

Scanning (What’s going on for our learners?):

Spring 2021

Students continue to benefit from both implicit and explicit teaching of self-regulated learning strategies. Recently we have begun looking closely at a resource called “The Third Path”, that has helped us focus more specifically on how we create the conditions for students to THRIVE.

This has never been more important, as we see the impact Covid has had on students’ levels of resilience, self-regulation, and overall well-being . Specifically, we have seen an increase in escalated peer conflict, persistent issues with low self-regulation and impulse control, and a lowered ability to demonstrate stamina and focus on academic concepts for long periods of time.

Our 2021 plan will be a carry-over of previous plans. We will continue our focus on explicit teaching of self-reg strategies; the importance of strong classroom routines, structures and environment that support self-regulated learning; and the importance of first establishing these strong structures and routines before moving into more robust academic expectations. We will continue to focus on “strategic scheduling” throughout the year (ie. Sept/ Oct larger blocks of time for direct teaching of self-reg and reinforcing “reading behaviours”, with these chunks giving way to a more targeted focus on Reading (decoding and comprehension) in November onwards).

Most importantly, as our world returns to a sense of normal (hopefully), we will use the foundations of “The Third Path” to ensure that both classroom and school-wide, we are creating the conditions for student academic success and well-being.

Checking:

- Compare anecdotal information with concrete Reading behaviour data (stamina, improvement in assignments, more focussed group work/ collaborations, engagement)- focus specifically on classrooms using Daily Five, Story Workshop and Literature Circles
- DART/ EPRA Fall and Spring comparisons
- Administer student and teacher surveys

Focusing (What does our focus need to be?):

How does direct teaching of self-regulation and self– management strategies help students to learn and demonstrate learning independently in Reading? How can we support the development of self-reg and self-mgmt. strategies by creating classroom and school-wide conditions?

READING BEHAVIOURS (Sept-Nov predominant focus): Stamina, ability to independently sustain activity in reading activities where independent learning is required; ability to independently set and meet goals in Reading; linking the explicit self-regulation strategies we’re teaching to how teachers can support students in being successful in Reading; setting clear learning intentions; creating supportive conditions for students (ie. Supportive classroom routines and structures, visuals; environment)

DECODING (Nov-June predominant focus): Phonics, Phonemic awareness, strategic actions

READING COMPREHENSION (Nov– June predominant focus): Visualizing, connecting, inferring, questioning and transforming

Overall Conditions: safety, regulation, belonging, engagement, positivity, meaning, identity, mastery

Taking Action (What will we do differently?):

- Explicit teaching of self-regulation strategies
- Explicit teaching of Reading Comprehension Strategies/ Decoding strategies
- Focus on structures and strategies that help create strong conditions for self-regulation
- Make explicit the connection between the strategies that we are teaching and how they can support students DURING READING TIME– post these for students in classrooms
- Use both Reading and Self-Reg data to assess effectiveness
- Build selection of picture books in the library that can support teaching of concepts (ie. Executive functioning, self– regulation, growth mindset)
- Reporting to parents from a competency-based perspective rather than a content-only perspective
- Continue “Parents as Partners” series to continue building parent education around the Core Competencies and self-regulated learning– sessions will continue to be linked to Community Council meetings
- Collaboration teams to take a closer look at our Literacy instruction practices
- Deepening our understanding of, and action around, a relational approach to students– understanding what motivates and affects our students, and using targeted strategies to bridge that, in support of more confident, motivated, self-reliant learners

Developing a Hunch :

Students need front-loading in the direct teaching of self-regulated learning skills and strategies. During this time, “reading behaviours” serve as a reasonable measure of the impact of direct teaching of self-reg skills.

Once students have these foundational self-reg skills developed and can show application of skills independently, direct teaching must shift to Reading Strategies (comprehension and decoding), and support for self-regulated learning will continue through the structures and activities of the READING classroom.

The foundations that we provide in our school and classroom-wide approach can help set important foundations for the development of these skills.

Learning (How and where can we learn more?):

Various literacy Pro-D opportunities offered throughout the district (eg. Faye Brownlie series, Adrienne Gear, etc.)

Each other– what’s going well, what could we try?

Book Resources (Jen’s office has bookshelf of professional resources)

Brain Science– what is physiologically going on when we are regulated?

Reading Power resource

The Third Path resource– creating the conditions for academic success and student well-being