## Mission
Each Learner entrusted to our care has unique gifts and abilities. It is our mission to find out what these are...Explore them...Develop them...Celebrate them.

## Our Commitments
- Each child is a learner and deserves the opportunity and supports to achieve optimum learning.
- In learning opportunities that set high expectations for all learners to grow intellectually, socially and emotionally.
- Designing safe, caring, welcoming learning environments ensures an inclusive culture with acceptance and belonging for all.
- Ongoing learning and critical reflection ensures quality teaching and optimum student learning.

## Optimum Learning is achieved through

### Goal 1
**Success for all learners**

#### Outcomes
- Learners are literate
- Learners are numerate
- Learners develop/deepen outcomes & competencies
- Learners take ownership and develop efficacy in learning
- First Nations, Metis & Inuit learners are successful

#### Strategies
**Guiding Question:** In what ways and to what extent will intentional ongoing reflection on formative assessment and action on instructional practice impact student learning?

**Staff will:**
- Design learning so that students are engaged and interested so that the learning is purposeful and relevant.
- Develop personalized interventions for students who are not demonstrating the learning.
- Ensure quality assessment in their instructional design that informs teaching and learning.
- Understand and effectively implement competencies and foundational principles in their instructional design for student success.
- Will foster higher expectations for all students through deliberate actions.
- Improved relationships with Grade 9 and 10 students.
- Embody the FSD Learning Framework
- Embed 3E’s and Competencies
- Apply MFWHSR Foundational Principles

#### Timelines
- PLC Guiding Questions
  - October 31
- PLC Action REsearch Cycles (based on IC schedule)
  - 5 weeks
- PD Day focus
| Learners are meaningfully engaged | ● Embrace our school culture, leadership, pedagogy and structure.  
● Build upon best/current practice.  

**Best Practice Strategies**  
● Shared Leadership:  
  o Develop Shared Leadership Team with Admin. Partners.  
  o Create Highwood PLT Leadership Team:  
  o Highwood PLT Leadership Team- staff members have developed our Learning Plan for the 2018-19 school.  
  o Educational Assistants  
    ▪ Monthly meeting includes both LC coaches, Principal and EA’s.  
  o BEST Team (monthly)  
  o Student Services Team  
    ▪ Ongoing Meetings for students needing Social Emotional Support.  
● Data Review and Goal Setting  
  o PAT/APR Data review:  
  o Develop process to review PAT/APR Data at  
● ILP Development and Review  
● Moving Forward With High School Redesign.  

|  | PLC Lead Team meetings weekly  
|  | Teacher PLT meetings weekly  
|  | Data Sources (PAT/DIP/Engagement/APORI) By Mid November  

| Performance Measures | Performance Targets  
|  |  
| ● Moving Forward With High School Redesign.  
● Improved Student Engagement (as a result of more Flexibility and personalization)  
● Improved learning as a result of ongoing formative assessment practices.  
● High Levels of Learning for All Students.  
  o PAT/DIP  
  o School-based marks (formative and summative)  
| ● Teachers sharing how formative assessment was used, how instruction was adapted, and what impact this had on learning.  
● Unit Assessment Plans/reporting - Outcomes based  
● Examples in unit design planning - assessment-differentiation-mastery learning  
● Showing student formative-formative-summative growth  
● Collect student voice and respond to their feedback in regards to learning  
● Reflection - What changed i) Instruction ii) learning  
● Ongoing PLT work, PD day plans  
● TQS/IPGP reflection  

| Goal 2 | Support for all learners  
|  |  
| **Outcomes** |  
| Learners contribute to and feel welcomed, cared for, respected and safe  

| **Strategies** |  
| Guiding Question: In what ways and to what extent will staff’s purposeful interactions/connections with students impact student well-being.  
**What is the impact of developing internal resilience in supporting all Highwood staff, students and parents.**  
**How can we consider the following outcomes in supporting all learners?**  

