

Professional Learning

Board of Education Standing Committee Meeting
May 10, 2016



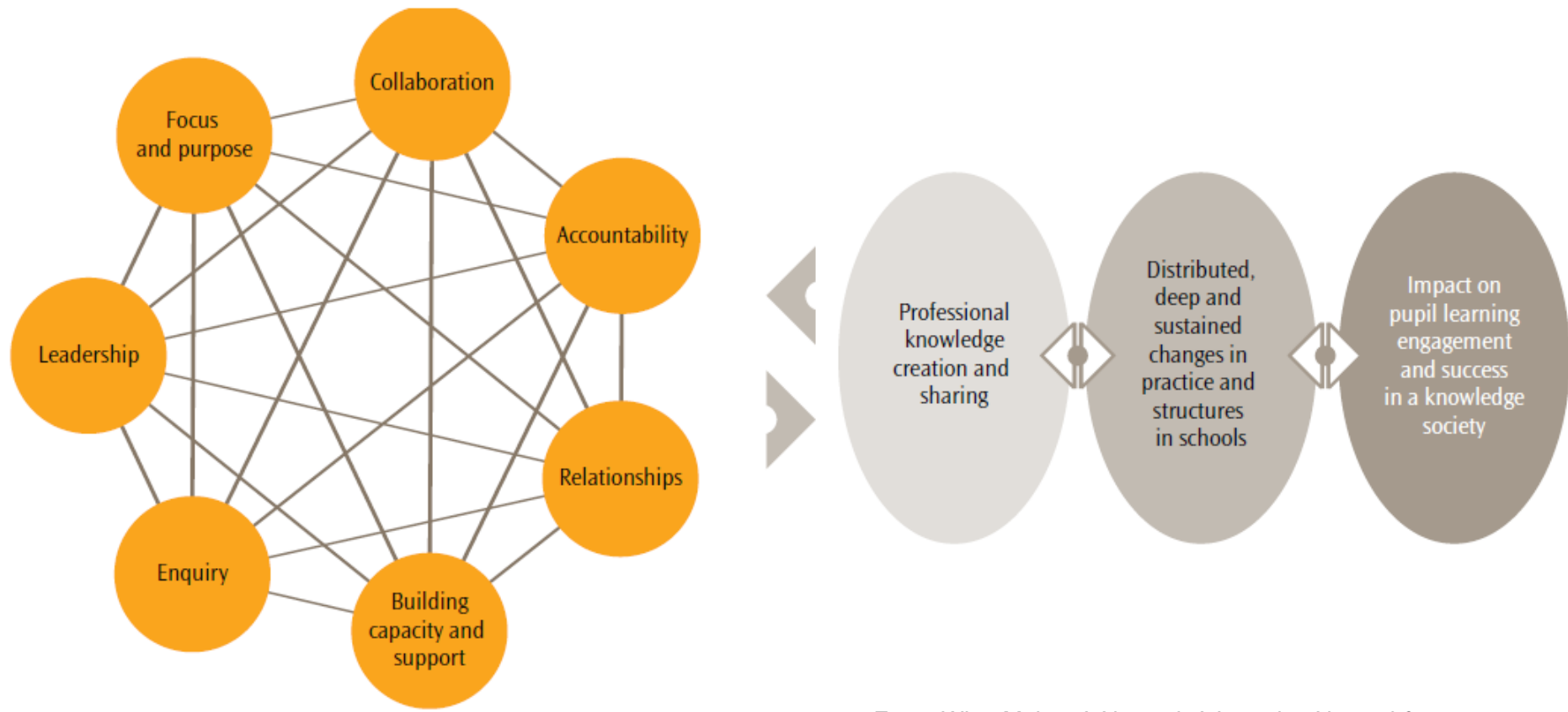
Family of Schools Networks of Practice

Johneen Harris
Monique Zander



Networks of Professional Practice

What are the key features and why are they key?



From: What Makes A Network A Learning Network?
(Earl & Katz, 2005, p.2)



