

WESTWOOD COLLEGIATE COLLABORATIVE SCHOOL GOAL FOR 2022-2023: IMPROVING STUDENT SPEAKING SKILLS

Westwood Collegiate				Westwood Collegiate				Westwood Collegiate			
FOCUS OF IMPROVEMENT				ROLES AND RESPONSIBILITIES				COMMUNICATING SUCCESS			
Identify action area	Broad Outcome	Desired Student Products and Performance	Required Student Knowledge, Skills, and Dispositions	Desired Teaching Products and Performance	Required Teacher Knowledge and Disposition	Desired Team Product and Performances	Required Team Knowledge, Skills, and Dispositions	Identify Action Area	Broad Outcome	Desired Student Products and Performance	Anticipated Next Steps
What is the area of focus?	What do you hope to improve? (Positive Statement)	What specifically will be evidence of improvement in student learning? When will this be assessed?	What will the learning look like/ sound like/ feel like?	What specifically will be evidence of improved teacher practice? When will this be evident?	What will the learning look like/ sound like/ feel like?	What specifically will be evidence of improved team practice? When will this be evident?	What will learning look like/ sound like/ feel like?	What is the area of focus?	What did you hope to improve?	What specifically is the evidence of improvement in student learning?	
Our common goal for all curricular areas will be improving student critical thinking and focus through confident speech. This goal will be developed and measured in the contexts of: Literacy, Numeracy, Mental Health, Equity, Inclusion, Diversity and Indigenous Education content, experiences and tasks. Coming out of two years of the pandemic, students require practice and confidence-building activities for speaking.	Students will develop agency for complex speaking tasks and focused on-topic dialogue in all subject areas. Math -- Problem of the Week Science - Scientific Literacy Discussion of the Week -- ELA -- Weekly Speaking Skills Data Analyses - Humanities -- Weekly Indigenous Perspective Discussion -- PE -- Weekly Mental Health Discussion -- Arts Weekly Performance/Process Reflection	Students will demonstrate through rich, collaborative, discussion tasks, appropriate: paraphrasing, inference, comprehension, pronunciation, diction, volume, pitch, confidence, engagement, creativity and tone. This will be assessed weekly through school and department-wide speaking tasks. Data from observations, conversations and performance rubrics will be shared at weekly department Professional Learning Communities, and will inform the cycle of improvement.	Students will listen and take in information through guided practice. Understand there is a variety of opinions that may be presented in different publications and media. Think critically to take in information and interpret to determine if the information presented is rational and acceptable. -Collaborate with peers to receive feedback on content and technique of speech tasks. Learn and use technical vocabulary.	Teachers will use guided practice to demonstrate quality discussion and how to recognize quality verbal responses to questions--build a safe culture for trial and error. Give constructive feedback to students as individuals and as a group --.use a broad vocabulary during teaching. Have a word of the day and teach technical vocabulary carefully and intentionally. Teachers will development with department was to model effective verbal communication through modeling, viewing video samples, exmples.	Teachers need to carefully and intentionally select speaking tasks with rich subject content to prompt a depth of response pertaining to the following content areas: mental health, diversity, equity, inclusion, Indigenous perspectives, scientific literacy, numeracy. Teachers need to delineate, define and model speaking skills such as pitch, volume, confidence, creativity, tone. Employ formative feedback frequently. Model best practice; explicit teaching --at the beginning--of skills through guided practice, vocabulary pre-teaching, student self-reflection/evaluation, peer/audience feedback.	The team will develop a common understanding of teaching through 9-12 common problem of the week and develop a bank of tasks for use by the team. Make the use of the 5 Practices format of teaching "common practice" throughout the building. Work collaboratively (co-teach) to observe each other teaching using the 5 Practices and provide feedback and generate next steps to improve teacher practice. Use PLC time to examine student work for evidence of strengths and needs in the area of communicating their thinking. Create "Fair" opportunities such as Heritage Fair for individual presentations, pair-share on current affairs, primary document analysis --critical review of texts	The team needs to approach the weekly task and Professional Learning Community meetings with a commitment to positive group norms. Departments will compare data weekly and adjust pedagogy and tasks for continual improvement.				
	Students can communicate effectively, critically, and consistently to each other and to whole groups. Students will be more comfortable discussing math problems in peer groups using appropriate and sophisticated mathematical language.	Baseline data will be collected in November. Student will show improvement by one level on the department rubric by March. Example products: Paired conversations, small group communication, whole group presentation. Students will: paraphrase, reference supporting evidence, speak concisely, give constructive feedback, encourage turn taking, elaborate content with variance in tone, gesture, pace and volume.	Students will develop confidence, resiliency, growth mindset for learning. Understand the concepts and ideas they are trying to communicate to others in both written and verbal forms. To practice each form of communication on their own and with others, and be open to receiving productive feedback from peers and educators. to regularly review words that are targeted to each subject to develop a vocabulary that is subject specific.	Teachers will use quality tasks (lowfloor/high, ceiling rich tasks...) as frequent modes of instruction. For numeracy,make use of the 5 Practices method of facilitating quality weekly problems. Focus careful attention on the "consolidate" portion of the 5 practices (steps 4 & 5) and use opportunities for direct teaching of the use of models/diagrams and the different problem solving strategies when they arise from student work.	Anticipating students' solutions to a mathematics task Monitoring students' in-class, "real-time" work on the task Selecting approaches and students to share them Sequencing students' presentations purposefully Connecting students' approaches and the underlying mathematics/numeracy problems.	Staff will seek out feedback from colleagues school-wide --and community-wide from support staff, parents and others (neighbors, potential employers, Division staff such as coaches and Division administrators) on how students are showing improvement on our school-wide goal.	The team needs to adopt Jo Boaler's 6 keys to learning as outlined in Limitless Mind involving growth mindsets for complex tasks, honouring the struggle, encourage multidimensional and diverse approaches, see time as a variable, and see collaboration and discussion as an opportunity to strengthen neural pathways and learning when it is focused, structured and on-task.				