

Leading Student Achievement: Networks for Learning
May 2, 2018

Carousel Session Descriptions: CPCO and OPC

SESSION ONE 1:00-2:00 (8 choices)

ROOMS

The Plus Sign in Math Equals Infinite Positive Minds

ARISTA

Presenters: Niagara Catholic DSB-Jennifer DeCoff, Dan Trainor, Millie Robertson

Audience: Elementary

Our talk will outline the learning journey that occurred among two school sites. The discourse of the presenters will capture the explosion of learning and deposits for future mathematical mindset inquiry. The presenters posed an inquiry question of “what is the most prevailing and recurring math deficit in your (teachers) classroom?”. The inquiry led two school communities to examine fundamental mathematics instruction, developmental curriculum, mental wellness and positive mindset for learning and consolidating knowledge.

From Principal Learning Teams to Principal Learning Networks—Developing Leadership Efficacy

Presenters: Bluewater District School Board-Colleen Maguire and Hugh Morrison

MALTON

Audience: K-12

In this workshop, two Principal Learning Network leaders explain how the idea of working within a Principal Learning Team has spread within the district. They will explain how developing an effective network represents a positive and productive approach to professional development. Professional Development in the Principal Learning Team is context specific, driven and determined by the participants, and needs based. Participants describe the experience as transformational, citing an increase in their own efficacy and confidence in making leadership moves.

Teaching and Leading from a Strength-Based Approach

ERIN MILLS

Presenters: Superior North Catholic DSB-Daniel Stargratt and Dr. Edward Rawana, Professor, Department of Psychology and Northern Ontario School of Medicine

Audience: Elementary

Research highlights that when families, schools and communities work together in positive and collaborative ways, a child’s capacity to achieve their learning potential is significantly enhanced, as is their general health, well-being positive outlook and purpose in life. The strength-based approach is a positive psychological perspective that emphasizes the strengths, capabilities and resources of students. In this session, participants will gain and understanding of what a strength-based approach and how it can be implemented in the classroom and as a school.

Building Capacity Using the Coherence Drivers

ONTARIO A

Presenters: Halton DSB- Lois Braunberger, Drew Donaldson, Tina Salmini, Laurie Reid

Audience: K-12

The Halton District School Board has been using the Coherence Framework to guide our actions as leaders and build capacity across our district using the four coherence drivers - focusing direction, cultivating collaborative cultures, deepening learning, and securing accountability. In this workshop, we will discuss how we have fostered a culture of collaborative professionalism where all four components of the Coherence Framework anchor reflective conversations with a focus on both student achievement and leadership development.

Improving Mathematics Achievement Through Homogeneous Groupings**ONTARIO B***Presenters:* Huron Superior Catholic DSB-Donna Carricato, Nicki Guzzo*Audience:* Elementary

Based on our 2016-17 Grade 6 Math EQAO scores, our project began as a way to address the diverse learning needs of our students. We decided to use homogeneous groupings in both the grade 7 and 8 mathematics classrooms to investigate their effect on student achievement. Not only did we learn how to increase student achievement in mathematics, but also how to motivate and engage intermediate mathematics learners!

Knowledge Building Across the Curriculum**VISTA 1***Presenters:* Upper Grand DSB-Jacqueline O'Carroll, Aaron Meyer, Francis Noventa*Audience:* Secondary

In this session, participants will be introduced to the concept and application of Knowledge Building in both academic and experiential learning environments, in Particular in Welding and English. The focus will be on understanding Knowledge Building as a practical, powerful, and meaningful way of learning and participants will have the opportunity to experience Knowledge Building through a hands-on activity whereby they create, evaluate and reflect on an authentic and fun problem. Moreover, they will be able to reflect on their own teaching practice and evaluate how they are currently using the principles of knowledge building in their subject areas and identify new ways of moving their learners to build knowledge. In effect, this session will allow them to be part of a Knowledge Building community, leaving with an expanded understanding of what it means to be a Knowledge Builder.

Creating Conditions for Collective Engagement**VISTA 2***Presenters:* York Region DSB-Dan Wu, Yvonne Chan, Lorellie Munson, Nan Mantle, Lindsey Diakiw, Melissa Dean*Audience:* Elementary

In YRDSB, we strive to engage our communities in partnering with our schools to support our student success and achievement. We will share some of the activities that we have planned at various schools to make Math Family Engagement evenings fun and informational for all families. Our goal is to work together with our families, connecting families with each other, developing a sense of efficacy amongst our families with the Renewed Math Strategy in Ontario by removing barriers. We will engage participants in experiencing the activities and processes that we have used.

TEAM – Together Everyone Achieves More**MAVIS***Presenters:* Hamilton Catholic DSB-Mary O'Brien, Michelle Daoust*Audience:* Elementary

Come join us as we share the leadership journey of a principal, vice-principal and math coach as they work together with staff, students and parents to create a School Improvement Plan that is effective, meaningful and measurable. We will highlight how we are working to change a school's culture to that of a Growth Mindset, build our knowledge of practice and find ways to monitor our progress and reflect on our next steps, all through the lens of the Renewed Math Strategy.

