**Professional Learning Record due: April 24, 2021**

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Part of your development as a professional is to engage in learning beyond your coursework and your CSL/practicum experiences. One of the ***Standards of Practice*** is the “*Commitment to Ongoing Professional Learning*”. After attending a professional learning community session at the Faculty or in your schools and the community, take a moment to reflect on the learning that took place.

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| **Date** | **Title** | **Location/Presenter** | **Description\*** | **Learning: Key points** |
| September 29, 2020 | Federation Day: Presentation by Ontario Teachers Federation (OTF) | Lindy Amato and Parker Robinson via Zoom | A welcome meeting into the Ontario Teachers Federation (OTF). [www.otffeo.on.ca](http://www.otffeo.on.ca)  The Ontario Teachers’ Federation (OTF) represents approximately 160,000 teachers in Ontario’s publicly funded schools.  It is the unifying voice safeguarding their profession, pensions and public education.  All teachers in publicly funded schools belong to OTF and to one of four teacher federations, all of which are OTF Affiliates.  As teacher candidates, you are associate members of the Federation.  Come and learn what this special status means to you – what outstanding services and resources OTF offers you as an associate member and what your legal and ethical responsibilities are. | President: Parker Robinson  OFT Advocates and defends education in ON.  -Made up of 4 teacher affliates. Aefo, OECT, ETFO, OSSTF. Which affiliate you are in depends on who hires you.  Role: To provide accurate and relevant information for education throughout the year.  OSSTF TELC (Teacher Education Liaison Committee) rep: Duane Faris [duane.faris@d25.osstf.ca](mailto:duane.faris@d25.osstf.ca)  Resources: All available through OFT website  Teachers Gateway to Special Education: Special needs help. What is, what to do [www.teachspeced.ca](http://www.teachspeced.ca)  OFT Curriculum Forum (Connect with other teachers) [www.otffeo.on.ca](http://www.otffeo.on.ca)  Survive and Thrive (Teacher Wellbeing, Classroom management, etc). [www.survivethrive.com](http://www.survivethrive.com)  Anti-Bullying [www.safeschool.on.ca](http://www.safeschool.on.ca)  Parent Engagement [www.parentengagement.ca](http://www.parentengagement.ca)  OTF Connects (Free Series of webinars) ***there will be one on mathematics!*** All are recorded!  Financial Literacy resources [www.otffeo.on.ca/en/learning/otf-connects/](http://www.otffeo.on.ca/en/learning/otf-connects/)  *Ed*vantage – discounts and perks!  Expected of me:  To stay informed!  You have responsibility to your students (maintain professional confidence, management, awareness of student’s wellbeing at all times, and confidentiality), public, other educational authorities and stakeholders, school boards, federation (cooperate with the federation/promote welfare), and fellow colleagues(Should not intervene with another colleague in their classroom unless it is warranted[1 on 1] and if you do report someone (ex: grabbing a student), they must know within 72 hrs[exceptions: sexual abuse] YOU DON’T KNOW THE CONTEXT).  “Teachers teach someone something, in that order.” -Samuel M Natale |
| Sept 29,2020 | Federation day: Workshop by ETFO on “Professional Boundaries” | Phyllis Hession-White: Zoom | To talk about professional boundaries and what some of your rights and responsibilities are being teachers and as members of the federation. | EFTO – a union of professionals. 76 unions across ON. Equity seeking organization.  Online resource for Occasional Teachers; [www.etfo-ots.ca](http://www.etfo-ots.ca)  EFTO Publications: shopETFO @www.etfo.ca  Professional Relations Services (PRS) provides workshops to educate members about rights and responsibilities and protects members’ rights when a professional problem or crisis arises (ex: difficulties with students, staff, or admin. Performance appraisal, Human rights, College of Teachers complaints, Criminal allegations) (call 1-888-838-3836 if you have difficulties and need to talk to someone in confidence)  Must respect professional Boundaries on-duty and off-duty. It set limits on how, what, and when you communicate (not sending emails at 1am), how you behave/appear (dress, talk), how you manage student comments and behaviour, and the purpose of your communication/interaction.  Duty to report: we have the duty to report to the CAS (childrens aid society) where a child is in need of protection. Call before you act. Must make it before the child goes home. This includes suspicion of physical emotional and   * Your decision to report will be protected by CYSA   If a student is trying to add you on social media, make it clear that you cannot be their friend because you are a teacher. It may be a good idea to contact the parents and to let them know that this is happening. “Grooming” |
