

Welcome to CATCA's Third EdCamp!

- 1) Introduce yourself, which district, teaching environment, etc
- 2) Self select a recorder
- 3) Find an empty row below
- 4) Put your title in, and start recording.
- 5) All will be shared with everyone after the day is over!
- 6) Have fun!

An example might be

Session 1 - Engagement in this course....

Some good links are...

Try doing this.....

Here are great resources...

Etc..

2022 Notes

Collaboration - what does this look like in your building?

Teacher Internal Exchange Program

Curricular changes

Do we need a framework for effective collaboration?

Change paradigm

Green Certificate - cost effective - need a coordinator, they do an orientation, get materials, visit is one time per program

2018 Notes

No Notes provided

2017 Notes

table 1- Outcomes of curriculum

table 2-funding

table 3-inclusion

table 4- inclusion

table 5-inclusion

- How can we support teachers to recognize that student emotional and social learning outcomes are the most important, and they come before academic learning goals?
- Determine the supports that parents need, and how can we support them
- What does inclusion look like at the highschool level?
- The importance of common language and tools across the school divisions
- Embrace the notion of pushing vocabulary, self regulation, literacy skills- target early to set the students up for literacy success
- Supporting complex student needs
- Shift priorities of teachers, take some of the pressure off of teachers
- Pressure of high school teachers needing to teach literacy skills (getting students to reading levels)
- All children can learn, all children will learn- just not at the same pace
- Using the IPP, not the report card as the main focus (goals)
- Teachers need the permission to make the modifications necessary in student programming
- KEY----->Proactive pieces at the provincial level? How are they going to support the divisions?
- Teachers are becoming distressed because they have too many kids in the classroom with needs and no support
- Too many kids, and too many stressors- teachers can't do their jobs
- How will our practice change to meet the needs of learners?
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table 6-literacy

- What interventions are in schools? What strategies/structures are found in schools for struggling readers - interventions?
 - Librarian works with struggling readers
 - RAZZ
 - Precision reading
 - "HOW do you HOOK students in reading"?
 - Book talks... sell books to peers... seen some success
 - Scholastic book club / teachers developing own book 'groups'
 - Student Interest!!
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 - Read/Write google
 - Comprehension across subject areas...
 - SMART learn
 - STAR Reading
 - DATA WALL - share information on every student (LEARNER PROFILE)
- Writing programs...?

- Mariconda
- Empowering writers
- Daily 5
- Looking for consistency across grades...
- LLI (leveled literacy intervention) - pull out - 3-5 teachers pull out (co-teaching partners...)
- Teachers (6) go into classrooms during reading times... 45 minutes for lower grades, only 30 minutes for upper
- Benchmarking... F&P score is a “reading behaviour, not a grade”...
 - Identify skills and/or reading levels
 - Looking at PD around teaching literacy
 - Fountas and Pinnell most common... Lots of schools use Gates as a screen... only F&P the identified students...
 - ***importance to use the F&P as a guide for teaching, not assessment...
 - Record reading of students... share at PTIs...
- Classroom Libraries
 - Each teacher has \$ to purchase books for classrooms
 - How to incorporate in other subject areas... Gave time in every class for reading...
 - Discussion as staffs to see how to incorporate...
- Library - turned into Learning Commons (feels like Chapters...)
- All non-fiction books taken out... some books to classrooms
- Whole School reading projects...
- March “Madness”... project surrounding books - each class chooses a book... vote throughout the school...

table 7-moving people forward / buy in / commitment

Group #1

- Determining what the reason why the change needs to take place
- Connected to developing a growth mindset - book studies on Carol Dweck’s book, Mindset
- Staff saying they have the “why, but show me the how”
- Setting measurable goals: focus on one thing at a time
- How do we jump into the new standards without creating a more difficult, resistant environment?
- How to move outside of our comfort zone. Every school has at least one resistor. Conversations with those resisters to determine what makes those staff members the ways they are.

- One school is changing classroom assignments to pair strong staff members with those who need more support.
- Collective responsibility - one school has mapped their students reading levels in respect of the whole school
- TRUST is a key factor
- In the high school perspective, staff are more isolated and focused on the subject.
- Sometimes we need to take a step back to take steps forward
- Collaborative time for staff embedded into the timetable - opening up to staff conversations about the vision of how that collaboration time looks. It's okay to have different formats for different grade levels
- It's good to allow the resisters a voice
- Utilizing the Learning Support Team/Staff Council as a way of introducing new information before staff meetings and then reviewing the results afterward, allowing the resisters a chance to air their grievances.
- Ensure there is follow through with book studies.
- Staff meetings - how much can be staff led rather than led by admin
- Help build teacher connections in other schools/divisions in the specialty areas
- Reflective Learning Group - to do instructional coaching on each other. Starting with the Learning Support Team coaching each other to build capacity, then working with others who are seen as mentors, etc. Relief of that time by booking subs, admin coverage, etc.