| **Timelines** |  
| Ongoing  
| Monthly Staff Meetings  


<table>
<thead>
<tr>
<th>Learners access a continuum of supports</th>
<th>Success for All Learners Leadership Teams will:</th>
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<tbody>
<tr>
<td>Collective efficacy and leadership of learners is cultivated</td>
<td>Utilize a Comprehensive School Health approach in developing a 2019-2020 strategic plan in supporting all learners.</td>
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<td>Learners contribute to and are provided a safe, caring and welcoming culture.</td>
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<td>Learners access a continuum of supports</td>
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<td>Collective efficacy and collaboration of all learners is supported</td>
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<tr>
<td>Staff will:</td>
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<tr>
<td>• cultivate healthy relationships for learning.</td>
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<td>• create a safe, caring and welcoming environment that respects diversity and ensures that all belong.</td>
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<td>• ensure students feel welcomed, valued and have a sense of belonging to our school.</td>
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<td>• ensure that students have access to a continuum of supports to ensure their success.</td>
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<td>• develop students who believe they can reach higher levels of achievement.</td>
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<tr>
<td>• develop a universal, targeted and individualized plan that supports student wellness</td>
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</table>

**Best Practice Strategies**

- Building awareness and opportunities for schools to utilize a comprehensive school approach to fostering safe, caring and welcoming schools will be provided. Within here the universal approaches for fostering safe, caring and welcoming cultures will be continued with the evidence based practices of Positive Behaviour Supports, Trauma Informed, Restorative, Mentorship and Social Emotional Competencies chosen by schools based on need and focus.
- Develop teaching and learning strategies to support First Nations, Metis and Inuit learning outcomes.
- Look at the correlation between TTFM Grade 9/10 low social/emotional feelings and connectedness.
- FSLC will work with staff and create professional development to provide staff with a toolbox and skills about Stress and Anxiety. *(Add a point for Internal Resilience)*
- Highwood will continue to develop and improve: Attendance, Behavior, Academic and Social/Emotional Response to Intervention plans.
- Targeted programming for students and staff around stress, anxiety, and depression
- Work with PE staff to incorporate SEL in grade 9 Health
- Target students and strategies from SOS-Q data survey (fall 2018)
- Implement Strategies for Internal Resiliency and Use of School data subsets from SOS-Q survey
- Implement 2x10 strategy with all staff
- Present information to grade 9/10 students regarding their go-to people when stress/anxiety becomes an issue.
- Improved transition meetings with feeder schools.
  - Pre Conferences with student at risk (with parents) prior to attending Highwood
- Early intervention for struggling learners with a consistent student and parent communication plan for staff.
- Additional learning intervention through the use of our Instructional Support Room
- Implementing our RTI for social/emotional well being
- Define and help staff to understand what resiliency is. Focus on specific elements of Internal Resiliency. (elements teased out of SOS-Q questions and responses related to Internal Resilience)
- Parent engagement and education around internal resilience. (Invite parents to school community events/webinars)
- Staff engagement and education (The Working Mind-Staff Wellness, Focus on specific elements of internal resilience,
- Student engagement and education around IR (Rich Health and CALM curriculum)
- Targeted RTI’s (2x10, ‘Go To’ Person, Breathing Room, DBT Groups, Wiseguyz, Mindfulness, Student Voice)

### Performance Measures

**Performance Measures**
- Supporting Student and Staff Wellness
- Highwood will provide targeted programming for students and staff around stress, anxiety and depression throughout school year.
- Strategies will be presented during staff meetings and implemented with students throughout the year (2X10, targeted student go to people, wellness opportunities)

### Performance Targets

- SOS-Q questions on Growth and Well-Being
- Design thinking evidence (prototypes and reflection)
- Collaborative structures
- Evidence of schools’ continuums
- Attendance
- Suspension
- Suicide Risk/NSSI
- APORI

### Goal 3

**Engagement for all learners**

#### Outcomes

Learners communicate, collaborate, think

#### Strategies

Guiding Question: In what ways and to what extent will designing intellectually engaging learning (learning opportunities are relevant,
critically and solve problems in advancing educational excellence
- stakeholder engagement
- fostering relationships & communication
- Community supports & partnerships

**purposely and differentiated to develop knowledge, skills, conceptual understanding and deep thinking** impact student engagement.