| Oct 1 | Population Connection: Hands-on Activities for People and the Planet | Population Education : Zoom  Pete Bailey [pbailey@popconnect.org](mailto:pbailey@popconnect.org)  Carol Bliese [cbliese@popconnect.org](mailto:cbliese@popconnect.org) | Join [Population Education](https://populationeducation.org/) for a 60-minute webinar focused on engaging, interdisciplinary lesson plans for grades K-8. Lessons are cross-curricular and classroom ready. Topics include community engagement, citizenship, resource use, sustainability, global trade, decision making, and more. Population Education’s curricula prepares the next generation for responsible global citizenship by encouraging students to analyze real-world data, think critically, and problem solve, all while meeting Ontario Curriculum standards. All participants will receive:  • Access to Teaching Population - Population Education’s online curriculum library containing over 45 lesson plans, background readings, and case studies, all aligned to state and national standards  • Access to a google drive filled with lesson plans and tools newly adapted for distance learning  • Practical knowledge on engaging ways to teach global issues | To help provide resources and activities for teacher when trying to teach “Population Topics”. Environmental and Societal.  -World Population history video. Worldpopulationhistory.org You can see what was happening at that time, who was living there, what was invented, etc.  Earth: The Apple of Our Eye. Grade 3-5   * Demonstration of the limited farmland * Use an apple as a model of earth. 2 apple. 1 to stay as a reference point. Cut up the other apple to find the arable land. Land we can grow food on. Cut into 4. Take 3 and set them aside to represent the water on our planet! So, ¼ of the apple is earth’s land. Cut that fourth in half to represent In-haspitable land (can’t grow food). That left-over slice represents where we CAN grow food. BUT we don’t use it all because we need somewhere to live, habitats, etc. Cut the 8th into 4 pieces. Remove 3 pieces and that represents the bits we can use, but we don’t. We are left with 1/32. Peel off the skin because we don’t grow food in the core, but on the topsoil. So, we are left with just the skin to grow our food. Compare to our “2nd” earth. * Earth cookie: use with k-2. * Earth: The apple of our eye secondary. Considers the diets around the world.   Population Pyramids. (Power of the Pyramids) Student worksheets to calculate the population pyramids for different countries.  Who Polluted the Potomac (Pooh-to-mick): Potomac river, the river Washington DC was built on. Change the river to make it more relevant. An interactive story.   * As you read the story, the students who are playing the character go up and pour their container into the water bowl.   Who polluted the River? : Lower reading level. For K-2. |
| Oct 13, 2020 | OCT Presentation and Principal Panel | Nicole van Woudenberg (OCT Chair), Steph anne Horace, Lise Dufour (External relations), Zoom | We’re looking forward to meeting you all virtually on October 13th. In advance of the session, we’d like to provide a basic introduction to the College by sending you on a “scavenger hunt” through our [web site](https://www.oct.ca/). You’ll find all of the information you’ll need to complete the hunt and it shouldn’t take more than 15 minutes for you to complete. You can access the hunt questions [here](https://oct.ca1.qualtrics.com/jfe/form/SV_bfrW6mbPe13ORHT). There is also space in the form for you to include specific questions that you’d like us to address when we meet. Good luck and have fun! | What the OCT is responsible for:   * Certifying teachers * Resolving complaints * Accrediting teacher education programs * Setting the ethical and practice standards   Spelling bee marble jar.  There is a public registry on the website that provides information on **all** certified teachers.  Ethical Standards: care, integrity, trust, respect  Standards of practice: A cycle of learning and applying   * Commitment to students and student learning * Ongoing professional learning * Professional practice * Leadership in learning communities * Professional Knowledge |