Jamie, Rafaela, Larry, Gordo, Sandra, Jeannette, Stephen, Kim, Jayme, Mike

Moving People Forward/ Buy in/ Commitment - Group #2

- Success when it is a ground up movement/ whereas top down - there is always friction.
- There is a lot of feeling that things are top down right now. I.e. benchmarking, POS at the High School supports are piling up - ie. selecting big rocks, in you are in more than one area - this is big.
- Pressure of the tests, and identifying the big rocks - we ask big rocks for what purpose? Is this to move forward to college or general in the field?
- Are there stagnant people that having moved in a while - the longer people are there - how do you move these people forward?
- Teacher buy in - comments from staff - we've built in a POS period during the week - then we focus on literacy for the week (if Monday and Friday are off). Same idea - people are finding collaboration difficult. Ask what is the benefit of trying new initiatives that support kids.

- How do we build in the definition of collaboration?
- Build in time intentionally. With outcomes. Our LAT attends the meeting. The LAT is the driver of the instructional leadership in the groups.
- Another model - is that you have preps at the same time and the expectation is to collaborate together.
- Giving people a voice. Think of leading change. Taking things off peoples plate - you can't keep asking people to collaborate when they are stretched.
- Our society has changed; we must think of empathy for our teachers - when they are feeling pressures of today.
- Idea - when a teacher retires - they are assigned back for the first three months of their retiring (Larry)
- Asking retirees to come back to support FLEX - students and teachers.
- Involving community - take things off of teachers' plates.
- It is worrisome and when you have watched a person with 'commitment' and then they are not.
- Encouraging teacher 'buy-in' to support children with significant needs. Have the conversation with the teachers; present scenarios to staff to touch on the heart strings.
- How do you get collective buy in for kids - we asked kids - when they want the flex.
- Ask what do you think of this idea, - plant the seed - get a few to champion an idea and then it moves forward.
- Accountability - and the commitment to this - takes time...the conversations when we meet with the staff are important - ie. meeting with 17 teachers each 3 times a year. It is a commitment - to ask what is going well and what is it? ie. goal for school - 100% success for each student - we ask what are you doing to make this happen?
- How can we help teachers finish strong and finish well? Keeping the perspective, the energy and vibrancy for kids.
- LAT per grade is helping; collective knowledge and wisdom must be passed forward. Counsellor, LAT and admin follow each grade forward.
- Build the capacity of the teachers to pick up on the 'tells' of vulnerability.

- Ability to get into classrooms is difficulty - there is a poverty in crisis in many schools; admin teams have varied abilities to get into the classroom.
- Key to visit classrooms - top shelf office staff - willing to screen and triage well.

table 8-growth mindset

table 9-project based learning

table 10-numeracy across the grades

- Using the learnings from literacy (reading) focus and data collection to our needs around numeracy (math focus)
- Using data to inform interventions - what is the 'tool' that best provides the data we are looking for in numeracy?
- Using MIPI as a tool to start discussions
- More PD around how to break things down for students (how do I know what is concrete, pictorial and abstract)
- NLSM Math assessments -
- What are the essential outcomes students need for beyond the current grade to be successful math students?
- What are our next steps?
 - Changing attitudes and confidence skills of students, teachers [& society]
 - What is the fundamental problem we are trying to solve
 - Lack of conceptual understanding starts to show up earlier and earlier causing problems
- Goals:
 - Teachers who better understand math
 - Teachers who better understand how to help students
 - Teachers who better understand how to break down math for students who better understand
- How do we get teachers to understand the picture of the whole puzzle - not just each section?
 - Math concepts cannot be a once a year teaching

table 12-collective goals of the school

table 13-formative assessment

table 14-changing assessment practices

table 15-convincing staff to change SEE NOTES BELOW

table 16-administrative collaboration

table 17-building teacher collaboration

table 18-supervision and evaluation of teachers

Introductions:TABLE 15 - CONVINCING STAFF TO CHANGE

Lori - VP Eastview Middle School

Patrick - Principal Rocky

Clair VP @ Caroline

Rob - Principal Rocky Christian School

Jeremy - VP Gateway

Melanie - VP Aspen Heights

Teresa - Principal Gateway

Curtis - VP Maryview

This was not necessarily what we “wrote” on our sticky note sheet, but it was recategorized.