Creating the Right Conditions for Collaboration



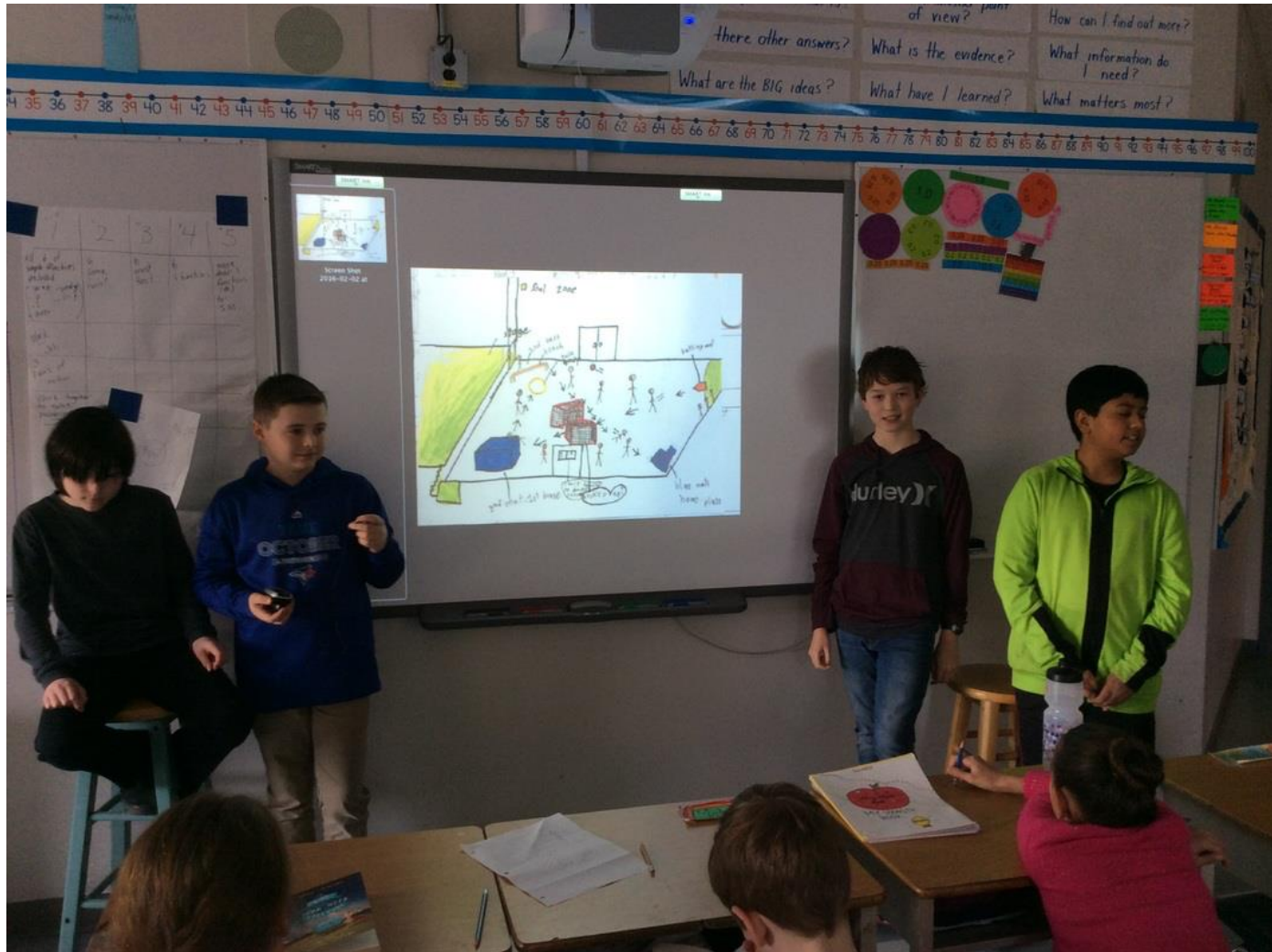
Diversity of Opinions
Independence



Finding Positive Peer Support



Make Learning Visible



Teaching the Core Competencies

Lesson Ideas

Unit of Inquiry Show & Tell (grades k-7)

Many classrooms have a routine sharing or show and tell time already set-up for their students. Use this routine, but focus the students' attention on your Big Idea. Encourage students to bring in items or ideas that connect to your Unit of Inquiry. For example, during a unit of inquiry on how indigenous knowledge is passed down through oral history, traditions, and collective memory, a student shared their Magic Treehouse book titled "Buffalo Before Breakfast" and described how it connected to what they were learning about traditional stories and how the Lakota people one of their stories is described at the end of the book. The system allows for ongoing opportunities for students to present information about a topic to an audience.



Genius Hour (grades 4-12)
See lesson described [HERE](#)

Classroom Strategies

- Targeted Pair/Share
- Inside/Outside Circle
- 3-2-1
- P.M.I
- Appointment Clocks

A digital display of two classroom anchor charts. The first chart is titled "Communication" and features an illustration of a child presenting to an audience. Below the illustration, it reads: "I ACQUIRE, INTERPRET AND PRESENT INFORMATION. I understand and share information about a topic that is important to me, and in an organized way. I present information clearly and in an organized way. I can present information and ideas to an audience I may not know." The second chart is titled "Book List:" and contains the text: "I can understand and share information about a topic that is important to me." followed by a list of books: "Woodhead Stories - Martha Hamilton", "How and Why Stories - Martha Hamilton and Mich Weiss". Below this, it says "I can present information and ideas to an audience I may not know." followed by a list of resources: "Comprehension and Collaboration: Inquiry Circles in Action - Stephanie Harvey and Harvey Daniels", "How to plan an inquiry project". The charts are displayed on a screen with a "Scribd" logo and a "Download File" button at the bottom.

