

LEARNING FAIR 2014



Hastings and Prince Edward District School Board

“Learning Together is Our Work”—Reaching Every Student: Precision, Personalization, Professional Learning

Opening Messages & Objectives

- **LEARNING TOGETHER IS OUR WORK**—mobilize promising practices regarding collaborative teaching and learning, instruction, assessment, and supportive conditions for learning
- Utilize a **LEARNING ORIENTED** improvement process that is open and inquiry-based
- Approach challenges and learning with a **GROWTH MINDSET**; promote a **CULTURE OF COLLECTIVE RESPONSIBILITY** for ensuring our students reach high levels of achievement.
- Model the use of **MULTIPLE SOURCES OF EVIDENCE** to inform decisions
- Investigate personalization and precision through **ASSESSMENT FOR LEARNING**
- Provide input and establishing future direction for 2015 Board Improvement Plan for Student Achievement (BIPSA) that is anchored in our Achievement in Motion for Student Success system plan (AiM)

* * * * *



Connecting to our AiM System Plan

Mandy Savery-Whiteway,
Director of Education, HPEDSB

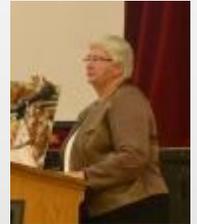


Director Mandy Savery-Whiteway referenced the Achievement in Motion (AiM) system plan, that serves as a framework for Success for Each Student, Employee Excellence and Community Connections.

Director Savery-Whiteway indicated that as leaders and learners, the Learning Fair allows the opportunity to kindle our collective fire to improve student learning K-12. Approaching our work as a learning organization and with a growth mindset is foundational to our work together. “We are neurosculptors, neuro meaning something to do with the brain, a sculptor molds, shapes or carves things. You shape your brain and make it bigger by learning something new. We can all learn and make stronger connections in our brain”.

Welcome Ministry of Education Guest Speakers

Mary Jean Gallagher
Assistant Deputy Minister,
Student Achievement Division



Mary Jean thanked participants for their ongoing work to ensure that our students succeed and graduate. She noted the importance of continued professional learning together K-12. Leadership from everyone is needed to hold high expectations for ourselves and ensure students have high expectations of themselves.



Rob Andrews *Director, Student Success/ Learning to 18 Branch*

Rob shared his thoughts, alongside research, about the social and personal costs of students not graduating from high school is great. He encouraged us to be ‘agents of HOPE,’ for students and believe that all students can be successful.

SHARING OUR LEARNING

In June, our Curriculum Services team analyzed the BIPSA monitoring responses from all initiatives that took place during the 2013-14 school year. For each unique initiative, all data sources were synthesized into a learning story. The intention of the learning story is to share the journey of the teams involved including why the need emerged, the strategies selected and implemented, impact on educator learning and student learning, lessons learned and next steps.

For the learning fair, these documents were transformed into posters that set up a gallery walk for the participants. The goal was to engage in a facilitated, learning-oriented, inquiry-based conversation about professional learning and student learning in order to mobilize promising practices regarding collaborative teaching and learning, instruction, assessment, and supportive conditions for learning. To view the Learning Stories click on Learning Fair 2014 at:

<http://www.hpedsb.on.ca/ec/services/cst/>



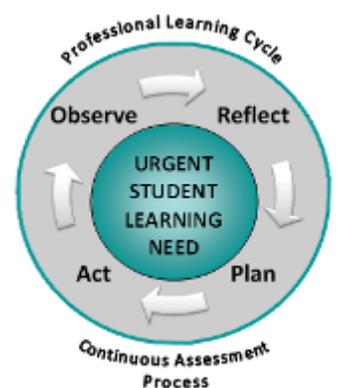
Themes from the discussion notes at each poster included:

- ◆ **ASSESSMENT:** including assessment for learning, using multiple sources of evidence, and monitoring student learning
- ◆ **EDUCATOR KNOWLEDGE:** need to share strategies that work, build knowledge of assessment tools and content-specific skills and knowledge.
- ◆ **PROFESSIONAL LEARNING:** need to continue opportunities for educators to learn together (networked and/or cross-panel), provides time for reflection, principal involvement is important.

