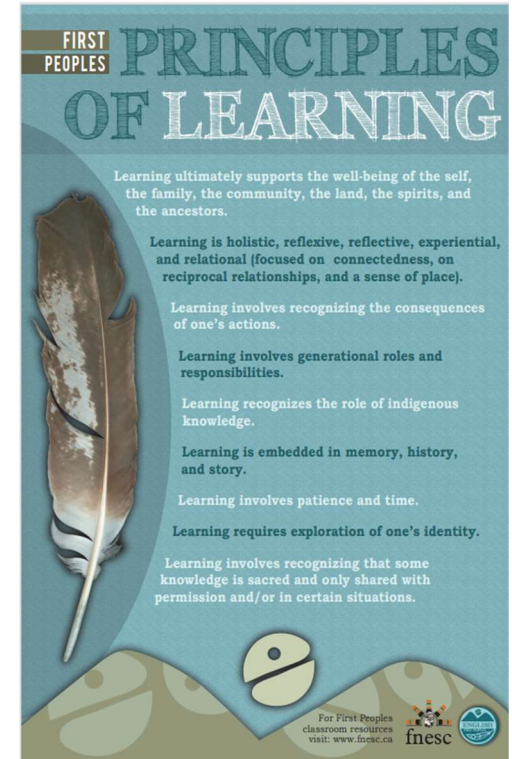
 How do we know?
 What more do we need to know?

Nearing the end of the 2023-2024 school year, the parent community and the Bondar Staff were asked for their feedback around school goals. From the feedback, it was established that Literacy would continue to be an important goal for Bondar. A new goal that came out of the feedback survey was the importance of Outdoor Learning, which is a great fit for Bondar as we have the Nature K program already in place and the fact that we have easy access to the forest space behind the school and are a short walk to the Downes Bowl trails.

For the 2024-2025 school year, I would like to get feedback from parents and staff as I did this past year, and I would also like to hear from students about what they feel is important to be learning/doing at school. I will take the time to reflect upon how best to collect this information.



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



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.

For First Peoples classroom resources visit: www.fnesc.ca

