

Digging Deeper: Using the WIN time strategy to target priority needs

With Laurie McIntosh

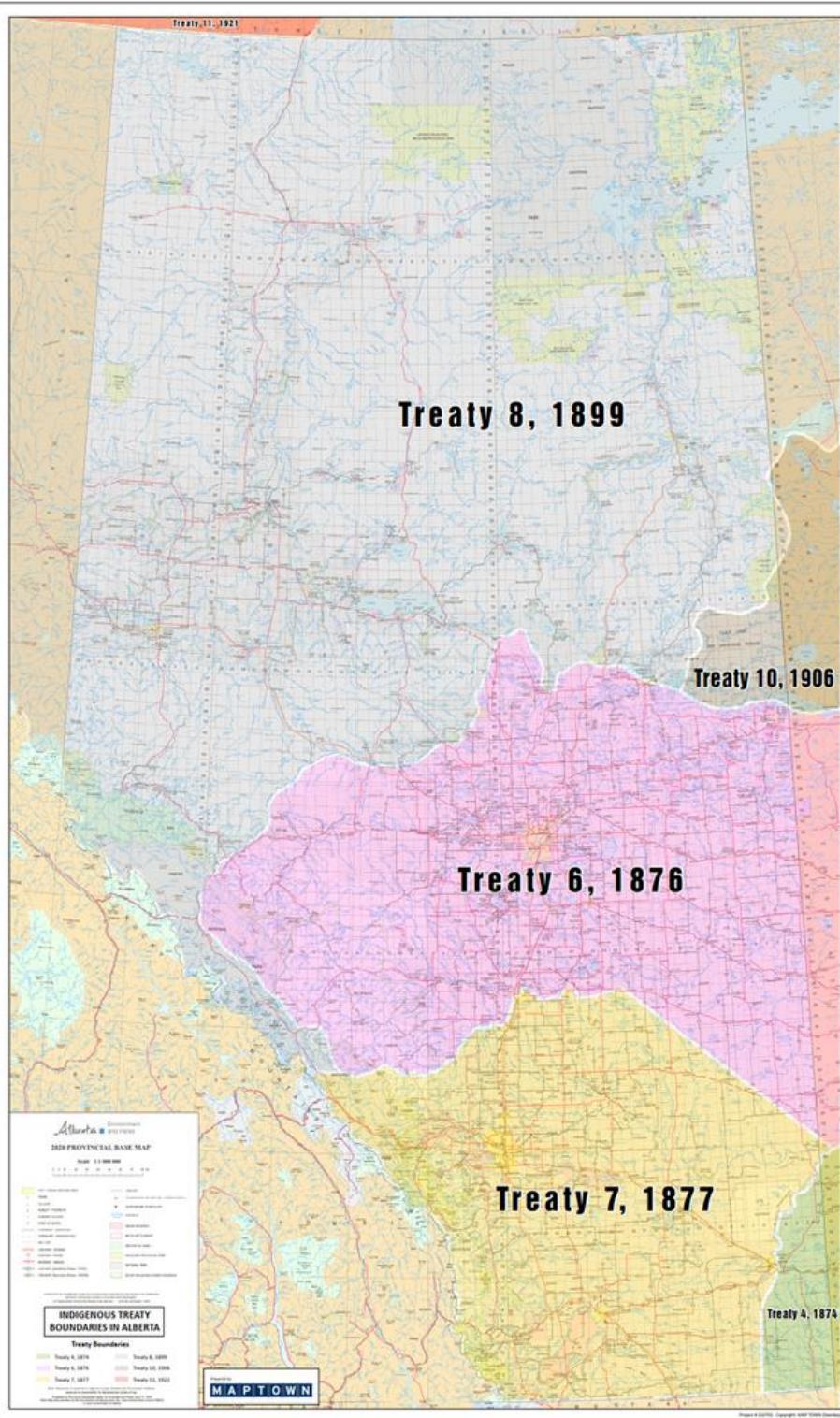
@drshelleymoore

@mrsmacskinders

#changingmyaim



Where are we joining you from?



Where are we joining you from?



We are on Treaty 7 Territory.

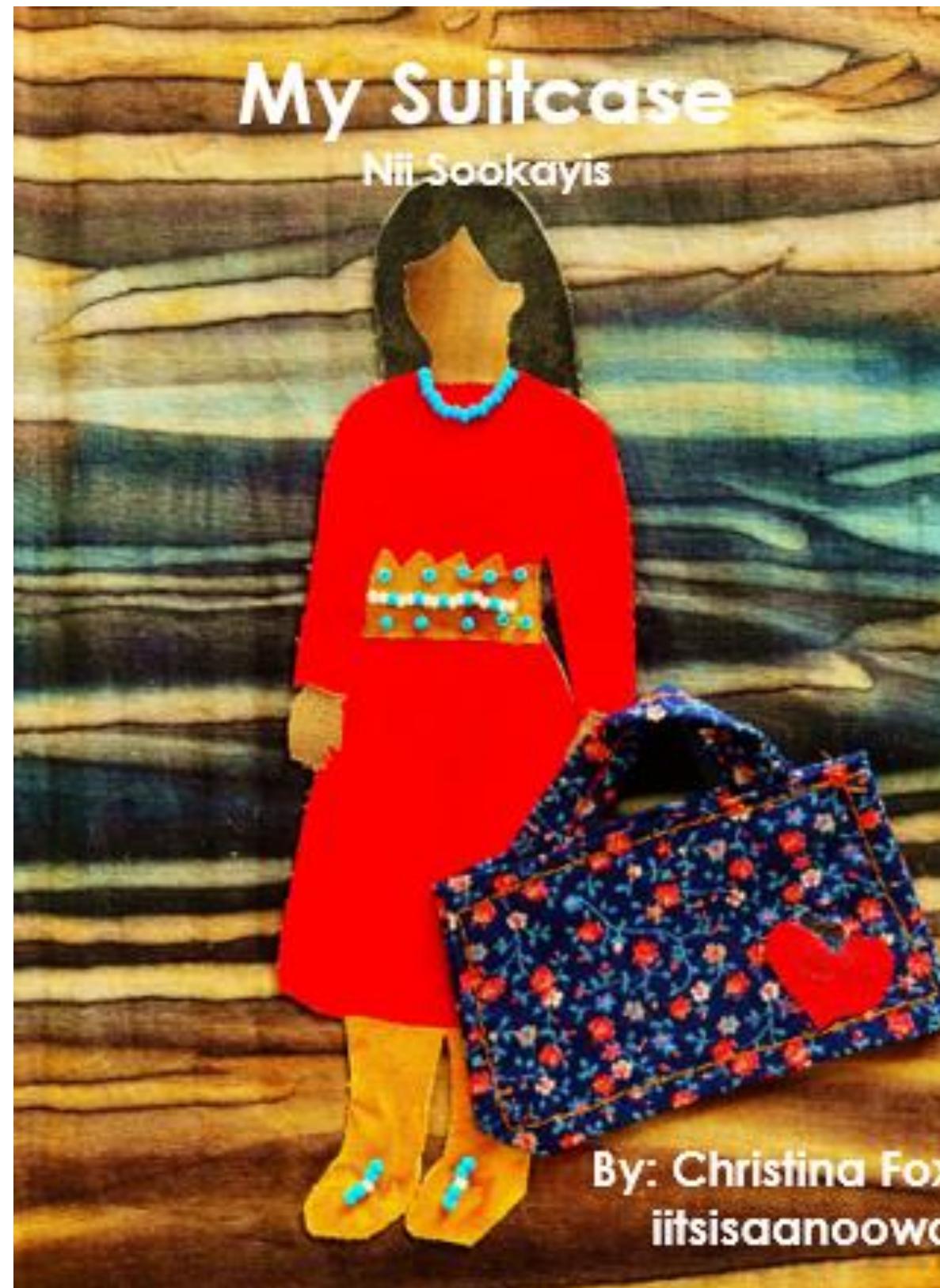
These are the lands of the Blackfoot Nations including Siksika, Piikani, Kainai and the Tsuu Tina Nation as well as the Stoney Nakoda First Nation. We are grateful to live, work and play on First Nation, Métis and Inuit Land. We want to take care of the land like you have taught us.