To consolidate the morning's learning, participants in their table groups were invited to reflect on the conversations they participated in during the gallery walk using the professional learning cycle as a framework for the discussion.

Themes that emerged from the conversations across all tables included:

- ◆ Collaborative professional learning is grounded in relationships, trust, risk taking, and a growth mindset
- ◆ Collaborative professional learning needs to continue, differentiated by form & focus, and with supports such as learning partners, coaches and coordinators, to build knowledge, capacity and confidence and address student learning needs
- ◆ There is overall wondering about qualitative and quantitative evidence that will show impact of professional learning on student achievement
- ◆ There is an absolute focus on wanting to learn more about mathematics – from curriculum content knowledge (continuum of skills), to instructional approaches to inform next steps and assessment practices and tools
- ◆ There is wondering about the potential of technology to impact learning for all
- ◆ Learning skills and work habits, including self-regulation and perseverance, should be taught and integrated with curriculum



COLLABORATIVE INQUIRY CONTINUUM SELF-EVALUATION

Prior to lunch, each participant was invited to reflect upon Collaborative Inquiry in our system and place a sticker to indicate their evaluation of each area on the continuum. The highlighted areas reflect where the majority of the stickers were located.

Collaborative Inquiry Continuum				
Professional Learning Cycle				
When meeting as a learning team, our work together ...				
CRITERIA	BEGINNING	DEVELOPING	INTEGRATING	SUSTAINING
PLAN	Includes analysis and interpretation of perceptual data (e.g., student interests) and school and classroom level data/evidence (e.g., pass rates, student work), resulting in identification of a general area of student learning need (e.g., literacy skills)	Includes analysis and interpretation of perceptual data (e.g., student interests) and school and classroom level data/evidence (e.g., pre-tests, student work), resulting in identification of a general area of student learning need (e.g., communication)	Includes analysis and interpretation of perceptual data, relevant school and classroom level data/evidence including formative (e.g., pre-tests, analysis of student work) and summative assessments to identify a focused student learning need (e.g., speaking)	Includes analysis and interpretation of a variety of relevant and current school and classroom level data/evidence resulting in a precisely focused student learning need(s) (e.g., using talk to explain thinking)
Determining Educator Learning	Involves learning that relates more to individual teacher focus/interest than to the identified student learning need or the work of the team (e.g., using iPods)	Involves learning that is somewhat related to student learning needs and supports the goals of the team (e.g., improved grade 9 Applied Math scores) (e.g., read an article on changing adolescent communication and explore implications for practice)	Involves learning instructional knowledge and skills that relate directly to student learning needs and that support the goals of the team (e.g., investigate Think, Literacy strategies on speaking)	Involves learning instructional knowledge and skills that relate directly to student learning needs, support the goals of the team and are specific to the strengths and readiness of each teacher on the team (e.g. investigate prompts to improve speaking)
Designing Instruction	Includes the selection of a number of teaching/learning strategies aimed at addressing student learning need(s)	Identifies specific aspects of instructional practice (e.g., ways to provide descriptive feedback) to implement in order to address student learning need(s)	articulates what the specific aspects of instruction will look like and how they address identified learning needs; plans for feedback to assess instructional impact and student learning	articulates what the change in practice will look like and how it addresses identified learning needs; plans for feedback to assess instructional impact and student learning
ACT	Transfers to practice involves few adjustments to classroom practice based on assessment and student feedback	Involves some adjustments to classroom practice as well as gathering of some assessment and student feedback	Involves some adjustments to classroom practice in response to assessment and student feedback	Involves regular adjustments to, and differentiation of instruction in response to ongoing assessment and student feedback
Professional Learning - Building a collective understanding of the instructional approach	involves sharing ideas, experiences and opinions around timelines, curriculum content, coverage and student conduct	involves sharing examples of instructional practice such as exchanging effective instructional strategies and resources	involves joint work such as co-planning, co-assessing and sharing examples of effective instructional practice	Involves joint work that includes co-planning, co-assessing and co-teaching, coaching and peer observation
OBSERVE	Monitoring student work and addressing instructional issues	involves discussion about aspects of instruction that were implemented to address student needs and student response to the instruction	includes sharing and discussion of student work and instructional practice that relate to the aspect of instruction implemented to address student needs	includes collaborative analysis of student work/feedback and each other's practice to identify instructional issues and possible adjustments/solutions
REFLECT	Reflection on student and educator learning	determines next steps in terms of how well the new aspect of instruction was applied	determines next steps for student and educator learning based on an analysis of evidence that illustrates the extent to which the targeted needs were met	determines next steps for student and educator learning based on student results and an analysis of the effectiveness and relevance of the tasks, tools and strategies used to address the targeted learning needs