Classroom Anchor Charts:



Family of Schools Networks of Practice

Tristan Crowther
Cory Howey



“As we start a new school year, Mr. Smith, I just want you to know that I’m an Abstract-Sequential thinker and trust that you’ll conduct yourself accordingly” (Browning, 2001)



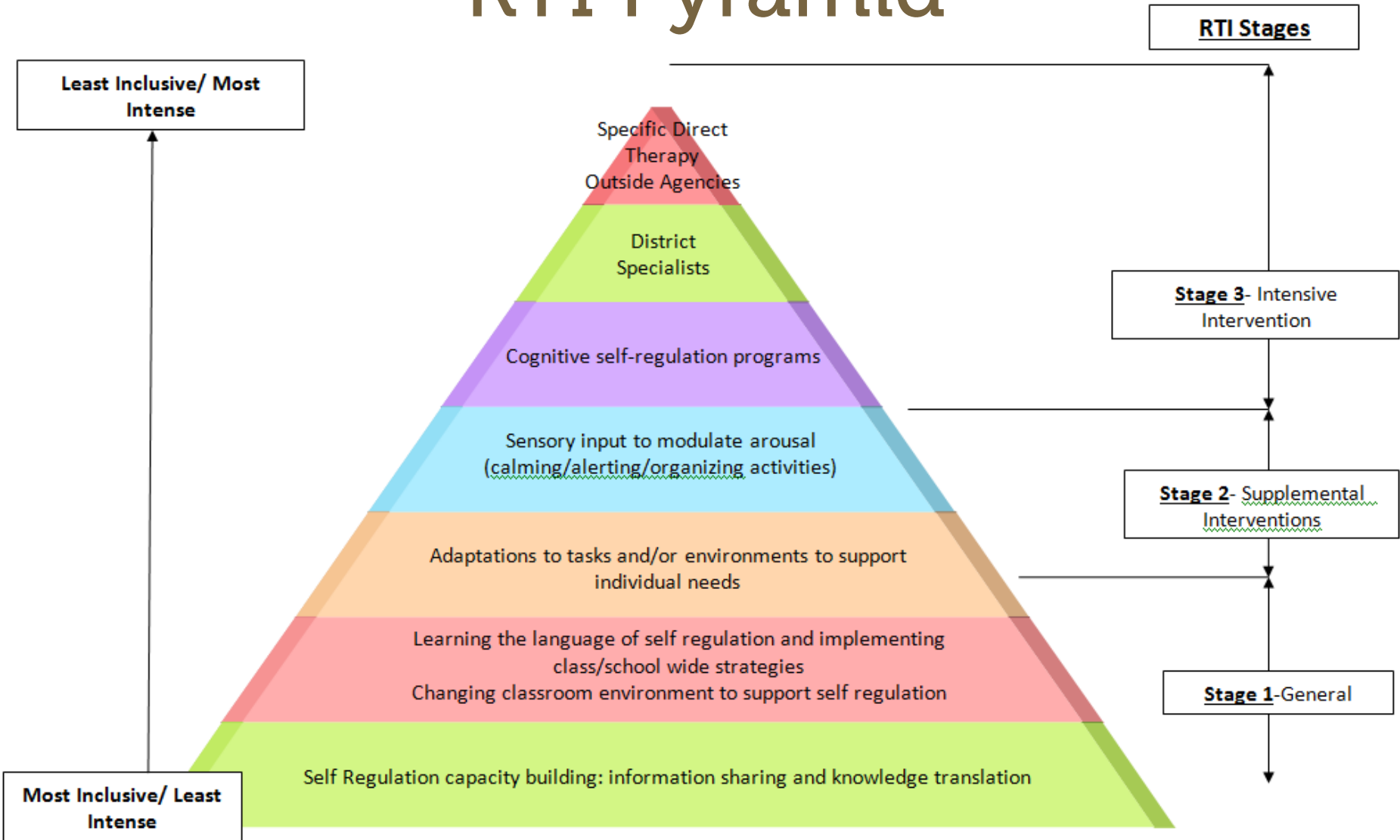
Where are we?

Where are we going?

How might *networks of professional practice* assist us in getting there?



