
St. Rene Goupil

PROFESSIONAL LEARNING FORM TEMPLATE

Principal Name: Mirella Rossi

Superintendent Name: Area 7 - Kevin Malcolm

FOCUS GROUPS - Groups within the school who require additional support

Term 1: All students across grades.

Term 2: Students achieving below Level 3 in Mathematics.

URGENT CRITICAL LEARNING NEED - Schools have many learning needs. This is the most urgent and critical learning need that will be addressed this year.

To help students develop self-assessment skills to monitor, improve and communicate their learning.

SMART GOAL - School goal for student learning that school will focus on achieving throughout the year.

All students will have a learning portfolio specific to self-assessment in order to develop self-assessment skills to monitor, improve and communicate their learning. Classroom teachers will continue to focus on Math Language and Math Vocabulary in all strands.

REQUIRED PROFESSIONAL LEARNING

STAFF PROFESSIONAL DEVELOPMENT CRITICAL NEED - In order to address the student urgent critical need of the school and to work toward the school's SMART goal, the following professional development is required.

Educators consistently share clear, focused and relevant strategies that help students develop self-assessment skills to monitor, improve and communicate their learning.

All classes will have a mechanism in place for students to identify their strengths and needs; Math word walls will be visible in each classroom;

Teachers will be able to engage in learning conversations with colleagues with respect to student progress pertaining to learning portfolios and peer and self assessment skills.

PROFESSIONAL DEVELOPMENT PLAN - Professional learning topics that will be undertaken by staff throughout the year.

On December 7, 2018, staff will begin a professional learning cycle in preparation for the February 2019 Growing Success Reporting.

Topics:

Self-assessment skills and strategies are identified in Mathematics strands;

Focus on Mathematical vocabulary and language;

Scaffolding of learning skills;

Real World connections;

Positive Mindsets are explicitly taught;

Diversity in thinking is valued;

Qualitative Feedback from teachers to help inform next steps in learning;

Learning and assessment practices are responsive to the students' abilities and experiences;

Mistakes are viewed as learning opportunities;

Students can articulate their successes and areas of growth

Teachers will be guided by the School Effectiveness Framework