


School Plan: A Professional Spiral of Inquiry



The Spiral of Inquiry was developed by Dr. Judy Halbert and Dr. Linda Kaser. to supports 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.

	<p>Team Members:</p> <p>S Portas</p> <p>M Crozier, A Smith, B Wiebe, K Knorn, M Martens, M MacLeod, L Fedora, A McDonald, R Pedersen, S Park, Y Sterrett, L Grant, B Wallace, J Vallance, A Hutchinson, A Coluccio, L Lockhart</p> <p>L Joe, S Jorger, L Naples, L Le, C Delorme, J Wallace, E Toews, C Geissler, V Zanardo, A Rankin, L Robins, M Knuff</p>
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<p>Scanning: What is going on for our learners? What is going on for our Indigenous learners?</p>	<p>Our learners are working on transferring knowledge from reading to their writing to add detail and depth.</p> <p>Our community is being formed. Over the next 3 years it will be critical to make sure everyone’s voice is heard. Our focus is to create a sense of belonging for all stakeholders- students, staff and families.</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 learners will be able to write with more detail and depth using strategies specifically targeted at writing. UFLI strategies will be able to transfer to output in not only reading by writing too. We are seeing this begin to happen with our primary students who have completed a year of decodables and science of reading strategies, but can we add this to intermediate level and see the same results?</p> <p>If everyone belongs, everyone will thrive. The goal is to make all our learners belong and understand their place in not just our school, but our community and the world.</p>
<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>Our student writing samples including FSA and Gr 3 writes are not where we want them. We are looking to create a start and end of year writing assessment to be able to measure success.</p> <p>Much of the materials in classrooms is being damaged and broken. The sense of ownership is not evident with our students. We want them to understand that taking care of classroom materials and the environment around them will have a lasting positive impact. We want our students and families to take ownership of our school and the things in it and the environment around us.</p>



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

<p>New Learning: What do we need to learn? How will we learn this? (Create a timeline)</p>	<p>We will need to explore the science of reading and specific sounds further. Sharing our success with UFLI and other materials with the rest of our team is a great start. Having a writing sample from the beginning of the year and again at the end to measure growth is important.</p> <p>We will need to take a better look at what it means to belong to the community of IKT. By implementing school wide traits and learning the meaning behind each of them, the sense of ownership will increase.</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>	<p>We will encourage all students to achieve more. By creating rubrics and student samples of excellence, students can see where their work fits on a continuum. Allowing student choice with writing topics will allow all voices to be heard.</p> <p>By learning about the 7 sacred teachings of our ancestors as a school, we can learn more about our First Peoples Principles for Learning. Students, including our Indigenous learners, will feel a sense of pride as we share the teachings from our ancestors.</p>
<p>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?</p>	<p>Has our FSA and Gr 3 writing scores improved? Are we seeing more detail and depth in our student writing samples? Do all students appear to have increased confidence in writing abilities?</p> <p>Are materials being cared for with kindness by all? Do we show the values we have learned throughout our time at IKT and our community? Can we ask students if they take pride in our school and environment and see this in action?</p>