RTI Pyramid

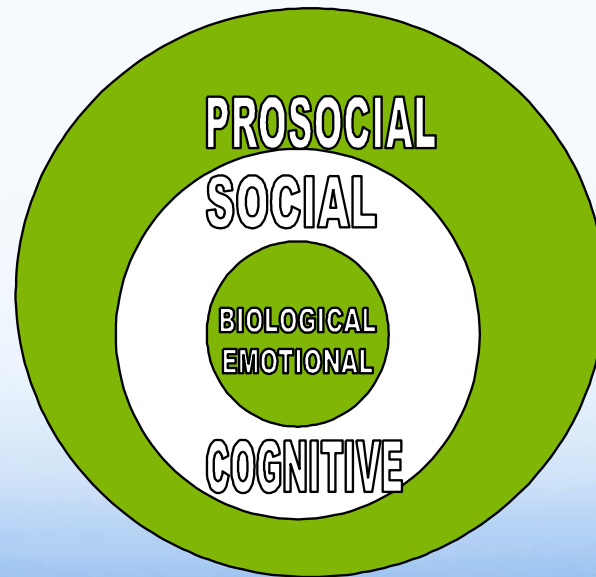


Adapted from: Best Practice Guidelines for Department of Education and Training - Supporting Students with Sensory Processing Challenges - Department of Education and Training, Queensland 2011

Biological Domain



The 5 Domains of Self-Regulation - StuartShanker



(Shanker, Stuart, 2012)



Guiding Question

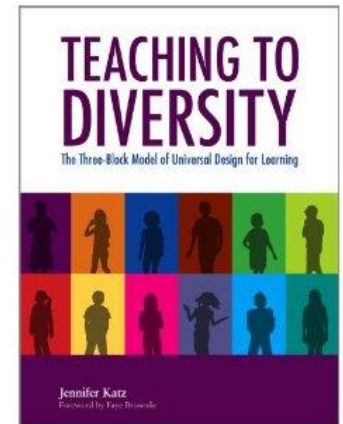
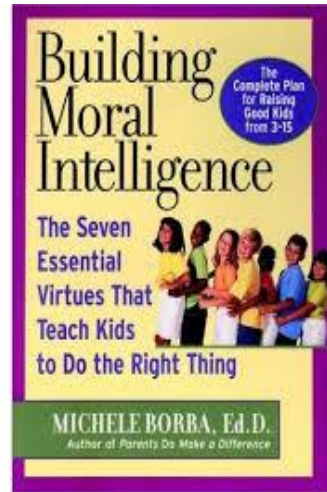
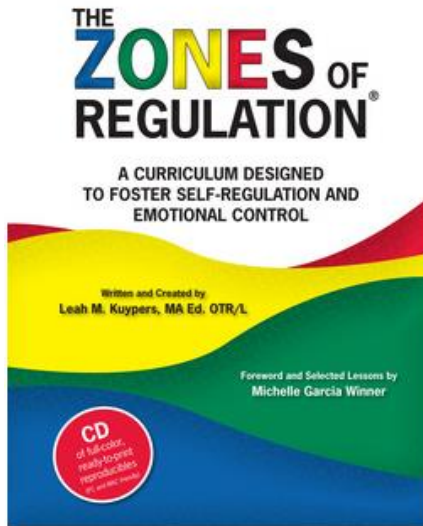
- *Are our classrooms currently conducive to support the diversity of **student and teachers'** at the level of the biological domain as outlined by Stuart Shanker*

Sub-questions:

- What can be done by the classroom teacher?
- What changes to existing furniture can be made?
- What changes can we make to future design/purchasing?
- Where will the facility and equipment funding come from?



Purpose of the SRN



Professional Development vs. Networks

Shared-ownership

Design based on individual need

School based action



My I will is to create a self regulation team at our school. I'm hoping to collaborate with staff and find a common language. Also, I'm hoping that we will become a team for people to go to for questions, tools and resources

I will take my class outside for active learning every day for at least 1 hour that is not related to my physical education curriculum to honour my wigglers.



We will be planning our next CIG ("Zones") morning. We plan to continue the discussion and implementation of Zones, and introduce a self-regulation as a philosophy/way of teaching - how do we incorporate self-reg into our practice throughout the day?



Positive Enculturation

Shared Vision & Values



Collaborative Inquiry Project: Assessment

Andrea Waich
Anita Mullaly
Catie Corbett
Judith Lowe
Susannah Howick





Collaborative Inquiry Project

Presented by:
Andrea Waich
Anita Mullaly
Catie Corbett
Judith Lowe
Susannah Howick

What is our inquiry ?

- The start/impetus: improvement of our practice and interest from teachers in better communication with parents
- To explore more effective ways of communicating learning through technology
- We found Fresh Grade!