Collaborative Inquiry Continuum – Supporting Conditions				
When meeting as a learning team, our work together is focused on student learning needs and ...				
CRITERIA	BEGINNING	DEVELOPING	INTEGRATING	SUSTAINING
Facilitated	is guided by all members of the team; involves a few logistical protocols (e.g., agenda, meeting schedule)	is guided by a facilitator who works with the team to establish protocols for ways of working together that are comfortable and productive	is guided by a facilitator who works with the team to establish protocols and strategies that are responsive to team needs	is guided by a facilitator who shares responsibilities with the team to support or refine protocols, processes and strategies in response to team needs
Facilitative	involves congenial sharing of activities/strategies and anecdotes with little scrutiny as to 'what works' and minimal evidence of each other's instructional work	involves a collective exchange and discussion of aspects of practice that illustrate respect for each other's work and some questioning about 'what works'	involves a developing sense of mutual trust that implies collective discussion and scrutiny of instructional practice, in terms of addressing student learning needs, by eliciting ideas, feedback and questions from all team members	involves group norms of openness and trust that enables all members to share and question existing practices, thinking and beliefs in order to address student learning needs and the impact of instructional actions
Shared	addresses a variety of unrelated goals for student achievement and engagement	addresses identified student learning needs which relate to some of the department/division or school goals for student engagement/achievement	addresses identified student learning needs and connects to the student engagement/achievement goals that are also evident in the department/division or school	addresses identified student learning needs and connects to the student engagement/achievement goals that are also evident in the department/division, school and board
Supported by	is supported by formal leaders providing opportunities for learning teams to meet regularly	is supported by formal and informal leaders assisting learning teams with logistics and access to data, expertise and resources	is supported by formal and informal leaders working together to respond to student and educator learning needs identified by the team	is supported by formal and informal leaders sharing leadership with the team and participating as co-learners in order to address targeted student and educator learning needs

NEXT STEPS:

- ◆ To move to 'sustaining' in the area of the **Professional Learning Cycle**, we need to consider how we can use school and classroom level evidence to determine more precise student learning needs.
- ◆ Clear articulation of what the change in practice will look like along with making regular adjustments to instruction in response to student feedback are also important next steps.
- ◆ Reflection needs to determine next steps for both student and educator learning based on an analysis of student results and the effectiveness of the task, tools and strategies used.

The continuum can be accessed at: <http://edugains.ca/newsite/plc/index.html>

* * * * *

STUDENT VOICE

LEARNING FAIR 2013
Headings and Prince Edward District School Board
"Learning Together is Our Work" Student Voice Insert

Students learn quickly. Of 15 were invited to submit their views as part of this year's learning fair. During each of the learning fair days, students participated in a 30-min flip on a 30-min cycle about to share their thoughts on what all of us engaged, learning and well-being. Student responses to each of the questions have both significant answers at the bottom of the bottom of each page.

