



BIRCHMOUNT SCHOOL

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The following is a brief description of our planned professional learning work for March 27th. This work is organized around our district's four collective goals:

- All students shall read, write, and communicate at grade level in both languages of instruction.
- All students shall be at grade level in numeracy.
- All students and staff will feel safe, cared for, and engaged in learning.
- All students shall graduate from high school.

School staff will monitor the impact of their work from March 27th, and on subsequent professional learning days, in achieving these goals.

Literacy

- Grade 6-8 teachers will participate in a collaborative book study on **Tackling Tough Text** facilitated by the District Literacy Team.
- Grade 6-8 FILA teachers will collaboratively review instructional practices for reading comprehension strategies (Part 3).
- K-2 Teachers will engage in ongoing professional learning of the components of UFLI, will give a chance to share experiences and calibrate instruction. It will also dive into the importance of progress monitoring to inform instruction.
- Grade 3-5 Teachers will learn about resources to support explicit writing instruction as well as the engaging process of book making.
- Grade 1-5 French Immersion Teachers will be participating in Engaging Educators and Students in building strong reading comprehension strategies.

Numeracy

- Grade 6-8 Teachers will explore using and incorporating manipulatives in their instructional practice and the CRA approach.

Safe, Cared For, and Engaged

- Cross-school PLC teams (EST-SC & BIM) will meet to collaborate and learn from one another. PLC teams will meet to collaboratively review student data, discuss and determine instructional strategies and their impact using a PDCA cycle.
- Music teachers will explore Ukulele Voyage & Elementary Ensemble; Art teachers will explore Mural Creation and Art Therapy; PE teachers will explore Pickle Ball.
- EAs will participate in professional learning sessions to supporting communication in an inclusive school (morning) and FASD (afternoon).

Graduation

- Specialty teachers in art, music, technology, and physical education will collaborate with colleagues across schools to share strategies that engage students and support long-term success.