

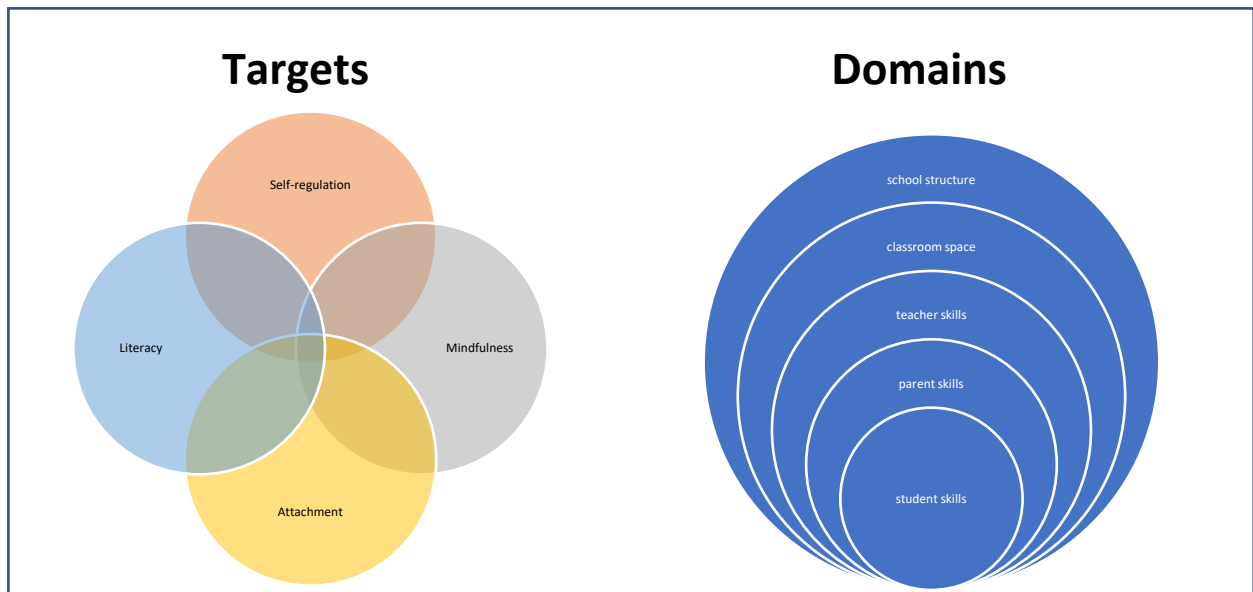


2018 – 2019 Frontenac School Report to the Community

Our Residency Journey:

Developing Collective Teacher Efficacy to Improve Student Achievement

Our School Plan for the 2018 – 2019 school year focused on a whole school approach to student mental wellness and academic support through four important target areas. The plan also identified domains necessary to increase school-wide improvement and positive change. Throughout the year, all staff were invested in supporting these target areas through the use of specific strategies, structures, and supports.



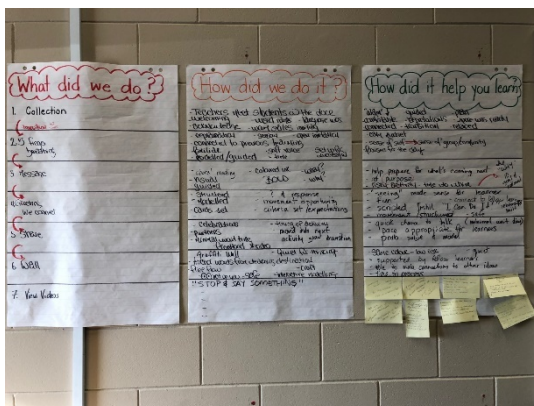
In addition, a small, dedicated group of Grade 2/3 teachers engaged in a unique opportunity to explore these target areas in a deeper way by participating in a seven month residency journey that began in December 2018 and came to a close in June 2019. The Grade 2/3 teachers learned alongside administration, student services teachers, support staff, specialists, clinicians, and members of the Instructional Learning Team. Together this team developed increased teacher efficacy that positively impacted students.

2018 – 2019 Residency Journey Top Ten Highlights:

- 1 •Data collection to understand the strengths and needs of our community of learners and the establishment of our residency goal.
- 2 •Establishment of our shared residency goal with a focus on regulation and attachment as related to transitions throughout students' daily school experience.
- 3 •Focus on balancing both the social emotional and academic curricular outcomes through the goal of the residency.
- 4 •Teacher learning grounded in research based practices connected to weekly teacher goal setting using a "try and apply" approach.
- 5 •Bridging the residency learning to the broader school team through Staff Meetings and Professional Learning days.
- 6 •Ongoing reflection of teacher learning and the impact of teacher practice through three guiding questions: How do we know our students are learning? What does success look like? How are our students demonstrating their learning?
- 7 •Use of shared leadership in facilitating teacher learning by accessing the expertise of various team members.
- 8 •Connections made to other areas of learning in intentional and purposeful ways (ex. School Plan, Circle of Courage).
- 9 •Triangulation of data through collection, observations, products, with teacher sharing at the forefront.
- 10 •Milestone celebrations throughout the residency experience.

Residency Goal:

Fostering **regulation** and **attachment** by deepening our understanding of and then plan for smooth and meaningful **transitions** because all students need to feel safe, ready to learn and experience success.

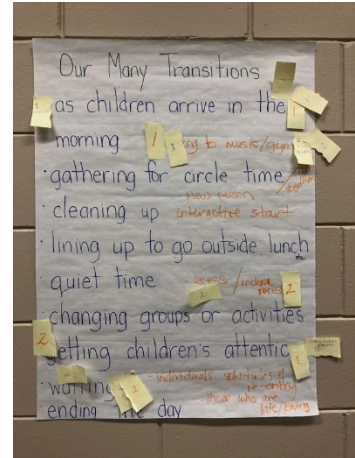


Teacher reflections on an experiential learning opportunity within the residency.

Weekly Residency Team Meeting:

Each week the members of the Residency Team strengthened their shared understanding around the following topics through new learning, rich dialogue, weekly goal setting, and ongoing reflection, with the intention of connecting their learning back to their classroom practice. The following is a snapshot of some of the important topics that were explored:

- Developing common beliefs related to “What counts as students arrive to school?”
- Developmental Teaching – Deepening our understanding of Stage 2 learners
- Responsive Classroom Approach – Examining the four components of Morning Meeting to leverage academic learning: greeting, sharing, activity, and morning message
- Co/Self-Regulation – comprehensive review using Shanker’s 5 Domains
- The Brain, Attachment and Mental Models – understanding how repeated experiences with attachment figures impacts our view of ourselves and others
- The Circle of Courage – a detailed examination of the four quadrants and how we embed student learning through this framework



Data Sources

- Teacher understanding of key learning targets pre and post residency
- Students demonstrating increased use of regulation strategies
- Positive feedback from students expressing connections to their teacher and school
- Significant participation of Grade 2/3 students in optional school-based clubs centered on mindfulness and regulation activities
- Teacher observations during transition times throughout the school day
- Heightened collective teacher efficacy related to the targeted goals of the residency



Teachers engaged in focused dialogue related to collaborative learning goals.