SESSION TWO 2:15-3:15 (8 choices)**ROOMS****Program Implementation and Monitoring: From Guided Reading to Guided Math****ARISTA***Presenters:* Hamilton Wentworth Catholic DSB-Sam Agro*Audience:* Elementary

Guided Math is similar to Guided Reading in that the teacher puts the students into focused groupings where the students work on specific expectations in centres around the room. Students are placed in ability level groups as they collaborate to solve a problem facilitated by the Teacher and/or Educational Assistant. Differentiation is achieved as students work in different groups where the learning goal is modified to meet the needs of the students. Using the Provincial Achievement Charts and the PRIME Assessment Tool as base-lines, administrators can monitor progress of a Guided Math Program to gather rich and meaningful data for ongoing dialogue at CPLC meetings.

From Reactive Management to Proactive Positive “Principalling”**MALTON***Presenter:* Bluewater DSB-Shona Anderson*Audience:* K-12

This presentation is designed for school administrators to try to examine and create a pathway to various forms of efficacy within a school building. It is designed to help administrators reflect on their own journey and the journey of their school communities through tangible actions to create a proactive rather than reactive culture. This presentation will take participants through my personal journey from reactive manager to a positive, proactive principal through a balance of personal antidotes and broad brush strokes of social theories. We will examine the concepts of flow, self-efficacy and positive psychology, the bystander/collaborator paradigm and the action steps taken that flipped the narrative in my building.

Leadership Moves for Instructional Improvement**ERIN MILLS***Presenters:* Dufferin Peel Catholic DSB-Diana Speranza, Grace Mazzone*Audience:* Secondary

In response to student learning needs, which indicated professional learning needs, a collaborative network, including administration, teachers and consultant, began at a secondary school. Focus of learning and implementation evolved through assessment and evaluation, deep learning tasks, and 21st century competencies. The Vice Principal and Academic Consultant involved in the initiative, will highlight successes and challenges over the past few years. Evidence of impact on teacher commitment, practice and efficacy will be emphasized, along with particular leadership moves that the team believes made a positive difference for students, school culture and learning community.

Math Monitoring in the Halton District School Board**ONTARIO A***Presenters:* Halton DSB-Janet Ricciardelli, Lisa Serebrin*Audience:* Elementary

This interactive session will involve a review of the evolution of Math Monitoring at an elementary school in Halton. Through the lens of Fullan & Quinn’s Coherence Leadership Framework, participants will explore the impact of a Collaborative Inquiry approach to staff learning. Using a needs assessment to begin, followed by the implementation of a Structured Intervention Model involving the Landscapes of Learning, Math Monitoring has evolved into a highly effective process of engaging staff in supporting struggling students through targeted measures. During this session, participants will also explore other monitoring strategies such as Classroom Walkthroughs and Dreambox Dashboard analysis to continue to monitor both teacher capacity and student progress in mathematics.

Empowering the Leader in Me**ONTARIO B***Presenters:* Huron Superior Catholic DSB-Fil Lettieri, Micaela Mansfield*Audience:* Elementary

“Leadership is communicating people’s worth and potential so clearly that they are inspired to see it in themselves.” Stephen R. Covey Coming together as St. Basil Catholic Elementary this school year, from four individual schools, has taught us the importance of building and nurturing strong collaboration and partnerships among school staff, students, families and community partners. Our journey as a *Leader in Me* school focuses on supporting the learning and wellbeing of all staff and students as we strive to foster a culture of collaborative leadership through the implementation of the 7 Habits of Highly Effective Leaders.

Our Innovation Journey**VISTA 1***Presenters:* Em Del Sordo, Laurel Petty, Allie Lepore*Audience:* Secondary

Em, Allison, and Laurel are excited to tell the story of a secondary journey of innovation that opened classrooms doors and engaged educators and students in the pedagogy of Knowledge Building. Hear how taking up collective responsibility for co-designing an Innovation Network allowed educators at all levels to embrace deep learning by setting conditions that honoured student voice and fostered well-being for all. You will hear how this journey got started, the key supports that were needed to help the Networks take off, and where this Innovative Network plans to go next!!

Knowledge Building Practices in an Innovation Network**VISTA 2***Presenters:* Halton DSB-Rob Ianuzzi, Lori Belford, Mikaela DeSilva, Sarah Ashabo*Audience:* Elementary

Learn more about how a culture of caring and deep thinking was embraced as educators came together to share and build their focus on Mathematics and Robotics. We’ll tell the story of how this team engaged the Knowledge Building Principles of *Real Ideas*, *Authentic Problems* and *Community Knowledge and Collective Responsibility* to help them embrace new learnings on this powerful journey of innovation.

Creating the Conditions for Change**MAVIS***Presenters:* Renfrew Catholic DSB-Elizabeth Burchat, Karen Keels, Julia Graydon, Christina Brown, Katie Scott*Audience:* K-12

This presentation outlines the RCCDSB Principal Inquiry that follows the journey of 5 schools as they explore effective leadership moves to further system goals in improving student learning in Math. The presentation will outline the conditions set for diverse school cultures, the challenges faced along the way, and the common threads of principal leadership that led to the implementation of effective strategies to identify and close gaps in learning. Participants will have the opportunity to discuss and share their own leadership strategies in effecting change in their schools and engage in a conversation about overcoming the challenges that principals face in furthering system goals, while leading busy schools.