**Staff will:**
- Design learning so that students are engaged and interested so that the learning is purposeful and relevant.

**Best Practice Strategies**
- Design learning through the principles of UDL (Engagement)
- Provide Multiple Means of Engagement:
  - Provide options for Recruiting Interest
    - Optimize individual choice and autonomy
    - Optimize relevance, value, and authenticity
    - Minimize threats and distractions
  - Provide options for Sustaining Effort & Persistence
    - Heighen salience of goals and objectives
    - Vary demands and resources to optimize challenge
    - Foster collaboration and community
    - Increase mastery-oriented feedback
  - Provide options for Self-Regulation
    - Promote expectations and beliefs that optimize motivation
    - Facilitate personal coping skills and strategies
    - Develop self-assessment and reflection
- Design learning that develops student competencies
  - Critical Thinking
  - Communication
  - Problem Solving
  - Collaboration
  - Managing Information
  - Creativity and Innovation
  - Cultural and Global Citizenship
  - Personal Growth and Well-being
- Design learning that is concept based
  - Designing teaching for conceptual understanding

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<td>• Unit Assessment Plans</td>
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<td>• Examples in unit design planning – engagement-assessment-differentiation-mastery learning</td>
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<td>○ APORI</td>
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**Improved Practices**

**Fostering Effective Relationships:** Building positive and productive relationships with students, parents/guardians, peers and others in the school and local community to support student learning.

**Structures and Systems:** Establish systems and structures of collaboration, assessment and a continuum of supports, needed to support students, staff and parents in being successful...creating conditions to support growth.

**Capacity Building:** Build capacity of all staff through effective staff development, collaborative modelling, problem solving, action research, staff development sessions and collaborative learning.

**Coherence:** Coherence is the shared depth of understanding about the nature of the work. The Coherence Framework is made up of four essential components:
1. Focused direction to build collective purpose
2. Cultivating collaborative cultures while clarifying individual and team roles
3. Deepening learning to accelerate improvement and foster innovation
4. Securing accountability from the inside out

**Collaboration:** Develop collaborative learning culture through PLCs and Collaborative Response Meetings that focus on student data to inform teaching, instructional design, assessment and intervention. Collaborating with other teachers to build personal and collective professional capacities and expertise.

**Collective Efficacy:** Belief that taking collective action can positively impact achievement and growth. Clearly communicating and building clarity of shared direction and strategy including foundational understandings that result in a common language, consistency and commitment in practice across our division will optimize student learning.

**Collaborative Inquiry:** Is a collaborative process of inquiry that is systematic and reflective. It involves being curious, conducting action research and developing a theory of practice based on an inquiry question. Once a strategy is implemented, impact on instruction and student learning is analyzed and assessed.

**Research-based/Evidence Driven:** Seeking, critically reviewing and applying educational research to improve practice.

**Reflective Practice:** Professional learning and ongoing critical reflection to improve teaching and learning. Reflective practice incorporate cycles of sharing, listening, learning, problem solving, actively seeking out feedback to enhance teaching practice.

**Design for Understanding:** A process of designing learning with the end in mind which includes desired results, assessment evidence and a learning plan. Identifying ‘Big Ideas’, goals, understandings and essential questions. What is it that we want students to understand, know and be able to do? How will we know when students get it and what will do when they don’t.
Concept-based Learning: Concept-based learning is driven by ‘big ideas’ rather than subject-specific content. By leading students to consider the context in which they will use their understanding, concept-based learning brings ‘real world’ meaning to content knowledge and skills.

Assessment: Design quality balanced assessments with the end in mind that improve and inform learning. Applying student assessment and evaluation practices that: accurately reflect the learner outcomes within the programs of study; generate evidence of student learning to inform teaching practice through a balance of formative and summative assessment experiences; provide a variety of methods through which students can demonstrate their achievement of the learning outcomes; and provide accurate, constructive and timely feedback on student learning.

Student-Centered Learning: The focus of instruction shifts from that of the teacher to the student. It focuses on placing the responsibility of learning in the hands of students by developing lifelong learning and skills of independence and self-efficacy. Understanding how to learn and making meaning and connections between prior knowledge and new learning experiences. Students are actively engaged in the learning, having voice and interests acknowledged in learning experiences that include choice and that are flexible to meet diverse learners.