Thank you for sharing your land. We are grateful for your kindness. We want the Blackfoot Nations to always feel loved and safe. And we remember every day that

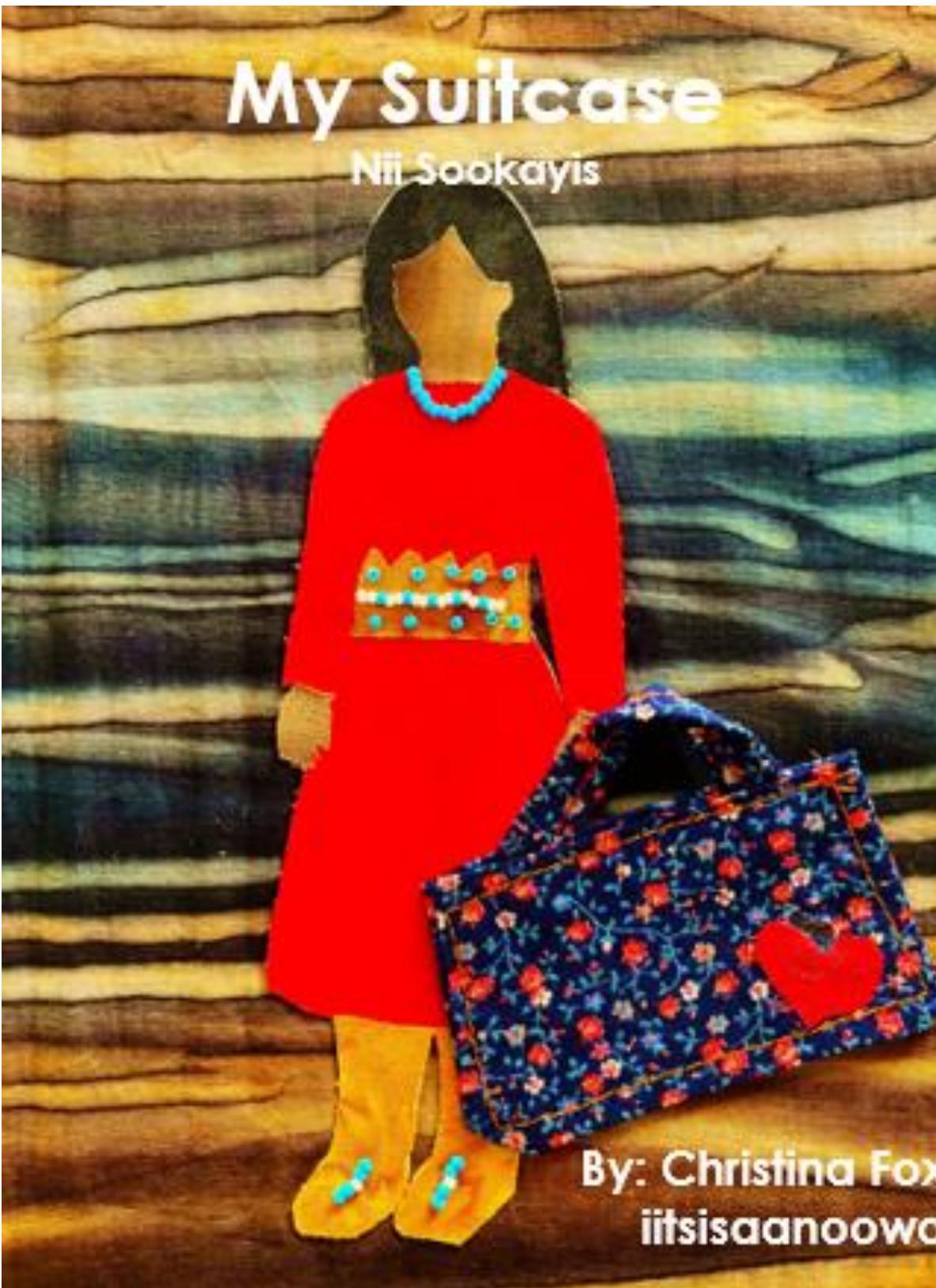
EVERY CHILD MATTERS



Acknowledgement & Reflection



Acknowledgement & Reflection



Favorite places and spaces?

What kind of a _____
are you today? Why?

**What will you do with that
acknowledgement today?**

This Learning Series

Part 1: Building a Class Profile Part 1

- **Part 1a:** Using Anchor Texts to teach and capture student voice (identities, strengths, interests)
- **Part 1b:** Using the DNA Strategy for strength-based data collection

Part 2: Building a Class Profile Part 2

- **Part 2a:** Using Anchor Texts to gather student dimensions (needs, stretches)

- **Part 2b:** Using the WIN Time Strategy to target priority needs

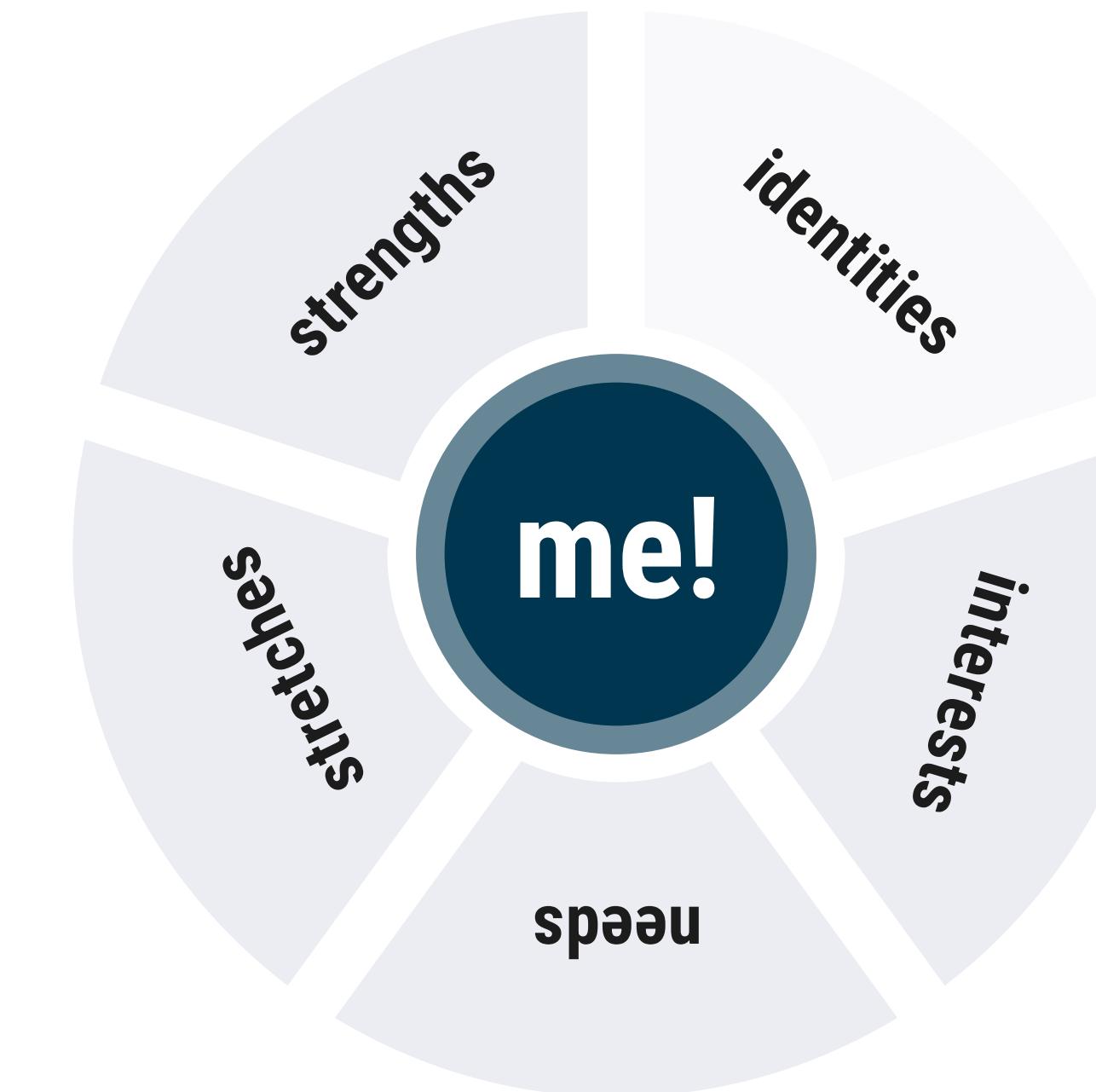
Structure of Session

- Laurie will model how she uses anchor texts reflecting two of the five dimension areas (stretches and needs)
- A Kindergarten class in Alberta, Canada
- There are no self-contained or segregated Kindergarten classes in this school or district/division
- For the purpose of this session, it is also important that you know I teach in a Catholic school.
- Opportunity for questions at the end
- Recording, handouts and templates will be sent to the email that you registered with, within 48 hours

The most important work I can do as an educator is to know the students I serve and use that information to meet their needs in our community.

It is my job to adapt to and for them.

The Five Dimensions



We cannot design for who a student isn't.