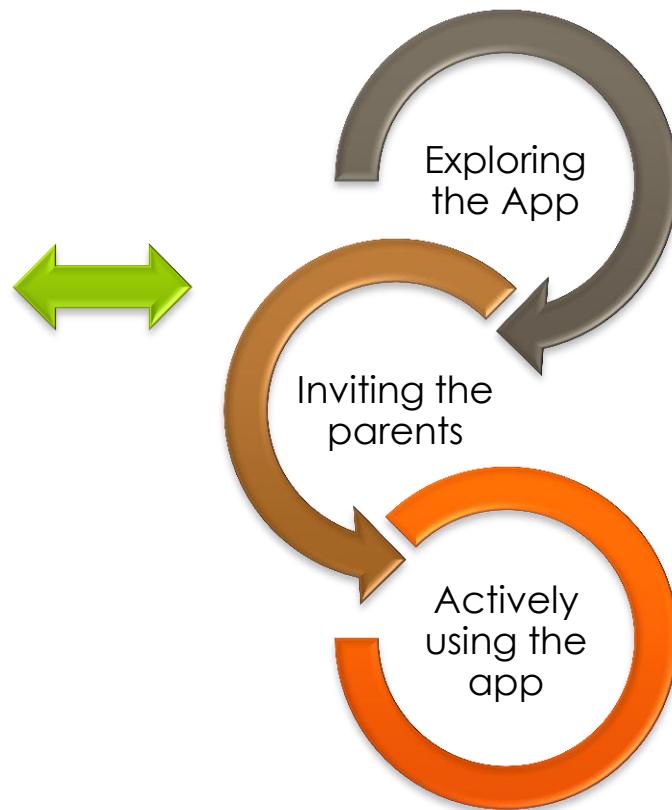


Collaborative Inquiry Process

Team

- Spring 2015- visit to Cambridge School (Surrey)
- Fall 2015/Spring 2016: Meetings held to review progress, teach each other new things
- Spring 2016: led two workshops for district teachers, presented to staff at collaboration time

Individual



Results

How has it changed our practice?

Real time window into the classroom

Means of communicating without a translator

Fresh Grade

Growth of students' work over time

Busy parents are being involved

I get to know what my son is doing in real time and I can discuss with him his activity and encourage him. I get to be a part of his school day.

It's keeping me in touch with my daughter's learning. It's great!

Almost real time feedback about our child's progress. Insight into his school day. Great idea!

PARENT QUOTES

A Window into Fresh Grade



What's Next?

Recommendations

Canyon Heights

- Bringing more staff into FG family via visits to our classroom and/or workshops
- Technology available in classrooms using Fresh Grade
- Training from Fresh Grade

District

- Assisting teachers district wide to start their own projects
- Creating a question and inquiry network for NVSD teachers who participate in FG

Any questions?



Link to freshgrade page: <https://www.freshgrade.com>

Educational Assistant & Specialist Support Workers Professional Development

Vince White

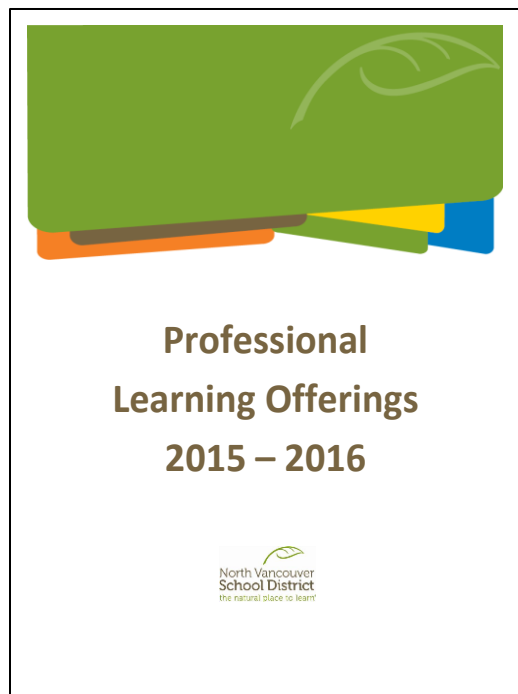


Overview of Professional Development Offerings for
Education Assistant & Specialist Support Workers

Learning Services
2015/2016 – 2016/2017

Core Directions

- Celebrating and Supporting All Expressions of Student Diversity: Every Learner / Everywhere
- Strengthening Existing Partnerships & Forging New Ones
- Building Capacity within Multi-Disciplinary Teams in each Family of Schools



School-Based & District-Wide Pro-D Days

Planning in Partnership with CUPE

Sample Offerings to Support Various Expressions of Diversity

ELL Scaffolding in the Classroom
Sensory Awareness to Support Complex Learners
Positive Behaviour Support in Schools (PBIS)
Non Violent Crisis Intervention (CPI) - Full Training & Refresher
Celebrating Gender Diversity in the Classroom
Collaboration for Sign Language Interpreters
Job Coaching Strategies
LGBTQ+ - Sensitivity Awareness
Using Mindfulness to Promote Student Success
Social-Emotional Learning: A 'How-To' from Club G
Challenging Behaviour: Strategies for Prevention & Intervention
Glucagon Training
EA Perspectives on Classroom Management
Strategies to Support Fine & Gross Motor Development