Making thinking/Learning Visible: Creating opportunities for individuals to make their thinking/learning visible. By externalizing thinking, individuals make their thinking visible to others and themselves allowing them to reflect and improve learning and understanding.

Universal Design for Learning: A framework that integrates accessibility in designing engaging learning experiences and opportunities for all students. It allows students to have equal opportunity to achieve learning objectives and goals and demonstrate learning outcomes by taking into account student strengths.

Continuum of Supports: Establishing, promoting and sustaining inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe. Using appropriate universal and targeted strategies and supports to address students’ strengths, learning challenges and areas for growth. Being aware of and facilitating responses to social, emotional, behavioural and mental health needs of students. Recognizing and responding to specific learning needs of students and, when needed, collaborating with service providers and other specialists to design and provide targeted and specialized supports to enable achievement of the learning outcomes.

Comprehensive Literacy: Comprehensive literacy is a balanced approach to teaching literacy that should be embedded in all content areas and grade levels. At its core is responsive teaching and assessment. It is grounded in the principles of the gradual release of responsibility. Comprehensive literacy ensures a focus regularly on the following elements:
- Read-aloud and modeled writing
- Shared reading and writing
- Guided reading and writing
- Independent reading and writing
- Letter and word study

Positive Behaviour Supports: Positive behavior supports is a school-wide approach to promote positive social and communication skills, while reducing and preventing challenging behaviours. Positive behavior supports are
proactive and personalized designed collaboratively with stakeholders and focusing on strengths, skill building and assessment-based interventions.

**Trauma Informed Practices:** Trauma-informed practice is about creating a school environment where every student feels safe and supported and where staff understand how trauma affects behaviour and emotions. A whole-school approach to trauma-informed practice at school can include strategies such as peer mentoring, teacher-student mentoring or restorative practices. Social-Emotional Learning opportunities are critical to students healing as well as to their learning.

**Restorative Practices:** Restorative practices focus on the quality of relationships between all members of the school community. As a result, a more supportive learning environment enables healthy relationships and promotes positive mental health and responsible behaviour. When issues do occur the practice emphasizes repairing the harm done to people and relationships, rather than punishing people.

**Mentorship:** Mentoring is the presence of a caring individual who provides another person with support, advice, friendship, reinforcement and constructive role modeling over time. Mentoring benefits all students. Mentoring can be a much-needed emotional and social or academic and learning support.

**Social Emotional Competencies:** Social-emotional learning is the process of developing students’ knowledge, attitudes and skills to manage emotions, build healthy relationships, set goals and make decisions. Social Emotional competencies include self-awareness, self-management, social awareness, relationships and responsible decision making.

**SAMR (Substitution, Augmentation, Modification, Redefinition):** A framework for describing and planning for technology use in the classroom. Within a purposeful design for learning technology can provide for student learning experiences that they may not have otherwise experienced. Within a purposeful Universal Design for Learning, technology can remove barriers and support strengths.

**Distributed Learning:** Technology such as Moodle or Google Classroom provide flexibility in time, place or pace in support of student-centered learning. Including these technologies as a component of a classroom structure (blended learning) can be a powerful support for students who need to spend more time on a concept and for student who already understand a concept to go deeper.