Classroom Support Planning: Collaborative Needs Based Reflection

Target Classroom: Kindergarten	Classroom Teacher(s): LM	Support Teachers/ Staff: SM	Date: Nov. 2025
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Common Needs Based Areas		Students in Mind	Priority	Monitor	N/A
Social-Emotional & Behavioural	Emotional regulation	DU, AC, SS, KM	FX		
	Anxiety, depression & mental health			x	
	Anger or frustration tolerance	DU, SS		x	
	Stress management			x	
	Self-esteem, acceptance & confidence	AC, MB, KM		x	
	Behavioural regulation	SS		x	
	Coping skills	AC, KM		x	
	Trauma or grief	CS, IF		x	

What needs were identified?

Emotional Regulation

Flexible Thinking

Receptive Language

Self Awareness & Advocacy

Class Review: Kindergarten

School Team: LM & SM

Date: Nov 2025

Class Identities
Student Perspectives:
Nigerian, Blackfoot, a family member, "a kid in a community", Philippines, Germany, "I have a foster family", Black, white, ADHD

Team Perspectives:
Cultural: Blackfoot, Ukrainian, Catholic, Philippines, Zimbabwe, Nigeria
Languages: Urdu, Tagalog, German, English
Queer family, Grandparent care, AAC kinship/foster, single family
Race: Indigenous, Black, White
Dis/abilities: Autistic, Disabled

Class Interests
Student Perspectives:
Art, dancing, how to be fast runners, countries, animals, building, how to be a community, science, reading, letters, numbers, Calgary Flames, Edmonton Oilers, Lethbridge Rattlers, nature, trees,

Team Perspectives:
Art, being creative, builders, music, athletic, how the world works, animals, biology, different countries & languages, they like each other, hockey, soccer, dancers, their communities, songs, dances, choreography, Pokémon, reading, words, letters, reading books together

Classroom Strengths
Student Perspectives:
Imagination, kind, caring, sweet, helpful, grateful, joyful, helpers, kind neighbours, Treaty 7 caretakers, reading, comedians, storytellers, caring

Team Perspectives:
Create, hands on activities, confident, fast, self assured, persevere, positive and belief in each other, supportive, open and receptive, involved and connected to community, helpful, eager, excited, enthusiasm, zestful, happy & joyful, noticing, empathy, compassion, care

Classroom Stretches
Student Perspectives:
Doing up our coats, putting on our snowpants, having safe bodies, being kind neighbours, using tools, feeling shy and nervous, reading words and not just pictures

Team Perspectives:
Literacy (letter and word knowledge & skills, comprehension)
Executive Functioning
Personal/social awareness (competition – need to win)
Emotional regulation

Need:

Need:

Need:

Need:

Need:

Team Goals

Some big questions and/or goals that we have for this class:

What can I do to respond to the needs in this community?

What can I do that will build independence, agency and confidence to prepare them for growing up?

Team Reflections & Decisions

What works well for this class?

Music,

What else can we do to reduce barriers for this class?

The



Some big questions and/or goals that we have for this class:

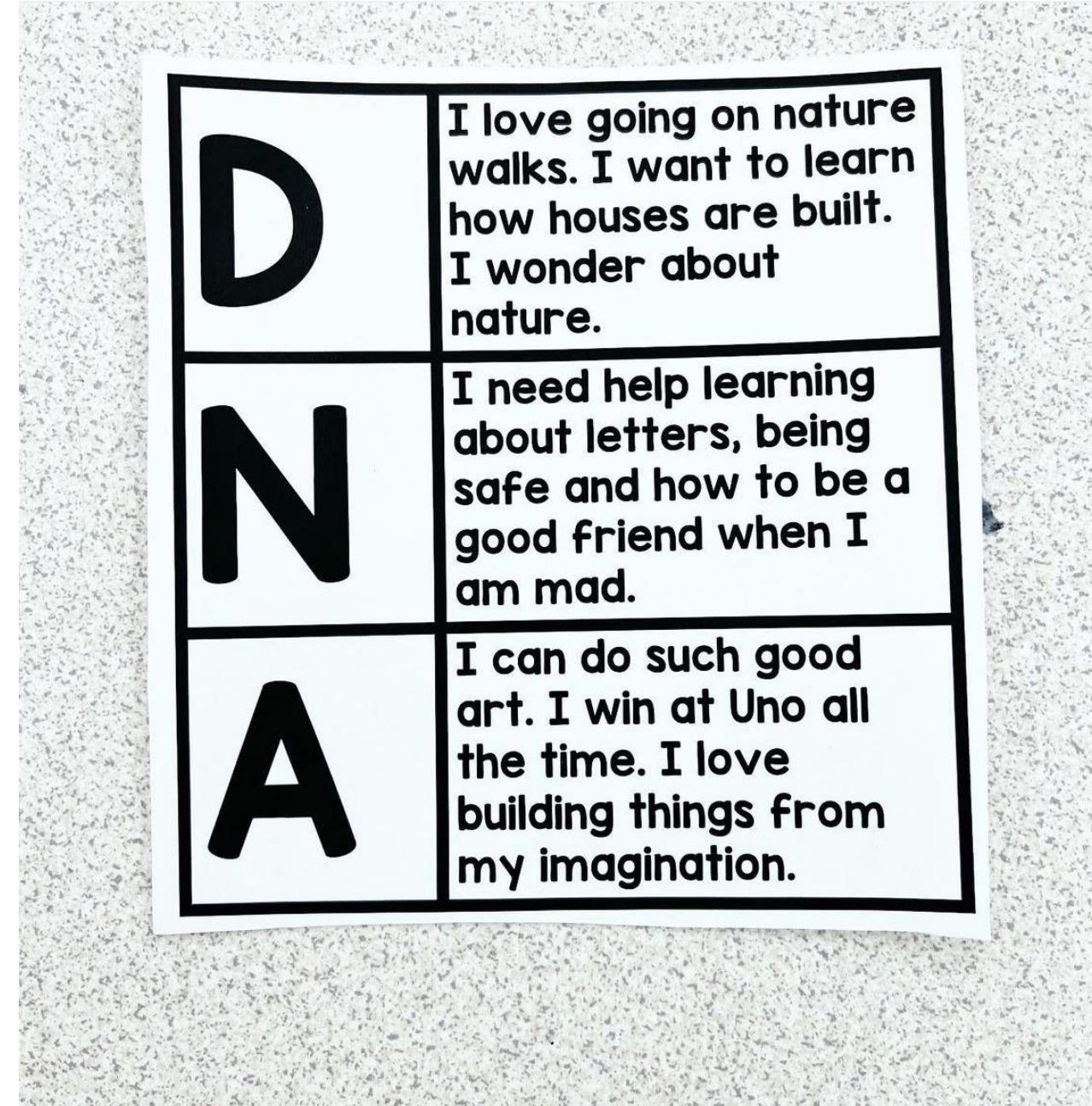
What can I do to respond to the needs in this community?

What can I do that will build independence, agency and confidence to prepare them for growing up?



mrsmacskinders

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Book Inventory: Identity

Book	Author/Illustrator
Someone Just Like You	Helen Docherty/David Roberts
5 Words That Are Mine	Melissa Seron Richardson/Addy Rivera Sonda
Where Oliver Fits	Cale Atkinson
Ricky The Rock Who Couldn't Roll	Mr. Jay/Erin Wozniak
Cannonball	Sacha Cotter/Josh Morgan
Be Who You Are	Todd Parr
What Riley Wore	Elena K. Arnold/Linda Davick
We Are Growing!	Laurie Keller
Be You!	Peter H. Reynolds
Becoming Vanessa	Vanessa Brantley-Newton
Sulwe	Lupita Nyong'o/Vashti Harrison
Chrysanthemum	Kevin Henkes
Drawn Together	Minh Le

W.I.N Time

(Whatever I Need Time)

This is part of our learning **every day**

Norms: Be kind, be safe, be your best

Listen to your head, heart and body

This is a fluid and flexible process

Take charge moments and must do's

W.I.N Time

(Whatever I Need Time)

WIN Time is more than a routine...

...it's a commitment to honouring each child's needs and nurturing the relationships that help them flourish. In WIN Time, needs are met, voices are heard, and trust is built one small moment at a time.

