**What was your inquiry question/overarching goal?**

**supporting learners to build confidence and growth mindsets in writing**

**What impact has your collaboration had on student learning so far?**

Cindy

* Students have had new writing experiences that wouldn’t have been part of previous practice
* Using oral language to inspire writing
* Students are more playful with language
* Opportunity to work with TL – oral language & drama unit

Lionel

* Using online materials from RichNet
* Teacher modeling ideation
  + Listing or mind maps
* ‘the more engaging the lesson is, the more students are using more new language’
* Met with Lisa to observe a lesson around dual entry journaling using a picture book anchor text

**How do you know? What data have you collected? Observation? Assessment?**

* Anecdotal observation
* Assessment coming through reporting in the Spring
* Will be asking the question again before next session.
  + When is writing easy for you?
  + When is writing hard for you?
  + Where do you like writing?
  + What is something you wrote that you are proud of?

**What was the impact of being provided time to collaborate with your peers? How do you think it affected your work/teaching?**

* Having time to hear about practices from other teachers, integrating them in class, while having that person just down the hall as opposed to having someone present at a Pro-D and not having easy access to them again
* To connect threads between grade groups regarding strengths and stretches
* Conversations about students year-to-year
* Provides opportunity for iterative design/spirals of inquiry. Having a touch point during learning keeps the focus while also seeing what direction our focus has shifted.
* Challenged us to try new thinking routines outside of our typical practice.
* Built connection between district consultant and teachers – feeling much more supported
* Built bridges between current/previous practice and new ways of thinking and reporting
* Helped us be more intentional with our literacy teaching broadly
* Having TL, admin, district consultant to provide different perspectives and give information (book suggestions,
* Values what teachers do during the day to have collab time

**What were the barriers, if any, of this project?**

* not knowing the details/expectations of the project ahead of time

**If you were to receive the same level of release time for this focus next year, how would you want to use it?**

* Accessing author visits, planning ahead
* Learning about district supports that exist, where and how to find them
* Use specific questions to guide conversation and work in the classroom
* Create “Ferris” exemplars for the proficiency scale for students
* Create a stamp for reviewing writing using markers in relation to proficiency scale and pillars of literacy
* Have students in a grade grouping write, look together at pieces and choosing exemplars for proficiency scale (particularly, what extending looks like) – being explicit (eg. Use of metaphor, connecting other lessons/topics/subjects)

**Any other feedback?**

* Appreciated lunch and learns
* Lisa is great! ☺
  + Brings great energy, passion
  + Very knowledgeable
  + Has a focus

**Where are we going? Growth Mindset**

* Teacher celebrating writing
* Comparing writing, looking back on samples and notice growth
* Highlighting different types of writing
* Lisa to do lesson on different writing styles
  + Jigsaw across 3 classes?!
* [Using author work to highlight the writing process](https://www.peterbrownstudio.com/the-wild-robot/)
* EXEMPLARS!!
* Looking at explicit teaching of grammar
* Focus on audience for writers
* Author visit? Focus on writing process

Looking forward to hearing from Hailey Borthwick - ELL learners