How can collaborative learning opportunities for our staff continue to support and spread effective and innovative instructional practices for the purpose of student engagement and achievement?

Needs Assessment

A need to understand better the achievement of sub-populations such as self-identified PIMMs pupils and special needs pupils

A need to assess student efficacy: gaps between academic and applied school climate - student engagement

A need to re-vist assessment for learning/ formative assessment needs to be used to continuously monitor instruction

A need to provide and spread relevant and engaging learning experiences for students, and educators fostered by an asset orientation

A need to refine ‘personalization and precision’ for individual school needs by developing the influence of instructional leaders

A need to incorporate student voice in their learning

A need to continue implementation of the Kindergarten program and its curriculum with the new 5 years. Teams, focus on scaling up play-based learning into the primary grades

A need to build on transition work from grade to grade, especially for identified pupils

A need to sustain growth in student pathway opportunities such as SHSM, dual credits, co-op

A need to further embed technology as a tool for the 21st century classroom and spread innovative teacher practices including blended learning

A need to heighten the importance of student voice and engagement in the classroom through inquiry-based learning

A need to have an intervention plan for at-risk pupils

A need to emphasize the ongoing growth of learning skills

A need to continue to journey of our 3-year PSL framework plan

A need to implement and support the new CPS document to assist students with a course and career planning

Strategies and Indicators

SEF indicator: 2.2 Practices and processes are designed to deepen understanding of the curriculum and refine instruction to improve student learning and achievement. (Also indicators 1.1, 1.3, 1.4, 2.1, 2.4, 4.1, 4.2, 4.3, 4.4, 4.5)

SEF indicator: 3.1 The teaching and learning environment is inclusive, promotes the intellectual engagement of all students and reflects individual student strengths, needs, learning preferences and cultural perspectives. (Also indicators 1.4, 1.7, 2.2, 3.3, 4.1, 4.7)

SEF indicator: 3.1 Assessment is connected to the curricula, collaboratively developed by educators and used to inform next steps in learning and instruction

4.1 A culture of high expectations supports the belief that all students can learn, progress and achieve.

4.2 A variety of relevant and meaningful assessment data is used by students and educators to continuously monitor learning, to inform instruction and determine next steps.

4.2 A clear emphasis on high levels of achievement in fluency and numeracy

4.3 SW alignment with board needs in applied studies as well as in support of junior math evident throughout the school.

4.5 PSL Committee to continue planning the annual OLE Implementation Plan and work on the 3-year Framework

Resources

EDSON - Math experts - Marian Small, Connie Quadrich, Program Team, Primary math Resource: Marian Small (guest expert), videos from LearnTeach.ca and - Nora Newcombe, Joan Moss, YouCubed - Jo Boaler

Aboriginal Success Teacher, Aboriginal Education Funding Proposal Closing the Gaps

Math monographs at: http://www.edu.gov.on.ca/eng/therapy/monographs/research/capacitybuilding.html

Dynamic learning: Connecting Student Learning and Educator Learning - Maximizing Student Mathematical all Learning in the Early Years - K-6; Asking Effective Questions in Mathematics

SEF Indicator: 2.2 Processes and practices are designed to ensure that if student understanding of the Big Ideas of Math by the end of the primary division is not solid, gaps in learning become evident quickly. This holds true for manipulatives; the consolidation portion of lessons to ensure key math concepts (guest expert), videos from Nora Newcombe, Joan Moss, YouCubed - Jo Boaler

Aboriginal Success Teacher, Aboriginal Education Funding Proposal Closing the Gaps

Proposal: Closing the Gaps in the big ideas of Mathematics (proportional reasoning), and in the representation of and response to student mathematical thinking, while investigating lesson study, pedagogical documentation, assessment and monitoring. Teachers will engage in opportunities to collaborate with one another (within our board and OCSB), with the facilitation of internal and external expertise (project facilitators, SWST, Dr. Marian Small, Queen's University researchers). Collaboration with OCSB School Visits by Principal Inquiry Circles.

A need to assess student efficacy; gaps between academic and applied school climate - student engagement

A need to emphasize the ongoing growth of learning skills

A need to implement and support the new CPS document to assist students with a course and career planning

Professional Learning

Primary (Gr. 3-3) Math - Teachers in Grades 3-3, along with program team members will address the processes of representation and visualizing effective and manipulatives; the consolidation portion of lessons to ensure key math concepts are highlighted; ability to use number talks to improve student flexibility, accuracy and efficiency with number.

EDSON Math Project - Grades 3-9 teachers will continue to build educator fluency in the big ideas of Mathematics (proportional reasoning), and in the representation of and response to student mathematical thinking, while investigating lesson study, pedagogical documentation, assessment and monitoring. Teachers will engage in opportunities to collaborate with one another (within our board and OCSB), with the facilitation of internal and external expertise (project facilitators, SWST, Dr. Marian Small, Queen’s University researchers). Collaboration with OCSB School Visits by Principal Inquiry Circles.

CALM - Teachers in Grades 4-6 will continue to build educator fluency in the big ideas of Mathematics (proportional reasoning) as noted in the curriculum, and the representation of and response to student mathematical thinking, while investigating lesson study, pedagogical documentation, assessment and monitoring. Teachers will engage in opportunities to collaborate with one another, with the facilitation of internal and external expertise (facilitators, SWST, Dr. Marian Small, Queen’s University researchers). Collaboration with OCSB School Visits by Principal Inquiry Circles.

Assessment For learning Gap Training - using common assessment tools for reading and writing, using a systematic approach to teaching and learning.

K-8 - Knowing Thy Impact

Primary, Junior and Grade 9 Applied EQAO results

Student surveys and teacher logs

Report card and related data

Student surveys and Teacher logs

Primary and Junior EQAO results

School Visits by Principal Inquiry Circles.