| Oct 13,2020 | Principal Presentation | Jeremy Nowiski OCDSB, Sean Kelly | What schools are looking like currently. (in Covid) | Be prepared to wear a mask, a shield, gloves, sometimes a gown, and safety glasses.  Contact tracing. QR codes, where students are sitting, what bathrooms they are using…  Focus on what you can control. The environment that the school provides. Safe and respectful environment.  Know the environment of your school. Do your research.  80% of our jobs is creating relationships with students, parents, and colleagues.  Reasource: Fair and Square, Peter Stratford  Everyone who enters the school will receive necessary PPE. |
| Nov 10, 2020 | Restorative Practice/ Relational Pedagogy | Shari Orders, University of Ottawa | This workshop will look at strategies and teaching approaches to develop appropriate learning relationships in the classroom. | Brene Brown – Empathy   * Empathy: drives connection, “feeling with people”, do not always need to respond. Good to just be there and listen. * Sympathy: drives disconnection, “At least” |
| January 12, 2021 | CCLA | Talayeh Shomali, CCLA’s Manager | Canadian Civil Liberties Association looking at a variety of issues and challenges that affect today’s inclusive classrooms. | - Not for profit  - Protect and promote fundamental human rights through research + public ed., law reform, advocacy, litigation.  - Quebec’s Bill-21: Can no longer wear any visible signs of religion. Is it fair?  - Freedom of Expression includes non-verbal  - Got Land – Thank an Indian shirt. Teaching moment.  - Everyone in Canada gets fundamental rights in Theory.  - Reasonable Limits: Ex: Hate speech. Section 1 from the Canadian charter of rights and freedoms. Guarantees the rights and freedoms set out in it subject only to such reasonable limits prescribed by law.  - The acorn Test/ the Oaks test: How do we decide if a rule is reasonable? 1. What is the purpose of the limit? 2. Does the limit work? 3. What else does the limit do?  - Resource: That’s Not Fair |
| January 12, 2021 | EQAO- Education Quality and Accountability Office | Tiffany Mountenay, Lindsay, Educational officer | This presentation will focus on the following learning outcomes.  *-Understand the role of large- scale assessment in Ontario*  *-Understand how educators use data to surface strengths and needs of learners*  *-Understand the Modernizing of EQAOs assessments*  *-Be introduced to resources to help them feel prepared for the Mathematics Proficiency Test* | Priorities for professional development: student observation, assessment, and evaluation,   * Large-Scale assessment compared to classroom assessment.   Diagram, table  Description automatically generated  Types of Data: Attitudinal (student’s attitudes affect their success. Journals, class circles, chat, surveys, ask questions), contextual (Parent conference, OSR, IEP, Student voice), achievement (Assessment for, as, of learning) |
| Jan 19, 2021 | ELL | Jennifer Glass, Monika Bural, Zheng Xu | -Learning about ESL students, their challenges and needs.  How to integrate the classroom better.  Who constitutes and ESL student. | -2 programs: ELD (New commers with gaps in their first language. Learning how to read and learning English), ESL (born in Canada or newcomers)  -determining starting points:  -knowing the learner  -building on strengths  -adapting program based on ongoing assessment |
| Jan 26, 2021 | Every teacher is a Language Teacher | Natascia Petringa | -making science accessible to ELL | -takes a long time to learn uncommon English words, especially for curriculum specific classes (sci, math, etc)  -teaching science *language* as well as science *content*  -and ELL is not a student with ‘exceptionalities’  -prefixes and suffixes help students to understand  -explaining/scaffolding does not ‘dumb down’  -use images, introduce key vocab, keep ppt slide simple,… a lot of this info is standard ESL pedagogy as a reminder in science  \*\*\*vocab maxes out at THREE in science!!!  -how to teach note-taking/highlighting skills  -games, fun worksheets, pairwork,  -speaking other languages is fine/good/useful |