ALPHABET	NUMERACY	LOOSE PARTS	SNACK
BUILDING PLAY	IMAGINATIVE PLAY	DRAMATIC PLAY	REST/READING
WRITE THE ROOM	SENSORY PLAY	FINE MOTOR	ART

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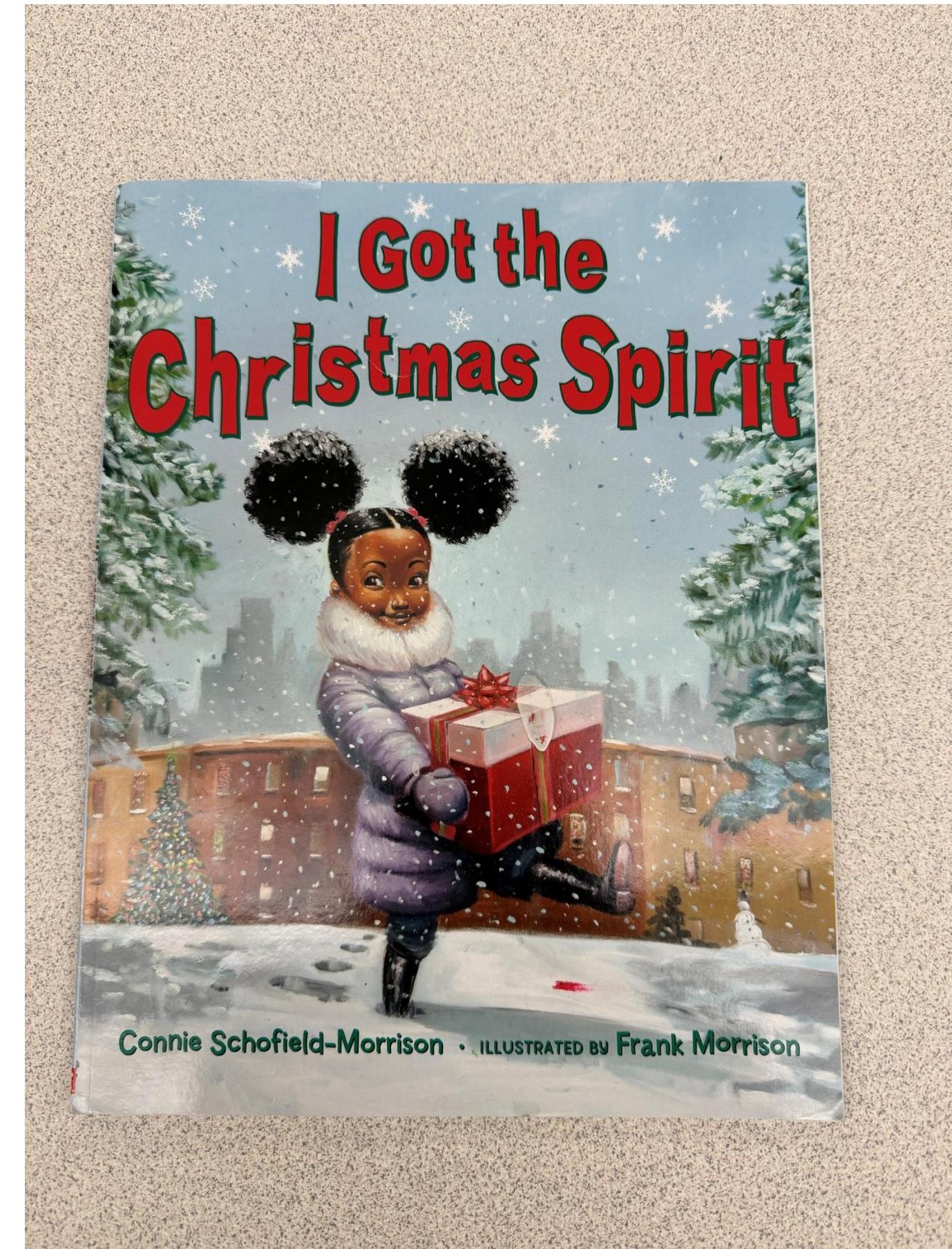
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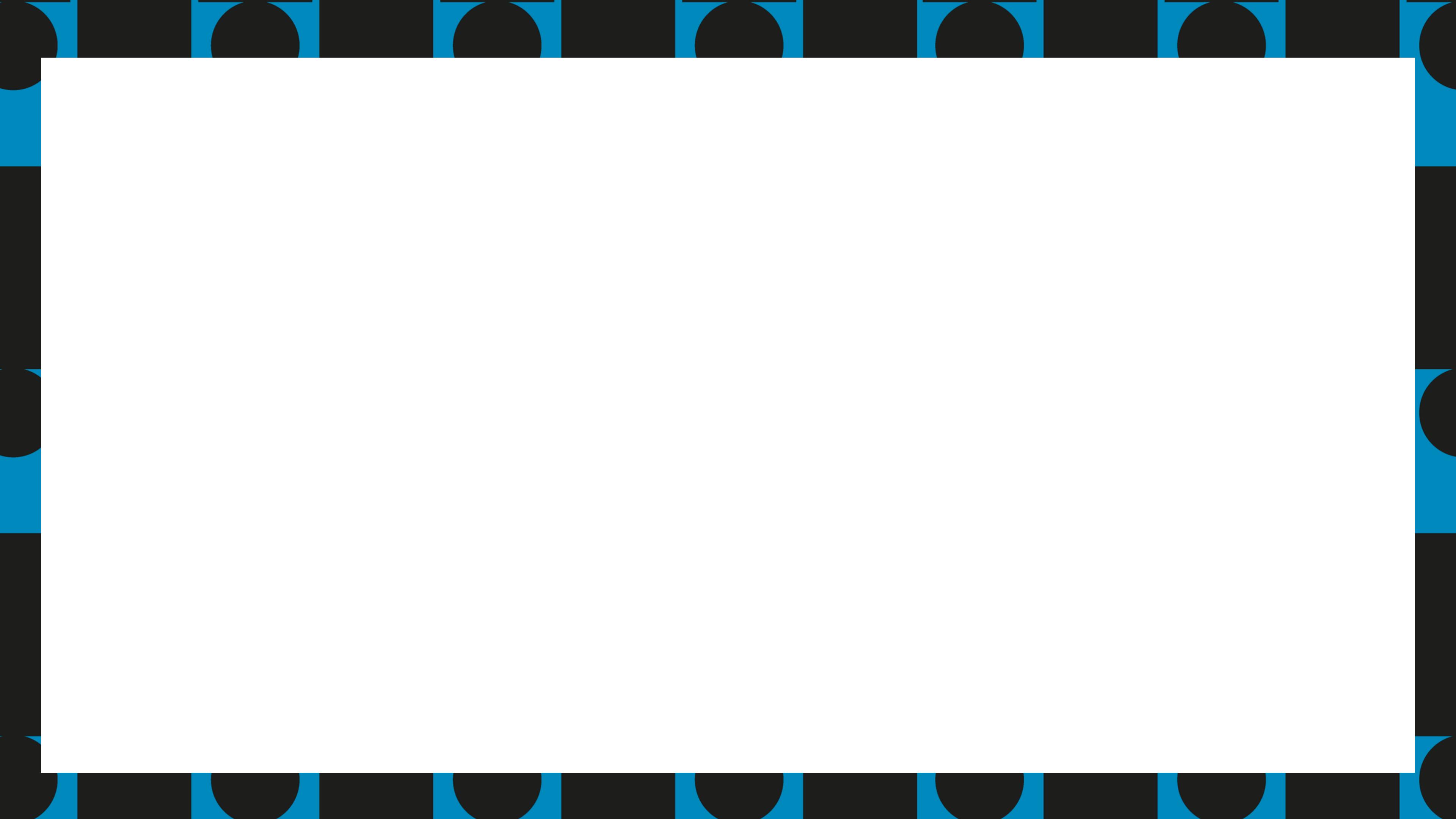
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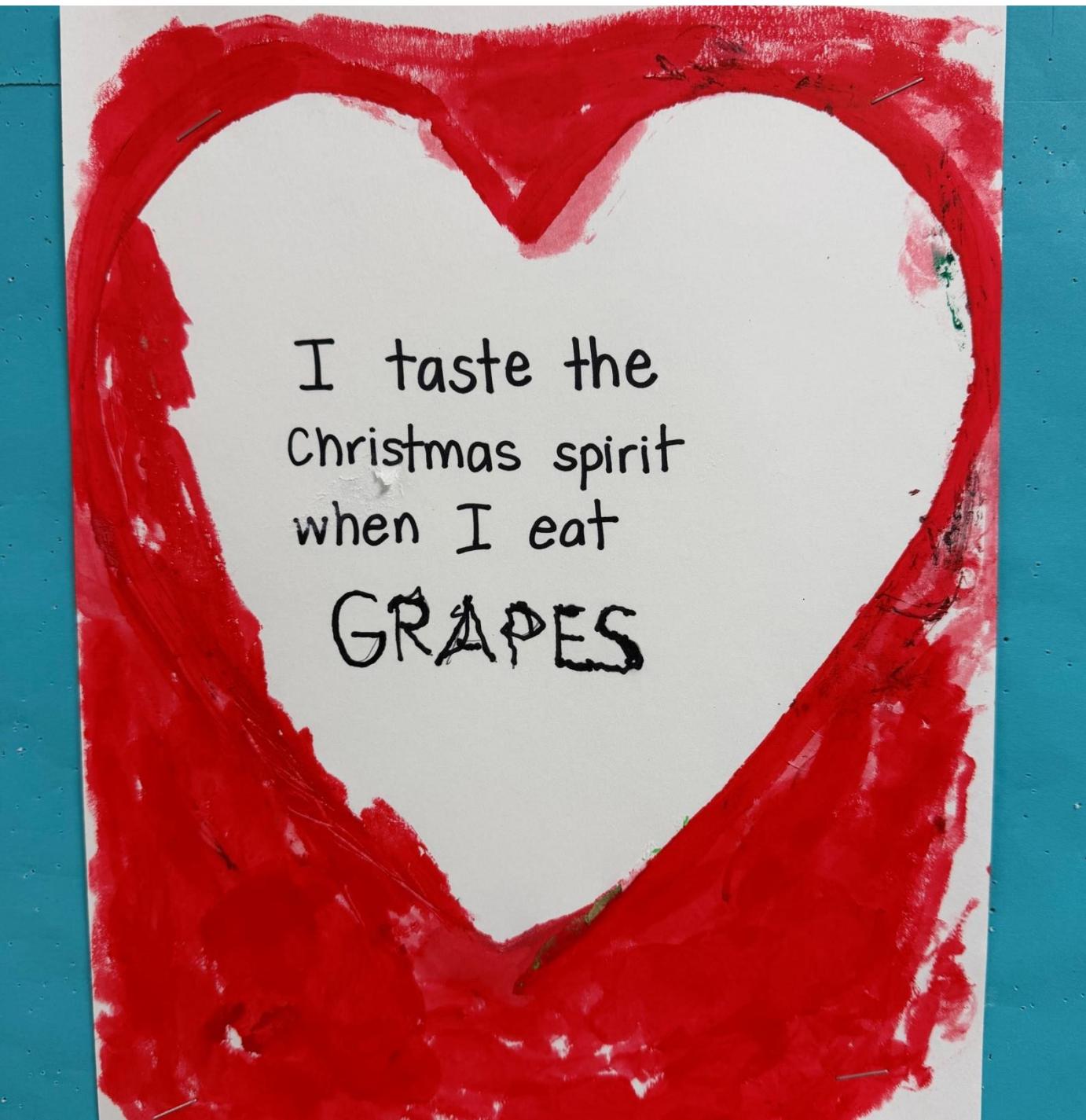
SCIENCE	NUMERACY	READING	WRITING
SOCIAL	ART	MUSIC	TECHNOLOGY
SNACK	REST/READING	FINE MOTOR	PLAY

