

EDUCATION NEWSLETTER

March 2026 Edition



A message from the Director

~Mrs. Tihak~

This term has been focused and intentional across our campuses. Our work this term continues to align with our Learning Improvement Plan priorities – strengthening instructional impact, increasing student ownership of learning, and ensuring visible academic growth across all grade levels.

Below is a snapshot of how our Five Learning Pillars are being brought to life in classrooms every day.

Living Through Our Five Learning Pillars

1 Academic Achievement

Strengthening Growth & Instructional Impact

Over the past few months, our focus has been on deepening student understanding through high-impact instructional strategies and consistent formative assessment practices. Students are learning to recognize and reflect on what productive struggle in learning looks like during their lessons. To further support academic achievement across all grade levels, Rowntree continues to closely monitor NWEA MAP (Measures of Academic Progress) data and use these insights to inform targeted instructional strategies ahead of the upcoming testing window. Teachers are intentionally integrating effective approaches into their lesson planning to ensure students are well prepared and understand the purpose of the MAP assessment. The next round of MAP reports will be shared with families before the end of the school year.

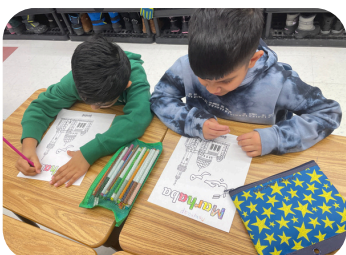


2 Multilingualism

Expanding Communication & Cultural Fluency



Since December, students have been actively exploring Rowntree's Multilingualism Pillar through a variety of engaging learning experiences. Students began by discovering languages spoken around the world and practicing greetings in different languages. Kindergarten to Grade 4 students completed activities featuring the word "hello" in multiple languages, while students in Grades 5 to 8 created banners showcasing greetings from around the world. In January, this learning continued through activities connected to the French Carnival, where students participated in learning stations that combined French language practice with cultural games, snacks, and creative art experiences celebrating French traditions.



In February, students connected multilingual learning with Black History Month, enjoying the shared musical experience of singing and dancing to the song "Muma Africa". Multilingual learning is also reinforced through weekly morning announcements, where students practice a new phrase in a different language connected to our Value of the Month. Through these experiences, students are developing a greater appreciation for diverse languages and cultures while strengthening global awareness, confidence, and a strong sense of belonging within our school community.

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3 Life Competencies

Building Responsible & Reflective Learners

Recently, we have been focusing on strengthening the Life Competencies Pillar by building resilience, responsibility, and leadership across all grades. Since launching our focused initiatives in December, the Big 5 and 15 Life Skills have been embedded through monthly values, school-wide programming, and classroom learning. Students demonstrated self leadership and citizenship in December through a community visit to Woodhall Retirement Centre, explored creativity and the cognitive competency in January through the PAMA Arts Program, and connected to inclusivity and global competency during Black History Month through projects, storytelling, and cultural music experiences.

Life Competencies are further reinforced through student-led assemblies, digital literacy and cyber safety initiatives, ILOS and club reflections, and the Camtree Learning Out Loud project, where students build confidence through speech writing and presentations. Classrooms now display the Big 5 and 15 Life Skills, and lesson planning intentionally integrates these competencies into daily learning, helping students develop stronger self-regulation, ownership of learning, and leadership.



4 Future Pathways

Building Skills for Future Success

As students progress through Grades 6–8, we continue to build experiences that support high school readiness and long-term goal setting. This month, students engaged in career-connected learning tasks, financial literacy applications in Mathematics, and opportunities for leadership development, helping them make stronger connections between classroom learning and real-world applications – a key focus within our Learning Improvement Plan.

Our A–Z Speaker Series continues to introduce students and families to a wide range of future careers, with guest speakers sharing insights on emerging industries and the skills needed for tomorrow's workforce. Earlier this year, families attended a Parent Information Night focused on supporting students through the transition from Grade 8 to Grade 9 within the Peel region. In January and February, students participated in Career Day activities, gaining hands-on exposure to different professions while exploring possible future pathways.



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5 Innovation & STEAM (ILOS)

Inquiry, Creativity & Applied Thinking

Students across Grades 5–8 recently participated in the ISP Scientists initiative, applying the Engineering Design Process to explore “wicked problems” related to Food, Health, and Water. Through this work, students analyzed real-world challenges and developed practical solutions while strengthening key life competencies such as collaboration, creativity, and confidence in communicating their ideas. Many of our senior students also showcased their projects during our recent Open House, presenting their work to prospective families.

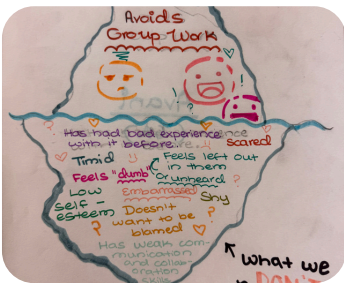


STEAM learning continues to be a vibrant part of student life at Rowntree, engaging learners from Kindergarten through Grade 8 in hands-on experiences that integrate Science, Technology, Engineering, Arts, and Mathematics. Primary students have participated in special STEAM challenges connected to our Life Competencies initiatives, including community-focused holiday projects and a Black History Month challenge celebrating inventors. Through research, creative presentations, and model-building, students demonstrated strong collaboration, curiosity, and innovation while proudly sharing their learning with the wider school community.



Looking Ahead

SEL Support



In Social-Emotional Learning (SEL), students will continue exploring themes of identity, emotions, and decision-making while building on activities introduced over the past few weeks. Earlier in the term, students began with a “jigsaw piece” project where each student created a piece representing themselves, highlighting how individual differences contribute to a strong and connected school community. Students will continue reflecting on the important distinction between emotions and behaviour, recognizing that while emotions are natural, behaviours are choices, and that understanding our feelings can help guide more thoughtful responses.



Through ongoing collaborative skits and discussions, students will continue practicing positive ways to navigate challenging school situations while developing empathy, problem-solving skills, and respectful communication. In Grade 8, students have also begun reflecting on their upcoming transition to high school by writing letters to their future selves, and will continue engaging in activities that encourage goal setting, self-awareness, and thoughtful reflection as they prepare for their next stage of learning.

As we move into April, our continued focus remains on supporting measurable academic growth, maintaining high-impact instructional practices, strengthening student ownership of learning, and ensuring alignment across all **Five Learning Pillars**. These priorities continue to guide our work as we support each student's progress and development.

We are also very excited about our upcoming **Speech Nights in April** and look forward to seeing our students confidently share their ideas and presentations. Thank you for your continued partnership in supporting our students' growth and success.