-February 29th & May 20th-

Curriculum Implementation Day

Education Assistants and Specialist Support Workers

5 Core Areas for Skill Development – Generalist EA

- Numeracy Foundation for Education Assistants
- SET BC: Technology, Resources and Making it Work!
- Aboriginal Story Telling & Indigenous Learning
- Introduction to Augmentative & Alternative Communication
 - Self Regulation - Brain and BodyBreaks



-February 29th & May 20th-

Curriculum Implementation Day

Education Assistants and Specialist Support Workers

Concentrated Skill Development – Specialist Support Workers

- Behaviour Support Workers
 - Autism Support Workers
 - Learning Support Workers
 - Youth Engagement Workers
- First Nations Support Workers



February 29th & May 20th

ASW Curriculum Implementation Days

Dates	Feb. 29 th and May 20, 2016 9:00-3:00
Hours	1.5 per session
Participant total	22
*Autism Support Workers	22
Keynote 1.5 hours	Keynote
Session 1 1.5 hours	Network- role of ASWs, positives and challenges, skill set inventory (what skills/training do you have/need), role of ASW in multi-disciplinary model
Session 2 1.5 hours	Promoting Independence in Students with ASD , presented by Allison Nelson, POPARD (prompt hierarchy, avoiding prompt dependency, prompt fading, prompt fading hierarchy, visuals)
Session 3 1.5 hours	Network- role of ASW updates; sharing of successful/positive strategy, intervention, visual support, or resource; discussion of recent articles in media/research
Session 4 1.5 hours	Augmentative Communication- overview of current systems and recommended strategies from Augmentative Communication specialists (Reiko Anderson and ____)
Session 5 1.5 hours	Written Expression and Autism- supports and interventions



Building Capacity within the Family of Schools

In Partnership with:



***6-Hour 'Super Workshop'**

Understanding Challenging Behaviour

This one-day workshop will help participants develop a basic understanding about behaviour and the underlying causes of challenging behaviour. In addition, some common strategies for preventing and managing challenging behaviour will be discussed.

Dates	Feb. 18 th 9:00-3:00
Hours	5-6
Participant total	40
*Admin	8
*Counsellors	10
*Sec. Teachers	3
*Elem. Teachers	3



Building Capacity within the Family of Schools

In Partnership with:



30-Hour Course

Introduction to Autism Spectrum Disorder: Practical Applications

This course reflects current research and evidence-based practice in teaching students with ASD. In addition, research-based methods of effective adult instruction are used in this course. These include practical hands-on activities, demonstration, coaching and application exercises as well as a variety of ways of evaluating participant learning.

Dates	Saturday April 16 & May 7 8:30-4:30 Thursday April 21, May 7, 19, 26 2:00-6:00
Hours	30
Participant total	30
*Admin	13
*Education Assistants	13
*LST (high school or elementary)	2
*FOS Leader/Teacher Leader	2



Building Capacity within the Family of Schools

In Partnership with:



30-Hour Course

Advanced ABA Training – Level 1

Participants will gain a deeper understanding of Applied Behaviour Analysis (ABA principles, Discrete Trial Teaching, Curriculum ideas, Shaping, Chaining, Task Analysis, Generalization, and Maintenance). The course is part lecture, part practical application. Prerequisite: POPARD Introduction to ABA and working with student on spectrum.

Dates	April 7, 14, 21, May 5, 12, 19, 26 2016 3:30-6:30
Hours	30
Participant total	31
*Autism Support Worker	8
*Education Assistant	20
*LST(high school and elementary)	3



Looking Ahead

Confirmed and *Potential Offerings

In Partnership with:



<http://www.seedsociety.ca/clubg.html>

Improving Sense of Belonging for Complex Learners

- 5 Elementary School Sites Identified for 2016/2017
- Capacity Building at a School-wide Level



<http://www.tmgconsulting.ca>

Supporting Mental Health of Complex Learners

- ½ Workshop provided on May 2nd (57 attended)
- 2-day In-service for Elementary & Secondary Counsellors (September 2016)