ALPHABET	NUMERACY	LOOSE PARTS	SNACK
BUILDING PLAY	IMAGINATIVE PLAY	DRAMATIC PLAY	REST/READING
WRITE THE ROOM	SENSORY PLAY	FINE MOTOR	ART

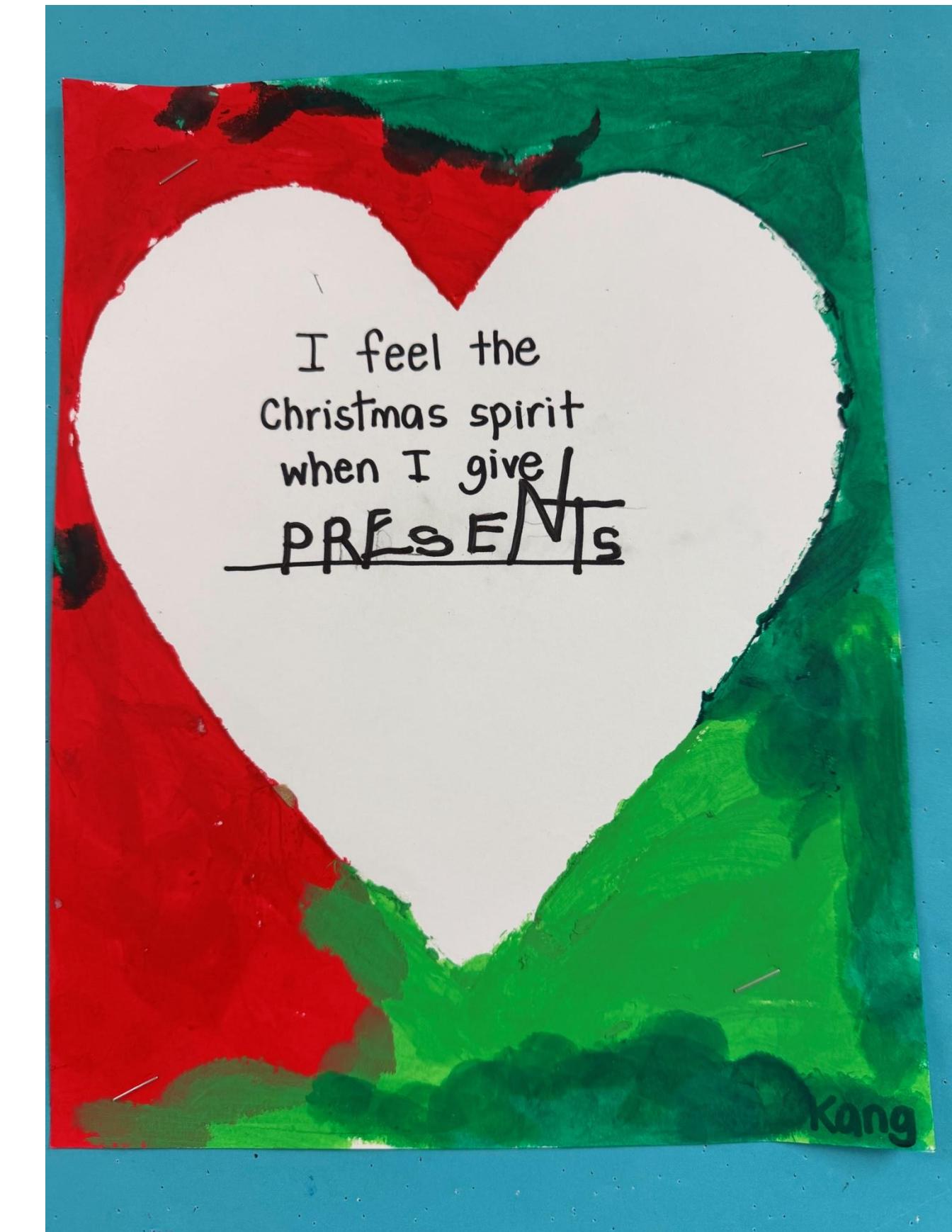
ALPHABET	NUMERACY	LOOSE PARTS	SNACK
I've Got The Spirit	Gingerbread Cookie Counting	Wooden shapes and parts	
BUILDING PLAY	IMAGINATIVE PLAY	DRAMATIC PLAY	REST/READING
Clear Cups	Magnets and Figures	Hot Chocolate Shop/Santa's Workshop	
WRITE THE ROOM	SENSORY PLAY	FINE MOTOR	ART
Christmas Words	Snow Play	Candy Cane Beading	Christmas Ornament

