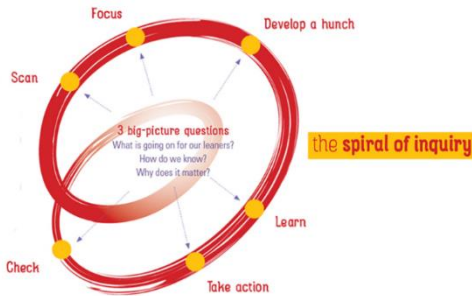


School Plan: A Professional Spiral of Inquiry







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

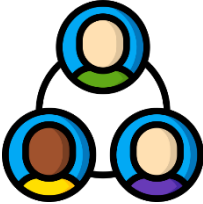


stages in the framework help school teams take a disciplined approach to professional inquiry, but inevitably, the true process will be messy and you will move between the stages as needed. The spiral is never complete – new learning always brings about new questions, ways of knowing and new opportunities for our learners.

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



	<p>Team Members:</p> <ul style="list-style-type: none"> Kam Sidhu (Admin) Tarrie Smith (Gr. K/1 Classroom Teacher) Karen Lee (Gr. 1/2 Classroom Teacher) Sarah Goerzen (Gr. 3/4 Classroom Teacher) Rugia Penner (Gr. 4/5 Classroom Teacher) Ravinder Sandhu (2022-2023 Gr.4/5 Classroom Teacher) TBD (2023-2024 Gr. 4/5 Classroom Teacher) Kyla Baker (Library Learning Commons/ PE Teacher) Sheilagh Burns LSS (2022-2023) Sherri Ellis (2023-2024) Candice Mitchell (EA) Michelle Andreone (EA 2022-2023) TBD (2023-2024) Kimberly Juulsen (Clerical)
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<p>Scan:</p>  <p><i>Check your satellite and map level data. What is going on for our learners?</i></p> <p><i>What is going on for our Indigenous learners?</i></p>	<p>At Bradner Elementary we have noticed an increase in the number of students who need support with regulating their emotions.</p> <p>We have also noticed that there are a number of students who have had a higher-than-average absences. We would like to explore what some of the possibilities may be for these high absences (friendships, stress, family vacations, health or other).</p> <p>More students have also struggled this year with friendships and problem solving when playing with peers.</p> <p>Sense of belonging and representation- can we identify which students are under-represented in books, materials, and celebrations we host at Bradner?</p>
<p>Focus:</p>  <p><i>What will have the biggest impact on student learning and experience? What additional information do you need to gather?</i></p> <p><i>What would have the biggest impact for our Indigenous learners? What area of the Enhancement Agreement do we need to focus on?</i></p>	<p>The biggest impact on student learning and experience would be to support students with strategies for social emotional well being.</p> <p>Additional information we need to gather: Identifying students who require additional SEL supports Reviewing data for attendance Equity scan of our books and resources Simple survey asking students key questions about their experiences</p>
<p>Hunch:</p>  <p><i>What is leading to this situation? How are we contributing to it? What is a quick way you can test your hunch?</i></p>	<p>Students require support and skills to understand and manage their emotions, and problem solve effectively.</p> <p>Students need more options for play (ie. sand toys)</p> <p>Making connections with multiple adults, and students across grade levels will support with relationship building and a sense of belonging for students.</p>

<p>New Learning:</p>  <p><i>What do we need to learn? How will we learn this? Do we need to learn more from our students?</i></p> <p><i>What street data from students and parents will help us know more? Who can partner and support us in our learning?</i></p>	<p>Focus our inquiry on social emotional learning, by learning and implementing strategies to teach students SEL and co-regulation strategies.</p> <p>Intentionally teaching students strategies for problem solving using literacy alongside the WITS program.</p> <p>Street data- asking key questions to families and students to understand what is happening for our students (feedback survey)</p> <p>Review results from MDI, and SLS</p> <p>Partnering with parents, PAC, helping teachers, community supports</p>
<p>Take Action:</p>  <p><i>What can we do to make a meaningful difference? How can we involve students in the process of change?</i></p> <p><i>What can we do to make a meaningful difference for Indigenous Learners? How can we involve the students and families in the process of change?</i></p>	<p>Passion projects- multiple times throughout the year (Term 2 & 3) to build connections and provide voice and choice. Invite community partners (parents, district helping teachers etc., to connect with students).</p> <p>Monthly mixed groupings for soft start. Drop everything and play. Provide tools/provocations for students to help foster connections with others. Different classrooms will have different activities, students choose where they want to go. We will have these monthly on the same day as our Bulldog Assemblies. Will this help with attendance, and something the students look forward to monthly.</p> <p>Reconnect to the “Seven Sacred Teachings” in multiple settings, ie., classrooms, LLC, PE, and assemblies</p> <p>Amplify student voice centered on simple, easy to understand questions that are related to belonging, friendship, and community.</p> <p>Consider monthly house team meetings-to teach SEL or stem activities across grades. This will foster connections for students across grades and with a variety of adults.</p>
<p>Check:</p>  <p><i>Have we made enough of a difference? How do we know? What more do we need to know?</i></p> <p><i>Have we made enough of a difference for our Indigenous Learners? How do we know? What more do we need to know?</i></p>	<p>Review progress in the spring during collaboration blocks, and/or staff meeting.</p> <p>Check in with students (feedback survey)</p>

