



My Prairie Spirit Classroom

is diverse in world view, culture, language, gender identity, ability and interests and this is how we learn together.

In my classroom, 20% of the time consists of whole group teacher talk and 80% of the time is student talk (whole group, small group and independent self-talk).

All students participate in side-by-side learning opportunities with me several times a week in each subject area. Side-by-side learning opportunities include descriptive *next steps* feedback or reflective conversations.

My instruction includes opportunities for **all** students to construct knowledge, have choice in learning and experience explicit teaching and modelling of learning strategies that students can apply while exploring new ideas and concepts.

Learning opportunities for **all** students are characterized by high expectations (rigour), personal and purposeful application (relevance), collaborative learning environments (relationship), risk-taking to consider alternative instructional approaches (innovative) and student choice (engagement).

Formative assessment and various forms of feedback (e.g. self, peer, adult, parents) strengthen and inform my classroom practices and support **all** learners in their progress toward their learning goals.

My teaching begins with big ideas, sharing them with students and teaching and relating parts (knowledge and skills) to the big ideas throughout the learning process. **All** students understand, articulate and can provide evidence of their growth towards the big idea.

At least once a month, I have opportunities to discuss the *next steps* in my personal learning efforts. This can occur through learning walks or collaborative learning with colleagues.