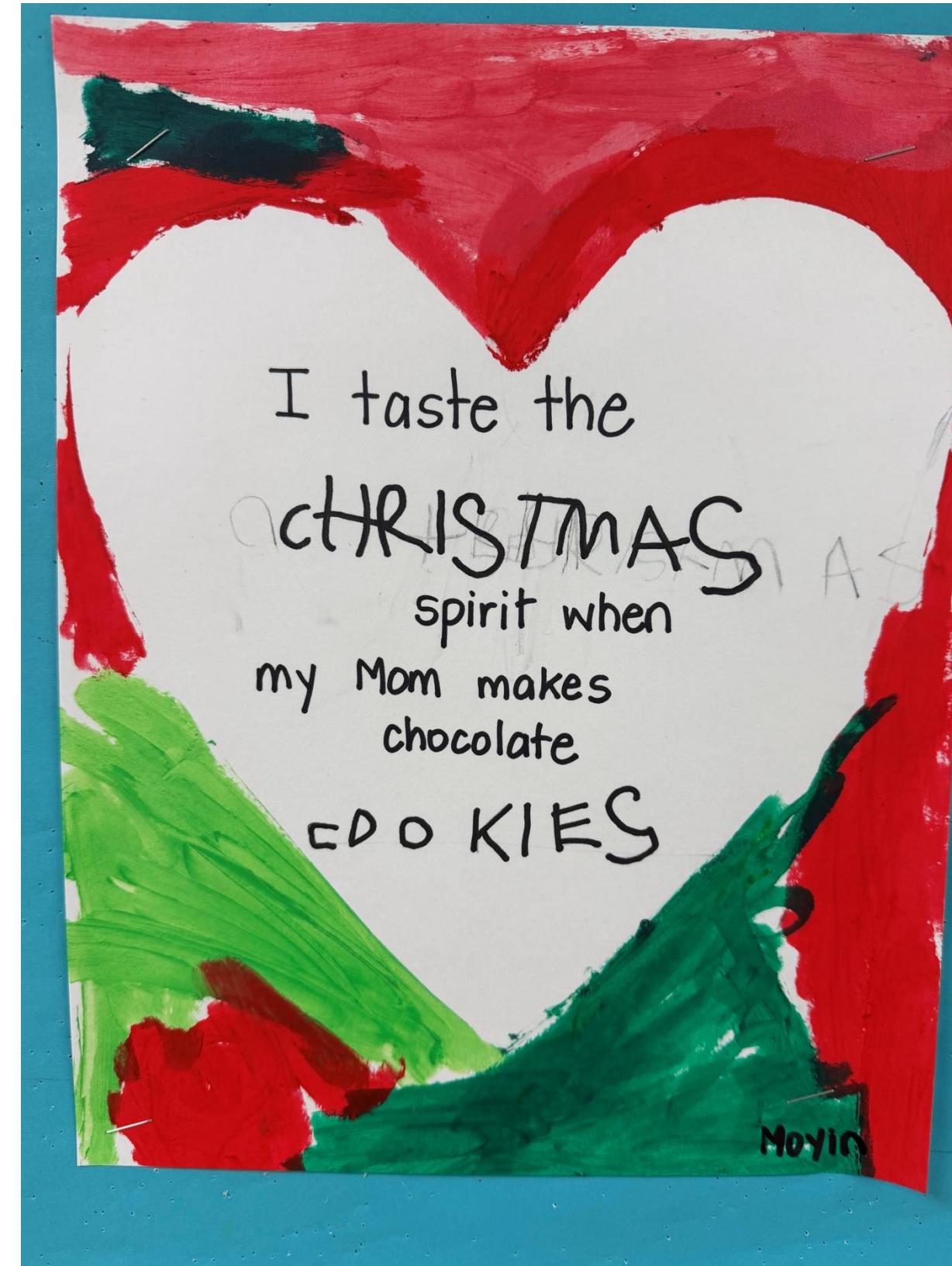


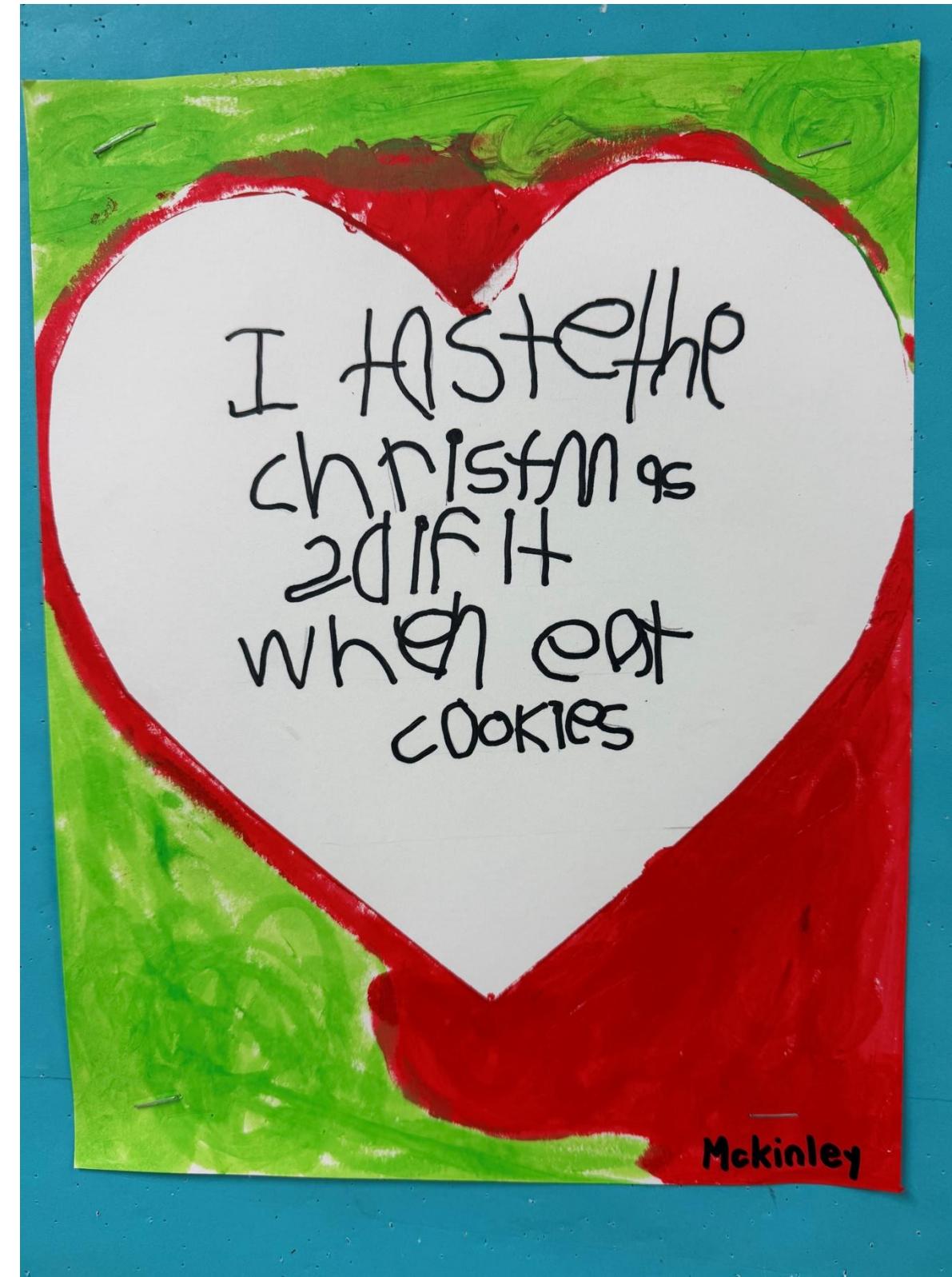


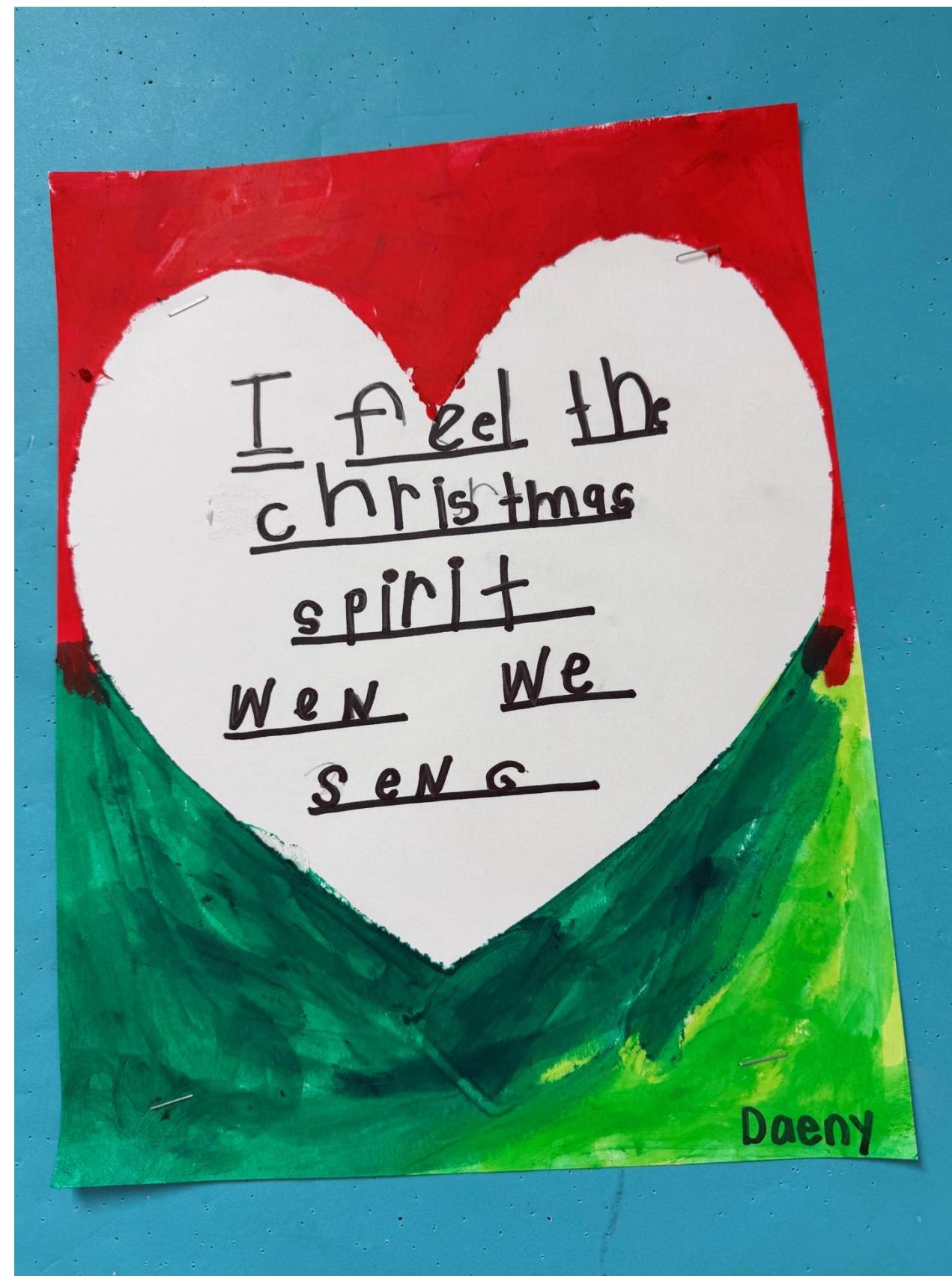