Convincing Staff to Change:

What is the issue? Admin who is Relatively new to the school and 18 teachers who are doing a wide variety of great things, but no one is doing anything collectively - where is the shared vision? Everybody has their own drivers for doing things the way they do, but it’s hard to move them off their individual paths.

What does collaboration look like @ your school? No formal structures built in yet, so how to build those structures into the schedule? Varying school sizes and structures means challenges in structures. Some pockets of collaboration, but a lot of individuality.

RDPSD has looked at collective responsibility and we are trying to figure out how to work in tiering of interventions and pyramid of support model. Some of the pushback comes from the change that is necessary - staff is starting to figure out the “why” of interventions/literacy, etc. but try to figure out what you ‘stand for’/what’s your collective story - what are the series of things that you agree on? Once there’s a system of agreement in one area, we can build on collective responsibility in that area and see the value in that.

Is there a difference in older teachers vs younger teachers? What it means to be a teacher is collaborative. One school has built in collaboration - every Monday the teachers meet with their partners and every Wednesday there is literacy in the gym where teachers then collaborate. Students are done 1 hour early every Monday in Catholic division so there is embedded PD.

How do you encourage the voice of the younger teachers to be heard? Often the older teachers take the floor and the younger teachers stand back and listen.

RDCRD encourages the younger teachers to showcase their direction/lessons and technology. Are teachers reading current research? We would say that no, teachers are not necessarily staying current on research - but rather just trying to stay on top of lessons and marking and all their other responsibilities.

Monday Memo is one way to share our learning/research/readings with staff.

Is one way of getting staff to change showing that we are transparent with staff and model the thinking that we need to collaborate all the time to come up with answers.

Transparency is huge

People need to concentrate on the 'why' behind what people are wanting to do. Data breaks down walls - showing teachers information that can drive the concept that collaboration works and even in some cases has some urgency.

Long standing history of certainty - we like to be certain of what we know - teachers stay in classrooms with what they know. Teachers can be the worst at being vulnerable and older teachers do not want to show that younger teachers are 'better' at some things than they are after XX number of years in education.

People are looking for that simple direction and that isn't always there. Are administrators vulnerable with each other and then show their staff that vulnerable is okay and learning to navigate those hard lines needs collaboration to move forward.

Nobody is coming to save you (quote);

Can we get our staffs to agree on "I don't know" and looking for solutions collectively and collaboratively that fit with the premise of our own building(s). What are our values around this? Teachers shy away from it because they don't know how to do it.

Do an Ed Camp idea with your staff - maybe that's a way to start - it's okay to be all over the map when you start, but spend the time to bring the information back into something that makes sense for you/your school. What is the evidence you are looking for to come up with the answers you are looking for?

How do you get teachers to internalize the change rather than externalize their failures? Use different voices (students, technology). Having a different perspective - ask the kids, ask other sources - things the teachers haven't thought of. Bring in focus groups - a good cross section of the student population. Need that broad perspective.

How do we define a staff member that has bought in/agent of change. Does it shift their practice? Is there consistency to what they have incorporated? Compliance but not necessarily buy-in. Is there ownership there? Does the staff truly want this? Do they own it?

Modeling it is important. eg) Math Talks @ Elementary - teachers didn't understand what they were supposed to talk about, so Admin went in and modelled it.

How to create that desire to change? How to create the desire to WANT to change? Is your school telling a story that people want to be a part of?

Is it easy for teachers to lose perspective on why they are there? They are so busy, they feel they are in survival mode - how to re-invigorate them? Creating space for discussion - to reflect and talk about that. Teachers share their stories.

Are teachers truly a life-long learner? We are supposed to be - so if someone is not, how do we get them to see that? Instructional coaching model should show that - we video tape our PGP sessions and critique our own questioning techniques. Conversations in instructional coaching - questions like - why did you get into teaching? Who was it you wanted to be as a teacher? Are you that person? Do you feel like you are living that? Do your students see you as that person?

Pic of an inukshuk - leave the top empty - write down traits/qualities of someone who inspired you; reflect on that; write their name at the top of the inukshuk. Did it as a PD, but it was an individual exercise.

What are some universal best practices that we all should be doing.

On a walk through most of the questions we ask is from a student rather than the teacher - a different source of information.

It's the structure that I find challenging to work in when it comes to collaboration and helping teachers change practice
