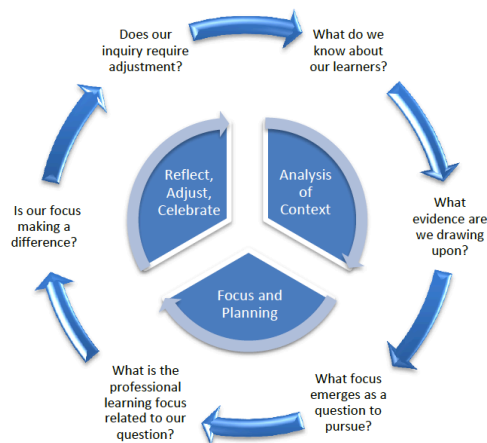


# PEACE ARCH INQUIRY SUMMARY STATEMENTS

## INQUIRY PROCESS



**What do we know about our learners?** *(through collaborative conversations, staff reflected on our students)*

**Strengths:**

- young and curious, inquisitive, desire to grow and learn
- developing perseverance
- enthusiasm for learning, eager to learn new things
- good work ethic
- artistic, creative, thinkers, like to work with hands on learning tasks
- kind, caring, energetic, fun
- wide range of experiences in life
- athletic in sports, dance
- appear to have a balance of structured afterschool activities and neighborhood play

**Stretches:**

- problem solving with peers
- flexible thinking in navigating peer relationships
- bridging the French and Neighbourhood communities
- critical thinking, thinking outside the box learning in a second language
- demonstrating independence
- developing skills to self manage anxiety and emotions
- improving confidence and ability to take risks with learning
- developing self-awareness and self responsibility
- developing self-regulation strategies to maintain a “ready to learn” state
- tolerance of diversity

**Interests/ Passions:**

- innovation, creation, invention, hands on learning, doing and talking about learning
- building and creating
- field trips, exploration, discovery based learning, open ended tasks with choice
- friendship, big buddies, social learning opportunities and activities
- the fine arts; plays, drama, music, dance role playing to learn, musical Oliver,
- technology, digital world, mine craft, Pokémon
- sports and athletics

**What evidence do we have that informs us about our learners?** Anecdotal, assessments, concrete...

- professional observations
- deep connection to students and community over time as teachers
- tests, projects, assignments
- strong parent-teacher connections through phone calls, intake mtgs, student led conferencing
- working and learning with students throughout the year as a community
- variety of assessments used to assess literacy in both French and English

**Where do we need to go to set the conditions for the success of our students?**

- make learning accessible for all our students through differentiation of tasks
- include all valued stakeholders of the child - parent-teacher student triad
- learner support to be more flexible, consistent and targeted to child's needs
- common understanding of the child's needs to target support both in class and through additional supports
- having strong expectations for our learners in literacy
- having kids involved in their own learning- setting goals, direction and reflection
- highlighting the student voice and self assessment
- improving problem solving skills
- working collaboratively as a staff to focus on the positive behaviors in our students

**What do we need to move forward? Professional development, resources, assessments, tools, supports, programs, agencies etc..?**

- reading resources at all levels to support literacy instruction
- workshops/ support from early literacy district teachers
- assessment continuity across grades or programs
- support with friendships skills managing peer conflict
- collaborative planning around self-regulation and improving peer friendships skills
- more time for targeted groups like CCW friendships groups, working with small groups of students
- working together ( CRT- school and district supports) to address the social emotional needs
- collaborative planning with LST teachers; some pull out support, some in class support
- professional development related to our school goals

**Further questions, wonderings, .....**

- what are new resources to support early FRIM literacy goals ( LST and early grades)?
- wondering about continuing professional collaboration amongst similar grade level teachers in both languages?
- outdoor education for students?
- what literacy assessment tools would benefit to both neighborhood and French Immersion classrooms?
- how can we use literacy assessment data to co-ordinate support and targets service?
- what are the resources that support Social Emotional Learning in our students?
- how do we collaborate to work together over time to support SEL needs of our students?