<http://www.capilanou.ca>

*Enhancing Skillset of Education Assistants & Specialists

- Advanced ABA Training – Level 2
- Internship Supervision for ABA Certification



Building Thinking Classrooms

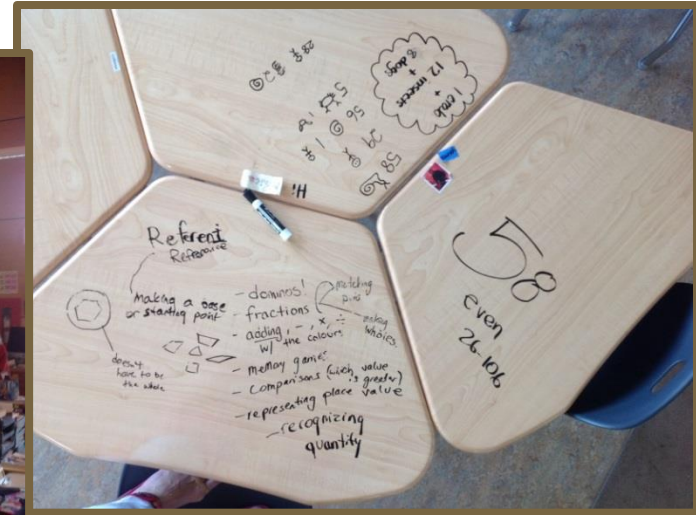
Brigette Gerandol
Corrine Kinnon
Shannon Sharp



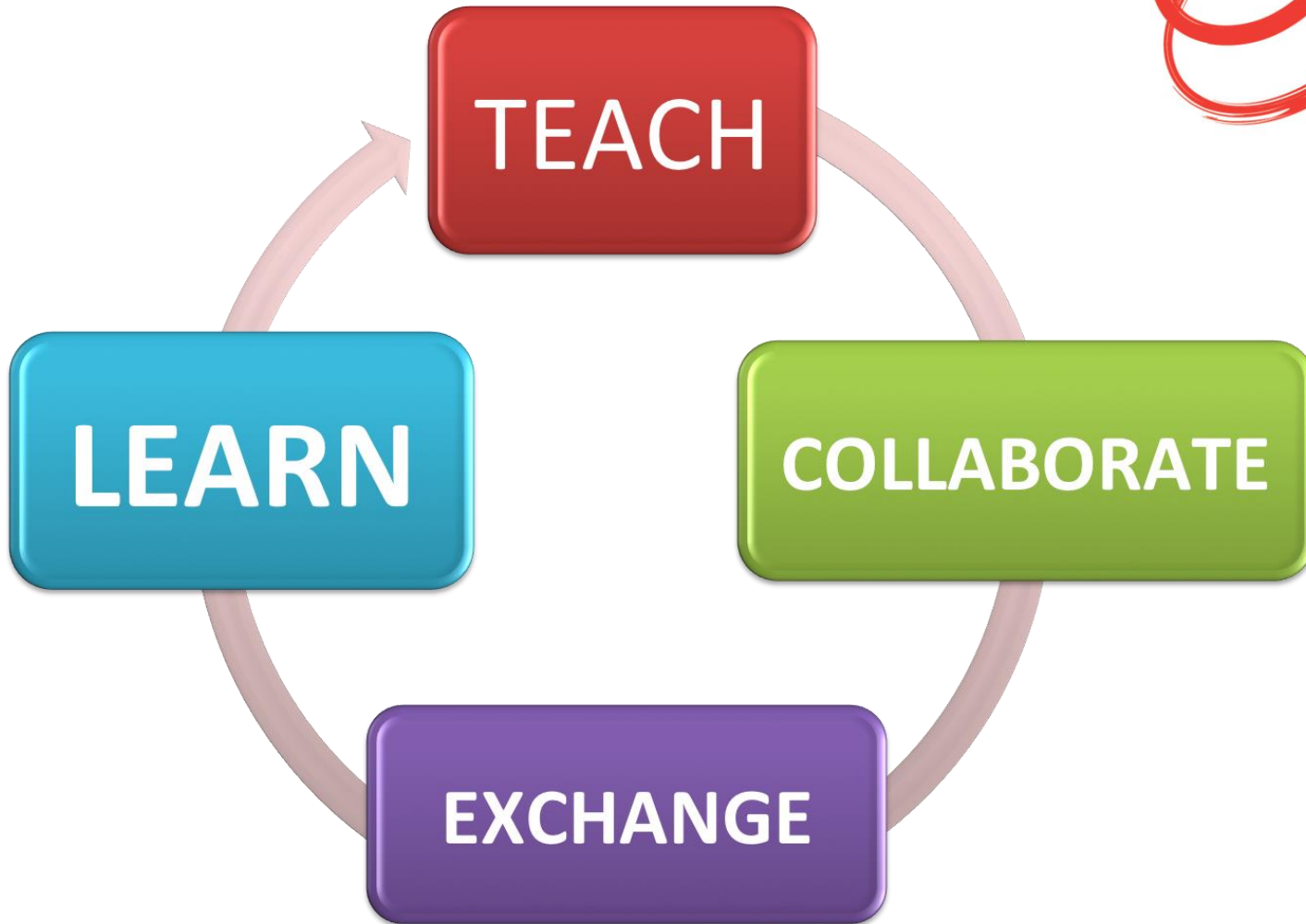
Bringing Teachers Together



Making Thinking Visible



Where to Next?