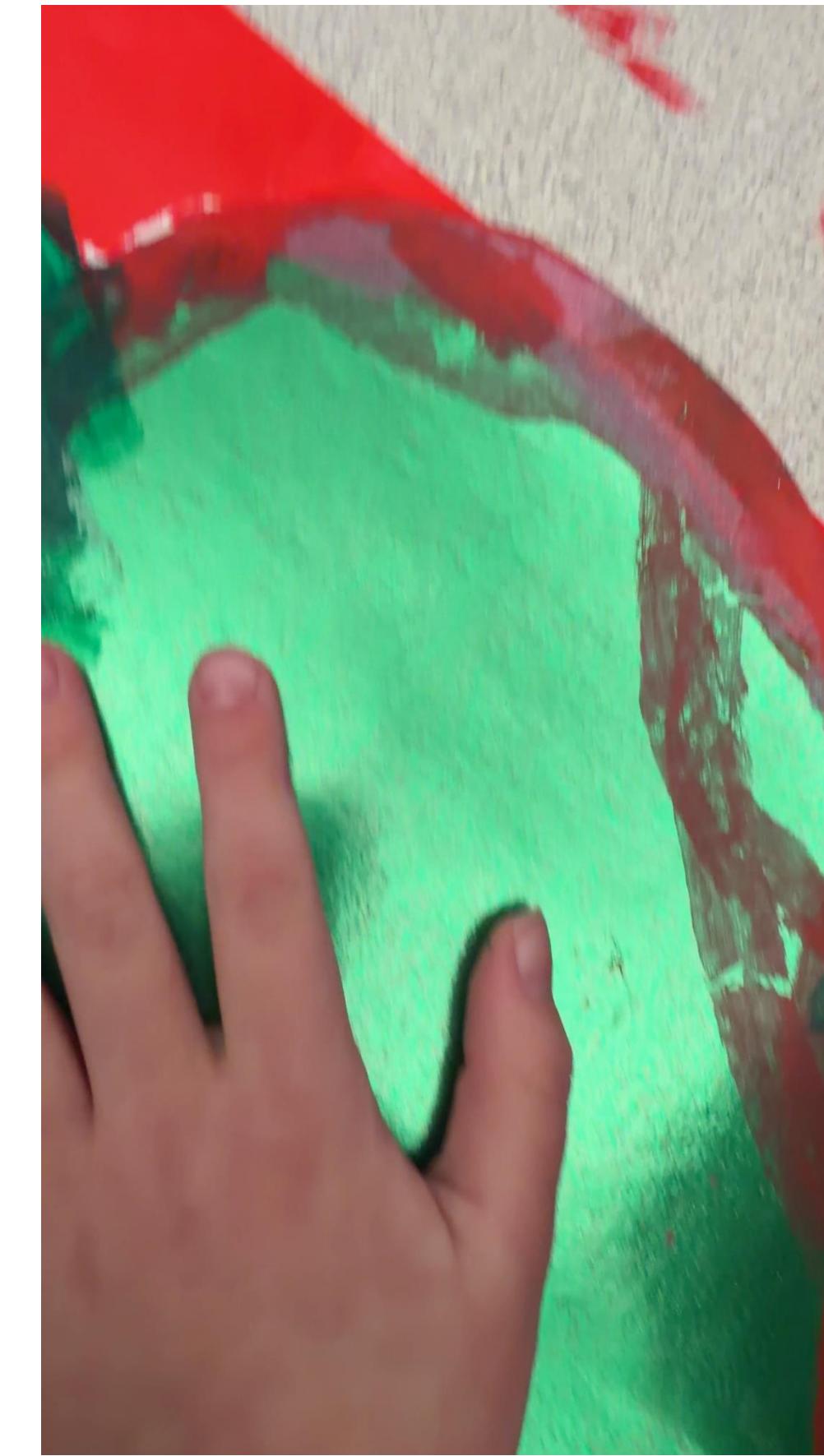
I taste the
Christmas spirit
when I eat
GRAPES



