



Woodlawn Early Years School

Planning Priorities for 2019-2020

Mission: Woodlawn School is an environment where education and culture empowers our students to grow into CARING, CONNECTED and CONTRIBUTING global citizens.

About Us

- 588 students, 36 Teachers, 12 Educational Assistants, 2 Secretaries, 1 Library Clerk, and 4 Custodians.

Belief Statements

- We believe that a school culture which builds strong **RELATIONSHIPS** with students and their families creates the conditions to improve student learning outcomes. We welcome, nurture and encourage positive communication and relationship.
- We believe in **INCLUSION**; meaning everyone is welcome, valued and safe. Every student is involved in every possible way.
- We believe we are teaching the **CHILD FIRST** and the curriculum second. We work on developing a 'can do' attitude, self-esteem and belief in oneself as a learner.
- We believe that a strong emphasis on developing **LITERACY** skills sets the foundation for learning and success across all other environments.
- We believe that all forms of **PLAY** (educational, physical, creative, and free) must be included in the learning environment to engage the brain and foster critical thinking skills.

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Priority #1 SOCIAL EMOTIONAL WELL BEING: Our Kids will be caring, connecting and contributing learners. Our kids will be able to identify their needs, learning strengths and challenges with a focus on character, citizenship, critical thinking, collaboration, communication, and creativity. Students will be able to access multiple ways to meet their needs appropriately through a focus on the deeper learning plan. Students will learn self-regulation strategies. Students will recognize and appreciate the diversity of others. Students will experience Indigenous perspectives and Treaty Education.

Strategies

- PD sessions for teachers at staff meetings (focus on recognizing disregulation and reframing the behaviour, the circle of security)
- Staff book study - Kids These Days
- Self Regulation resources; Stuart Shanker, The Mehrit Center, Zones of Regulation, Restitution
- Mentor texts that focus on the competencies and self regulation
- Incorporate practices that will enhance learning environments so they are responsive to the interests, needs, and learning styles of all students (girls, boys, EAL students, Indigenous students, and students involved with CFS)
- Universal Design for Learning will continue to be implemented with specific attention to the Social-Emotional Learning in Block 1 and the Democratic Classroom process
- Reggio Emilia Inspired Practices will be incorporated into the Deeper Learning Lead Teachers classrooms and all teachers will be invited to explore the philosophy. Children are viewed as capable, creative and intelligent. Children are regarded as knowledge bearers and have opportunities to research, participate, explore and question. Reggio approaches to be included are: expressive arts, long-term projects, pedagogical documentation for reflection and democracy, relationship building (children, parents/guardians, teacher), setting up of the environment as the third teacher, intentional play that is student led and teacher framed
- Creation of an Indigenous Perspectives teacher team
- Teach each of the Seven Teachings at assemblies throughout the year
- End of year celebration of The Seven Teachings
- A First Peoples/Treaty 1 acknowledgement will be read every Monday morning, every assembly, and at every public school event
- Use the arts (drama, dance, music, and visual arts) as a vehicle exploration, creation, and student self-expression
- Develop partnerships with Indigenous persons/ communities

Priority #2 LITERACY CONTINUOUS IMPROVEMENT PLAN: Our Kids will become confident, independent, critical thinkers who are curious and motivated to read, write, and communicate effectively in a variety of ways through the lens of deeper learning and a focus on balanced literacy.

Strategies

- LST will support teachers in learning to fully analyze running records (MSV)
- Shared reading, shared writing, guided reading, guided writing, oral language activities (stretching words, rhyming, clapping syllables, etc.)
- Read alouds of a variety of genres, choice in independent reading and independent writing
- Focus on collaborative inquiry as a pedagogical practice, as well as a continued focus on the development of foundational literacy skills for all students
- Build the capacity of teachers to use effective literacy instruction to provide appropriate and equitable opportunities for all students based on where they are at as learners and not based on their gender, ethnic background, family or social economic situation
- Incorporate critical-literacy skills into classroom instruction that allows students to practice exploring and discussing the underlying assumptions in texts or works from various forms of media
- Use collaborative inquiry developed lessons that are based on relevant, real-world themes and issues, that provide all students with the opportunity to observe, invent, practice, and develop their literacy skills in a context of real use
- Leverage digital technology to provide opportunities to custom-tailor literacy activities to the interests, learning styles, and motivations of all students
- Develop the planning and assessment skills of teachers that ensures formative and summative assessment practices are embedded within their daily practice, enabling them to plan teaching and learning experiences that support student learning at their point of need
- Utilize school-based (report card data, reading levels) and provincially provided baseline data (grade 3 assessment) to set realistic and measurable targets for all students

Priority #3 NUMERACY CONTINUOUS IMPROVEMENT PLAN: Our Kids will strengthen their understanding in algebraic reasoning and will approach numbers with flexibility and number sense. Our kids will approach mathematical problems with a growth mindset and deeper learning.

Strategies

- Numeracy Support Teacher (NST) will support teachers with designing open mathematical tasks that encourage multiple methods and pathways. This in combination with guided math instruction will provide equal access for all learners
- Develop the planning and assessment skills of teachers that ensures formative and summative assessment practices are embedded within their daily practice, enabling them to plan teaching and learning experiences that support student learning at their point of need
- Utilize school-based (report card data, numeracy assessments) and provincially provided baseline data (grade 3 assessment) to set realistic and measurable targets for all students
- Teachers will continue to examine the work of John Hattie in *Visible Thinking for Mathematics (2016)*. (Surface, Deep, and Transfer Learning)
- Learning experiences in numeracy that use the inquiry process to provoke, explore, and reflect
- Student thinking will be visible by sharing, reflecting and talking about ideas through oral and written communication. This includes vertical learning surfaces
- Math will be fun, intentional and integrated into all subject areas. Students will have high expectations in a safe learning environment that promotes a growth mindset

