

CASE STUDY

Achieving Community through Action

The Client

A new and innovative Montessori Early Years Centre serving toddlers to kindergarten-aged children with a team of diverse educators. Leadership desired a cohesive yet responsive approach to building a sense of agency, commitment, and community within all stakeholders.

The Goals

- Maintain the value of Montessori but wanted to see more flexible teaching practices in order to respond to children as unique individuals
- Establish a shared understanding of pedagogical approaches that can coexist harmoniously and that work towards a common goal: to see children as active citizens NOW
- Create consistent policies and planning tools that are relationship-focused, and student-centred

The Process

- Facilitated sessions with all educators building on appreciative inquiry practices beginning with visioning then moving towards specific pedagogical methods
- Ongoing leaderships sessions to co-construct policy, scope-and sequence documents and an inquiry cycle
- Shoulder-to-shoulder work, in context (on site), to pull-back the curtain on the HOW, not just the WHY

“Even though we viewed you as an expert, we all felt we could try something new and were valued for what we were already doing. You set us up for success!”

SHANNON EMERY, TEACHER-RESEARCHER



THE RESULTS

- Created a unique cycle of inquiry through a recursive collaborative process over 3 years
- Increased ability to recognize curiosity and engagement in children, including non-verbal cues with very young children
- Sustained use of inquiry approaches by all teachers
- 10+ documents written including onboarding program with parents and teachers
- Interactive learning showcase filled with compelling pedagogical narration

CASE STUDY

Building Alignment and Agency

The Client

A JK-8 Independent school in Richmond, B.C. Canada with a mission to foster children's creativity and innovation competency.

The Goals

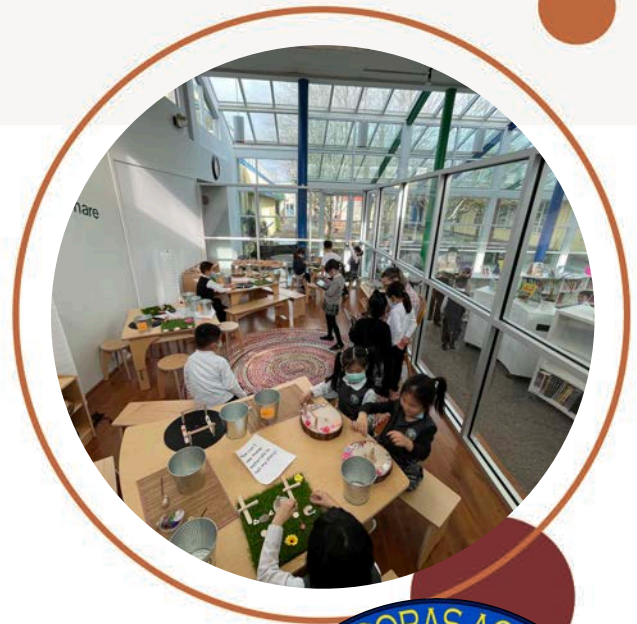
- More sustainable opportunities for student choice and voice (agency) within learning experiences; to embed student agency into learning plans
- Promote the development and expression of creativity and imagination at all ages/stages across subject areas
- Design experiences where children feel a strong sense of value and can really insert their ideas into learning
- Take a playful approach to working with students and to help parents see the value of play. This required strategic opportunities to equip teachers to lead parent education workshops

The Process

- Sustained and recursive experiences to dialogue and critique practices through facilitation from an outside perspective
- Teacher field trips to see living examples of the goals in action in a variety of contexts
- Classroom analysis and editing from students' perspective
- Collaborative teaching opportunities followed by facilitated analysis with clear objectives and powerful results

"Misty reignited a passion for teaching in all of us, and helped us get clear on the purpose behind our practice."

MICHAEL BOUCHARD, HEAD OF SCHOOL



THE RESULTS

- Created a brand new Story Studio from conception to a fully-functioning, well-used space by all students and teachers
- Student-centred projects, that were co-constructed with learner interests in mind, at each grade
- Increased leadership's comfort in imaginative learning beyond the textbook (e.g., math activities like Counting Collections)
- Increased philosophical alignment between school stakeholders and curriculum