**Digital Citizenship:** A component of citizenship involving the knowledge, skills and attitudes students need to respect and protect themselves and others in the online world. Using structures including distributed learning, e-portfolio and safe social networks can provide an opportunity for students to practice becoming digital global citizens.
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<tr>
<th>PLT Guiding Questions 2018-19</th>
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<td><strong>CTS PLT:</strong> To further improve the triangulation of our overall assessments, how can we communicate (visualize) our frequent formative assessment to improve student learning, and increase parent awareness of student performance?</td>
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<td><strong>ELA PLT:</strong> In what ways and to what extent will the use of various feedback strategies improve student writing?</td>
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<td><strong>Fine Arts PLT:</strong></td>
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<td>● <strong>Art:</strong> In what ways and to what extent will designing activities that require individual creativity and giving feedback on the process allow students to generate more original ideas and reach mastery?</td>
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<td>● <strong>Band:</strong> What evaluative processes or opportunities can we develop/use that can allow students to develop more critical and independent thinking skills in this group setting, as well as developing the individual/group growth mindset?</td>
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<td>● <strong>Drama:</strong> In what ways and to what extent will providing ongoing reflection and feedback allow students to become more self-aware and foster growth/mastery and self-development?</td>
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<td><strong>Math PLT:</strong> In what ways and to what extent does communicating the mathematical processes (moving beyond the answer) and triangulation of assessment (journaling) impact student learning?</td>
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<td><strong>Physical Education:</strong> In what ways and to what extent will formative feedback strategies in Benefits Health outcomes increase student understanding and commitment to personal and functional fitness?</td>
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<td><strong>Science PLT:</strong> To what extent will incorporating more deliberate triangulation of outcomes being addressed and refining our reassessment process lead to overall improved student learning and achievement?</td>
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<td><strong>Social Studies PLT:</strong> In what ways and to what extent will using Visible Thinking Routines with students allow them to show a more in-depth understanding of social studies outcomes?</td>
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<td>School Based Professional Development</td>
<td>2019-2020 PD Planning</td>
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<td><strong>August 28</strong></td>
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<td>AM</td>
<td>Opening Day</td>
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<td>PM</td>
<td>FAA learning with David Irvine - Accountable Leadership</td>
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<td><strong>August 29-30</strong></td>
<td>First Nations, Metis and Inuit</td>
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<td><strong>September 20</strong></td>
<td>Continuums of Support</td>
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<td>Concept-Based Learning in French for French Immersion teachers</td>
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<td><strong>November 1 - System Learning Day</strong></td>
<td>Teaching for Conceptual Understanding</td>
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<td><strong>AM</strong></td>
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Keynote for all teachers then school conversations

PM
- break out sessions
- UDL Junior High/High School for junior high and high school lead teachers

**November 22**
- First Nations, Metis and Inuit
  - Weaving Ways - Indigenous ways of Knowing in Classrooms and Schools
- Formative Assessment (MFWSR)
  - Assessment and PLT
  - Triangulating Data
- Student Engagement/UDL/Conceptual Understanding
- PLT Work
- Data
- Grading/Reporting

**December 13**
- First Nations, Metis and Inuit
  - Weaving Ways - Indigenous ways of Knowing in Classrooms and Schools
- Formative Assessment (MFWSR)
  - Assessment and PLT
  - Triangulating Data
- Student Engagement/UDL/Conceptual Understanding
- PLT Work
- Data
- Grading/Reporting

**PM**
Specialist afternoon
- LTAC
- “All about me” Cohort (myBlueprint)
- JK Teachers
- PUF EAs
- As well as other groups who request specialist afternoons
- Concept-Based Learning in French - for French Immersion Teachers

**February 19**
- First Nations, Metis and Inuit
  - Weaving Ways - Indigenous ways of Knowing in Classrooms and Schools
- Formative Assessment (MFWSR)
  - Assessment and PLT
  - Triangulating Data
- Student Engagement/UDL/Conceptual Understanding
- PLT Work
- Data
- Grading/Reporting

**PM**
- First year cohort - Design
- Second year cohort - Numeracy Focus
March 13 - System Learning Day
Teaching for Conceptual Understanding

PM
- UDL - Junior High/High School - for Junior High and High School lead teachers

May 1
- First Nations, Metis and Inuit
  - Weaving Ways - Indigenous ways of Knowing in Classrooms and Schools
- Formative Assessment (MFHWLSR)
  - Assessment and PLT
  - Triangulating Data
- Student Engagement/UDL/Conceptual Understanding
- PLT Work
- Data
- Grading/Reporting

PM
Specialist afternoon
- LTAC - for LTAC leads from schools
- UDL - Elementary - for Elementary school lead teachers
- As well as teams who request time to collaborate
- Concept-Based Learning in French - for French Immersion teachers