| Jan 26, 2021 | An Extensive Reading approach to Language Learning | Chuan (Richard) Liu | Learning language through reading | -language is innately learned by children to some extent  -massive exposure is needed for learning  -grammar is not terribly useful, will come naturally  -study vs. fluency study is what they do in school, but fluency is what they do in day-to-day, but a com |
| Jan 26, 2020 | Boom or Bust? Phonics Instruction | Shyam Patel |  | -not everything is phonetic, does not support comprehension, even if can read it  -phonics needs a lot of stand-alone time for specific instruction  -phonics needs to be paired with writing as well as speaking  -Needs to be done daily, repeatedly |
| Jan 27, 2021 | New Math Curriculum: Ministry of Education Workshop. | Alison Macaulty,  Maude | Overview of the Grade 1-8 elementary math curriculum as well as resources that have been developed to support educators. | - Resources; [High-Impact Instructional Practices in Mathematics (gov.on.ca)](http://www.edu.gov.on.ca/eng/teachers/high-impact-instruction-math.pdf) , [Curriculum and Resources (gov.on.ca)](https://www.dcp.edu.gov.on.ca/en/learning/long-range-plans) , [Growing Success: The Mathematics Addendum, Grades 1 to 8, 2020 (gov.on.ca)](http://www.edu.gov.on.ca/eng/policyfunding/mathematics-addendum-grades-1to8.html) , [Policy/Program Memorandum No. 160, “Protected Time for Daily Mathematics Instruction, Grades 1 to 8” (gov.on.ca)](http://www.edu.gov.on.ca/extra/eng/ppm/ppm160.pdf) , [Yes, I can! (gov.on.ca)](http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/math-classroom2018.pdf)  -students develop social-emotional learning skills and use math processes across the math curriculum to make connections,  -Math curriculum website <https://www.dcp.edu.gov.on.ca/en/curriculum/elementary-mathematics>  - |
| February 9, 2021 | Mental Health and Well-Being | Zoom – Myra Stephen | Supporting student, staff and parent mental health and well-being. Sessions will highlight existing resources to support mental health and well-being, such as School Mental Health Ontario and other resources for educators to use to support parents and students. Supporting resource: <https://smho-smso.ca/> | -Aligned and Integrated Model (AIM)  -https://thunderbirdpf.org/first-nations-mental-wellness-continuum-framework/  -We are not mental health professionals! We can observe but not diagnose.  -Self-care!  -Document! Document everything. Academic concerns or mental health.  <http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/cbs_thirdteacher.pdf>  <https://www.psychiatry.org/news-room/apa-blogs/apa-blog/2017/10/racism-and-mental-health>  http://www.edu.gov.on.ca/eng/policyfunding/equity.pdf <http://www.edu.gov.on.ca/extra/eng/ppm/119.pdf>  <http://www.edu.gov.on.ca/eng/document/policy/cps/> |
| March 2, 2021 | Bias-Free Progressive Discipline Approach | Zoom – Kevin King | Building and sustaining a positive school climate by using a while school approach. | -Males, Black students, Indigenous students and students receiving special ed programs and services are over-represented in suspension data. They often have multiple intersectionalities.  -the high number of student suspended for ‘other and code of conduct, board and school policy’, means that the board does not have data on student behaviour.  -Safe and Healthy Learning Environment (on ministry of ed website)  -Innappropriate behaviour is often a student’s way of responding to something in the environment. It may be an attempt to communicate a need, rather than a deliberately aggressive or purposefully negative act. Behaviour can be understood differently when viewed from different perspectives and when the context in which it occurs is taken into account.  -behaviours occurs in a context. Is learned. Serves as a function for the individual. Can be changed over time.  -Understand bias and Barriers.  -A bias-free approach is one that respects all people and groups, and helps build and foster a positive, safe, accepting, and respectful school culture and climate, and helps students and their families, school staff, and other members of the school community.  -mindset: know yourself, know the students, know the requirements, plan effectively.  -Proactive, active, and respond and reflect. |
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\*The description may be copied from the outline in the posting for this event.