



### **Professional Learning Day Plan – January 16, 2026** **Salisbury Regional School**

The following is a brief description of our planned professional learning work for the 2025-2026 school year. 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 August on, and on subsequent professional learning days, in achieving these goals.

Cognitive science offers a lot of insight into *how the brain learns*, and these findings can be directly applied to classroom teaching. Cognitive science is the **interdisciplinary study of how the mind works**—how people *think, learn, remember, and solve problems*. It combines insights from psychology, neuroscience, linguistics, philosophy, artificial intelligence, and education.

At its core, it looks at:

- **How we process information** (attention, perception, memory)
- **How knowledge is represented in the mind** (schemas, mental models)
- **How we apply thinking and problem-solving strategies**
- **How learning can be improved by understanding brain mechanisms**

Salisbury Regional will be working on our School Improvement Plan through Cognitive Science lens.

#### Literacy

- Teachers will learn to apply Cognitive Load Theory strategies such as graphic organizers and worked examples to improve student comprehension and retention.
- In addition we will work on Explicit teaching.
- Staff will collaborate on expected learning outcomes and refine practices across subject areas.

#### Numeracy

- Numeracy teachers will learn to apply Cognitive Load Theory strategies to strengthen number sense and align with the holistic curriculum.
- Numeracy teachers are participating in a yearlong research study with the Ontario Institute for Studies in Education on how spatial learning positively impacts mathematics skills and knowledge.

#### Safe, Cared For, and Engaged

- Practical arts teachers will design learning activities that celebrate culture and heritage, building inclusivity.

#### Graduation

- Staff will work on strengthening instruction, greater engagement, and inclusive practices, which will prepare more students for long-term success and graduation.

January 16<sup>th</sup>

As a collective the group is showcasing successes from the first term and sharing exemplars from their team work.

Collaborating on the S.I.P updating actions in the PDCA cycle document.

Co-analyze January data, co-plan next steps, and identify support.

Staff Survey from province or district

The Non STEAM group is reading the Cognitive Load Theory book by Greg Ashman. They will explore questions.

The STEAM group

Complete Spatial Survey <https://forms.gle/G3u6481JRhKDhfju7>

Record spatial activities you tried in team PDCA chart. Recommend YES or NO

Develop spatial activities to support upcoming math and science skill descriptors instruction.

The STEAM group is multi-level teams will unpacked the skill descriptors.