All the activities of the student activities, small groups and one-on-one with students to provide their views to the larger group and then they joined their call and follow to discuss how the views might impact on the 2014-2015. Participants agreed that student input was critical to the success of establishing a learning fair to the school.

What does it look like when I'm engaged in my learning?

- listening
- participating
- asking
- sharing
- working
- explaining
- asking questions
- asking for help
- asking to be heard

What do I see each other doing together in my learning?

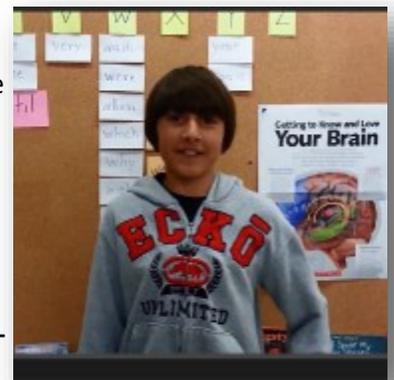
- listening
- participating
- asking
- sharing
- working
- explaining
- asking questions
- asking for help
- asking to be heard

What does student well-being mean to you?

- being happy and smiling
- learning
- being confident
- being able to help others

Headings & Prince Edward DSB, District Learning Team, 2013

A vital component to the learning fair is bringing student voice to the table. This year, although students were not physically present, we heard student voice through two formats. The first was a review of the comments from the students who attended last year's learning fair in the Learning Fair 2013, Student Voice insert. Students told us: **lessons need to be engaging, the classroom environment is important (e.g., safe, orderly, free from distractions), technology helps engagement, be someone they can trust and who cares and finally, use humour, having fun matters.**



Student voice was also shared through a video featuring our students sharing their responses to the question, "What do you want your teacher to know about you as a learner?". The responses ranged from appreciating different learning styles and providing time to think, to using manipulatives to help build understanding. As we heard from one young learner, when you learn, "your brain grows, you get smarter."

RECOMMENDATIONS FOR REFINEMENTS TO OUR BIPSA 2015

Instruction

- Personalized to meet student needs and work towards mastery of skills
- Use of evidence-based strategies (e.g., gradual release of responsibility, questioning, talk moves)
- Define a comprehensive numeracy program
- Use of an integrated and relevant approach to teaching and learning

Assessment

- Focus on assessment for learning (e.g., assessment informing instructional next steps)
- Incorporate the use of assessment as learning (e.g., peer and self-assessment, meta-cognition)
- Use multiple sources of evidence to assess student learning (e.g., observations, conversations and products)

Conditions for Learning

- Promoting risk-taking and positive mindsets towards learning
- Classroom and school environments that are safe, secure and inclusive
- High expectations, belief that students can do challenging tasks, focus on mastery of skills

Content-Area Knowledge Building

- Promote teacher to teacher sharing and mentoring of best practice to build knowledge
- Develop a deeper understanding of the curriculum, define big ideas and critical components and support cross-strand connections
- Support learning through purposeful use of manipulatives, resources, and technology



Participant Feedback on the Learning Fair

Overall Impact of the Day

Over three-quarters of participants indicated that there was a strong impact on:

Promote a culture of collective responsibility of our students reach high levels of achievement.

Create a learning-oriented organizational improvement process by modeling an open, inquiry-based, growth-mindset approach to learning.

Over half of the participants indicated that there was a strong impact on:

Mobilize promising practices regarding collaborative teaching and learning, instruction, assessment, and supportive conditions for learning.

Model the use of multiple sources of (e.g., conversations, observations and products) to inform decisions.

Deepen professional knowledge about personalization and precision as these relate to assessment for learning.

Many individual comments indicated that learning in cross-panel teams added value to the day.

Personal Impact

Three-quarters of participants indicated that there was a strong personal impact in:

Seeing myself as connected to the system and a contributor to the BIPSA.

My understanding of the variety of processes used to facilitate professional collaborative learning.

Over half of participants indicated that there was a strong personal impact in:

My understanding of how to use multiple sources of evidence to inform decisions.

My knowledge about assessment for learning.