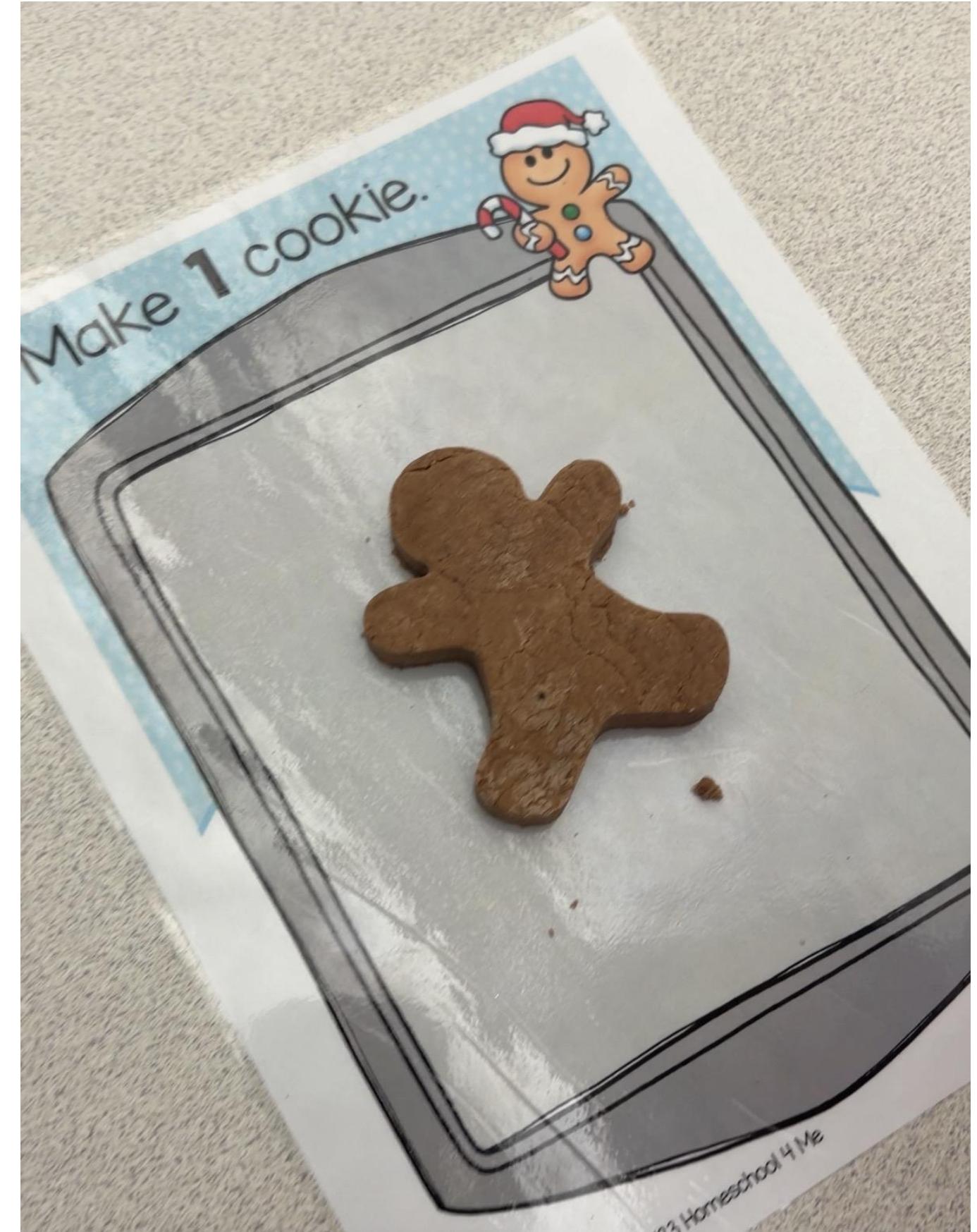








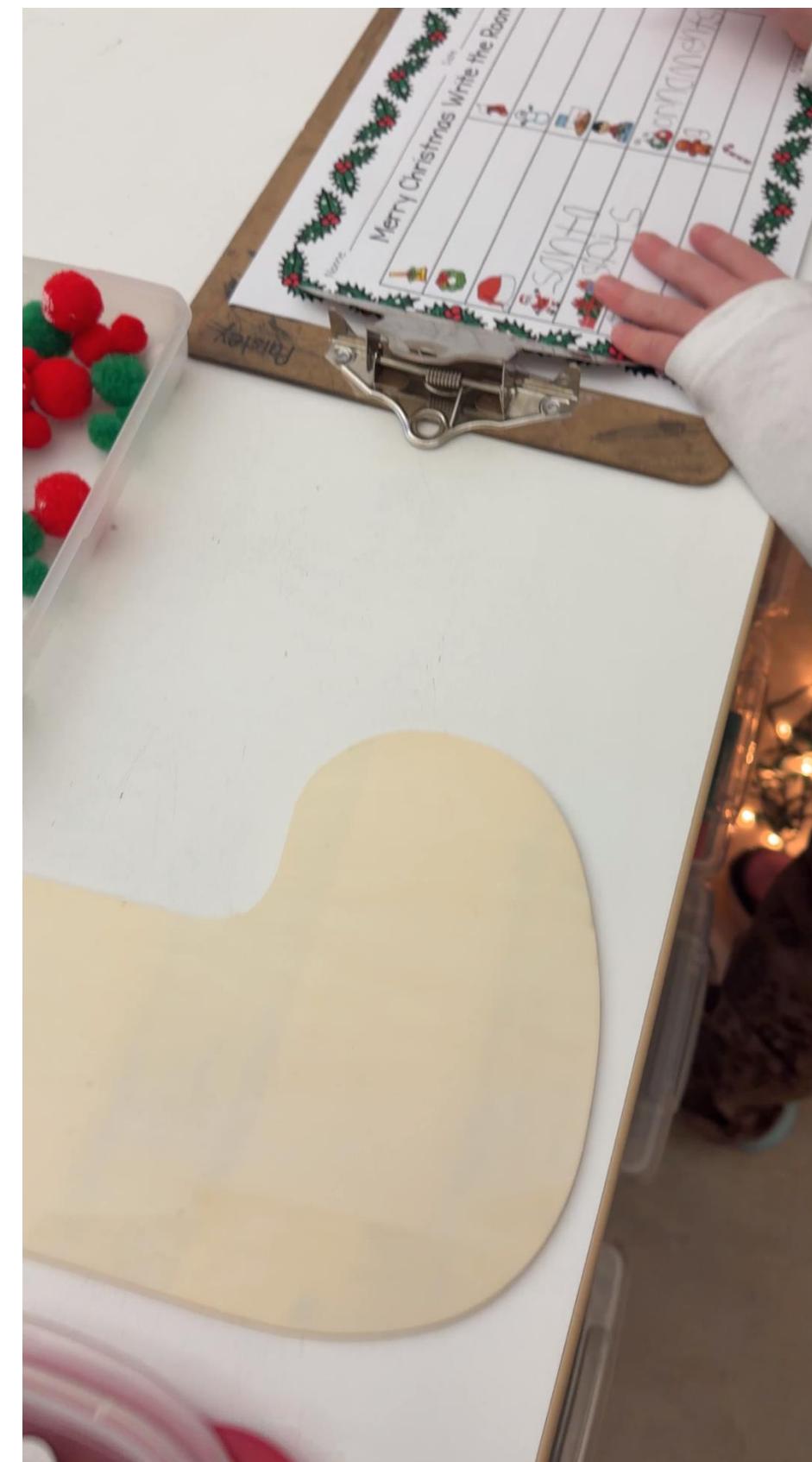
I taste the
Christmas
spirit
when I eat
gingerbread









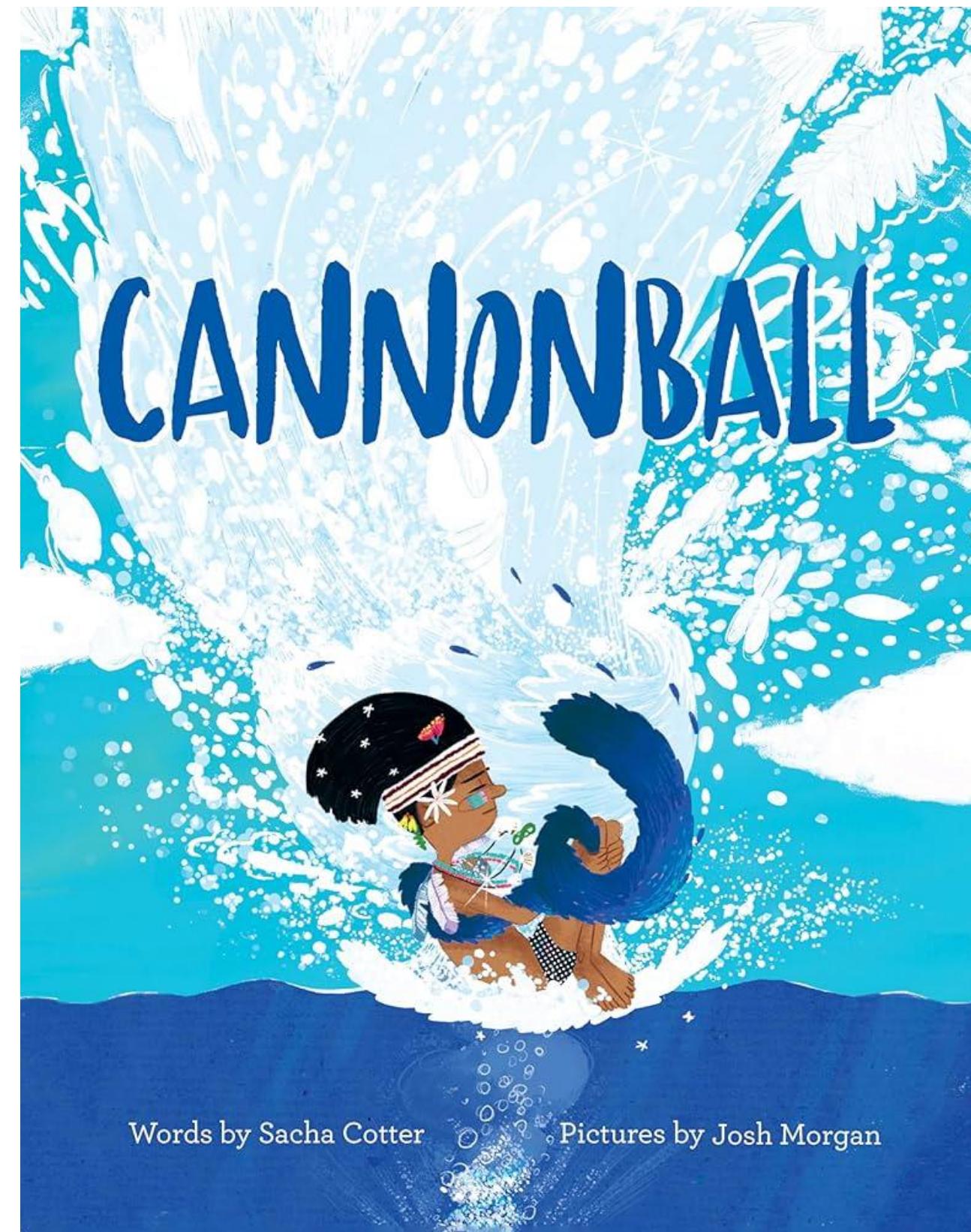




W.I.N Time

(Whatever I Need Time)

Dare to dive into WIN Time. Trust yourself.
Trust your kids. Courageous teaching creates
courageous learners.





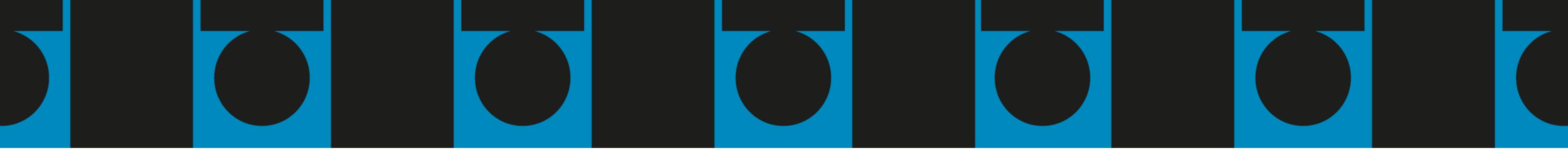
Questions & Comments

- Please turn on your camera
- Share your comments and questions
 - in the chat box
 - un-mute your mic and raise your hand

The *Collaboration* Fishbowl: Modelling inclusive planning & practice in real life classrooms



Thank YOU!



Choose one thing to try & tag us!

Proud to be
an outside pin.



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@mrsmacskinders
#changingmyaim

www.outsidepinconsulting.com