



School Inquiry Project Application (2021-2022)

School: Cheslakees Elementary

School Team: Teresa Wadhams, Marilyn Randall and Jill Cook

In one sentence, what is your focus for the year?

To provide multiple experiences for students to show their learning and thinking.
(year 2)

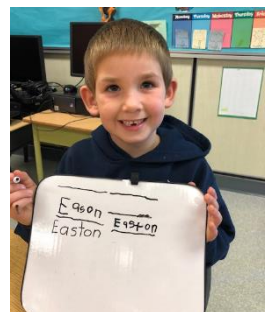
1. Scanning:

We know the benefits of our school's outdoor program, the strength of our ability to blend First Nations content into our daily teachings, our use of inquiry based collaborative learning, and our core value in creating a sense of place and belonging for every child, Kindergarten is the first year of a 13 year journey. They must stay curious and stay connected to school.

We have notice each year that *showing your learning* is frequently a new concept with new language for incoming Kindergarten students. Explicit teaching of the concept is our area for deeper focus building on our 2020-2021 inquiry.

2. Focusing:

Based on staff observations of incoming Kindergarten students and classroom assessments, we note that students thrive and remain curious when we increase engagement in learning, especially, when we focus our efforts on engaging each students' thinking and their ability to show us their learning through diverse approaches (e.g. drawing, building, labelling, telling, conferencing singing, etc.). We propose providing students with a variety of means/choices to show their learning will foster ownership and pride in their learning. These strategies allow for differentiation and personal inquiry.



3. Developing a Hunch:

We are taking last year's inquiry deeper and moving towards exposing students to multiple ways of showing their learning. If they can identify and employ a favoured method students will display greater ownership and increased connections in their learning and in their thinking.

4. Professional Learning:

We will be reading *The Power of Making Thinking Visible* (2020), by R. Ritchart and Mark Church. Along with this, we will use *Visible Learning for Teachers*, by John Hattie. In *Visible Learning for Teachers* (2012), Hattie states that students must be actively involve in knowing about their learning (that is, they are assessment capable) and that teachers must use evidence of learning to plan next learning steps with students.

When children understand the focus of the learning and have a clear goal, achievement should be attainable.

5. Taking Action:

A School Based Professional Development Day will focus on integrating learning targets into teacher's everyday practice. Teachers and students will take an inventory in September regrading which ways students show what they know or think. In the staffroom a list will be kept and added to monthly, by teachers, labelling the strategies they have tried. The strategies will be discussed at each staff meeting.

6. Checking:

Students will reflecting and tracking their thinking. This will be done through symbol picture feedback to start, then through other means of the student's choice, as the year progresses.

Classes will keep track of their knowledge about how to display learning and build upon their ideas.

7. Itemize Your Budget Request:

Focus on supplies, for our travelling allowing us to create unique learning opportunities for all.

Stem Days material	\$400.00
Trip Material: U'mista, Stories Beach (wooden boats),	\$250.00
Goal setting display cards	\$50.00
Beach Explore tidal pools celebration	\$300.00
Green House Material	\$55.00
Resource books	\$175.00
Total	\$1230.00

Signatures:

School Principal

Staff Rep

(VINTA, CUPE)