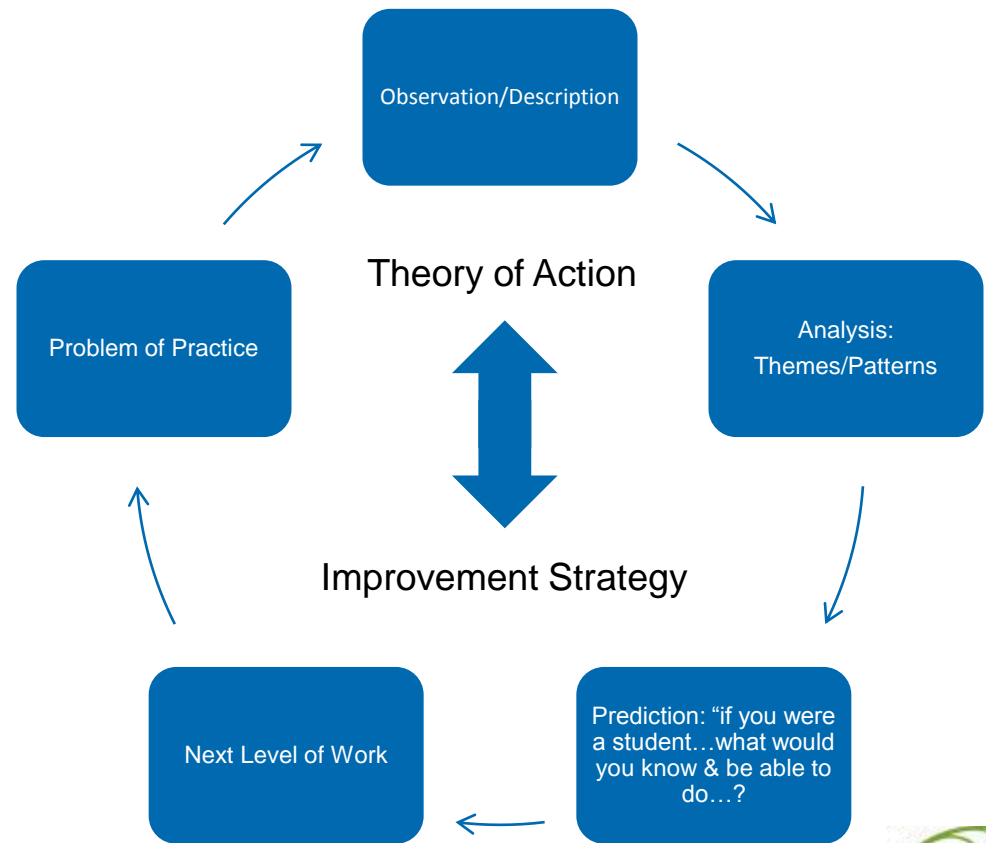
Spiral of Inquiry graphic: Halbert & Kaiser (2013)



Why do Instructional Rounds?

The end goal of Rounds is to help a school or a district adopt a learning stance to solve an instructional issue they have been unable to solve. In Rounds, this is called the Problem of Practice (POP).

Graphical Overview of Rounds Process



(City, Elmore, Fierman & Teitel, 2009)



Outdoor Environmental Learning Cohort

Conor McMullan
Tessa Harrington
Mireille Appelbe

Heather Duncan
Cathy Mcallen
Tristan Crowther



SD44 Outdoor Environmental Learning Cohort



Why Outdoor Environmental Learning is important for student learning



OEL Cohort purpose and journey



How the cohort has influenced our practice



Cohort goals and next steps



References

RTI Pyramid, adapted from: *Best Practice Guidelines for Department of Education and Training – Supporting Students with Sensory Processing Challenges*. Queensland, Australia: Department of Education and Training

Shanker, Stuart (2012). *Calm, Alert and Learning - Classroom Strategies for Self Regulation*. Pearson Education

Earl, L. & Katz, S. (2005). *What makes a network a learning network?* Temperley, J. (Ed.). Cranfield, UK: National College for School Leadership.

Halbert, J. & Kaser, L. (2013). *Spirals of Inquiry for Quality and Equity*. Vancouver, Canada: BC Principals & Vice-Principals Association

City, E., Elmore, R., Fierman, S., & Teitel, L. (2009). *Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning*. Harvard Education Press

