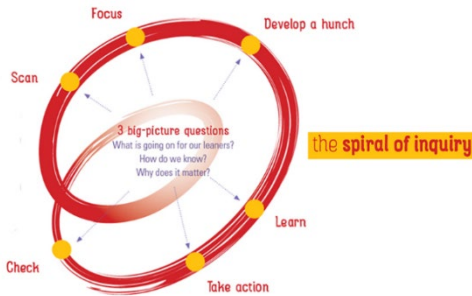


## School Plan: A Professional Spiral of Inquiry



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.

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| <p>ASIA North Poplar Elementary</p> | <p><b>Team Members: Staff of ASIA North Poplar Elementary</b><br/> <b>Rachel Lack-Principal</b><br/>                 Cathy Beukers-Vice Principal<br/>                 Grade 5- Curtis Kennedy<br/>                 Grade 4-TBA<br/>                 Grade 3-Fenton<br/>                 Grade 2-Marissa Lakowski, Allison Brock, Kayla Attridge<br/>                 Grade 1-Nicole Bliss, Moonsun Kang, Brenna Merasty<br/>                 Kindergarten-Madison Campigotto, Chloe Hogan<br/>                 Learning Commons-Shelby Patrick<br/>                 Learning Support-Marissa Lawton, Rachel Toews, Allison Richardson<br/>                 PE-Allison Richardson<br/>                 Indigenous Support Worker-Vanessa Fleury, Terry Crosby<br/>                 EAs-Nancy Harrison, Sylvia Damgaard, Tanya Walters, John Calhoun, Mike Balme, Ashlee Gage, Hayley Simpkins, Nairne MacLean, Satinder Kaur.</p> |
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| <p><b>Scanning:</b> What is going on for our learners? What is going on for our Indigenous learners?</p>   | <ul style="list-style-type: none"> <li>-Our learners are diverse. Many have neurodiversity and well being of all is monitored.</li> <li>-42 breakfast and lunch program</li> <li>-36 IEPs</li> <li>-Indigenous data mirrors whole school data</li> </ul> |
| <p><b>Focus</b><br/>What will have the biggest impact on student learning and experience?<br/>What additional information do you need to gather?</p> | <ul style="list-style-type: none"> <li>-Sense of belonging and connectedness. A desire to attend school.</li> <li>-Who and why are families choosing Integrated Arts</li> </ul>  |
| <p><b>Hunch:</b><br/>What is leading to this situation?<br/>How are we contributing to it? What is a quick way you can test your hunch?</p>          | <ul style="list-style-type: none"> <li>-School community too fractured during pandemic.</li> <li>-We are not a catchment school</li> </ul>   |



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

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| <p><b>New Learning:</b><br/>What do we need to learn? How will we learn this? (Create a timeline)</p>  | <p>How to encourage and develop community building and connectedness between school staff and whole school community. September admin day can determine next steps. Monthly staff meeting agendas to include some of these next steps.</p>                                |
| <p><b>Take Action:</b><br/>What can we do to make a meaningful difference?<br/><br/>What can we do to make a meaningful difference for Indigenous Learners?<br/><br/>How can we involve students in the process of change?</p> | <ul style="list-style-type: none"> <li>-Encourage and increase community participation and engagement</li> <li>-Ask what prevents them from attending</li> <li>-Talking circles</li> <li>-Class meetings</li> <li>-Development of lass and school expectations</li> </ul> |
| <p><b>Check:</b><br/>Have we made enough of a difference?<br/>Have we made enough of a difference for our Indigenous Learners?<br/><br/>How do we know?<br/>What more do we need to know?</p>                                  | <ul style="list-style-type: none"> <li>-Year 1-improved attendance.</li> <li>-Improved literacy results</li> <li>-MDI connectedness and belonging-grade 5</li> <li>-continue to need to improve attendance</li> </ul>   |