

TEACHING & LEARNING

Snapshots 2014 - 2015



tdsb

Toronto District School Board

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Indigenizing the Social Studies curriculum

For the second year in a row, the Aboriginal Education Centre has offered a half day professional learning opportunity to teachers of Social Studies and History. Offered in three sessions throughout the winter, teachers are able to sign up for a workshop based on their division. Along with an exploration of a timeline of colonization, each participant is given books to take away, along with a resource kit to support the implementation of an indigenized social studies curriculum.



Student art work

First Nations, Métis and Inuit Secondary Pilot Project



First Nations, Métis & Inuit Resources

Since 2013, Aboriginal students from across the Toronto District School Board have been able to work towards achieving gr. 9 and gr. 10 credits in a decolonized and indigenized setting at the Brockton Learning Centre. Coordinated by the Aboriginal Education Centre, the First Nations, Métis and Inuit Secondary Pilot Project places an emphasis on experiential learning for students, and seeks to provide a holistic experience of education. Working with community Elders and Native Child and Family Services, students and their families receive a variety of cultural supports and teachings throughout the duration of the program.

Aboriginal People, Identity and Education Combined Credit Course

This year marks the fifth anniversary of the partnership between the Aboriginal Education Centre and York University to offer the Aboriginal People, Identity and Education Combined Credit course to senior level TDSB students. This course enables students to earn either a grade 11 or 12 high school credit, as well as a York University credit simultaneously. Capped at 20 students, both Aboriginal and non-Aboriginal students participate with their York tuition paid for. Dr. Susan Dion teaches the York credit, and the high school component is taught by an AEC staff member.

First Nations, Métis and Inuit Studies PLC

This year teachers of First Nations, Métis and Inuit Studies had the opportunity to attend the Inspire Conference on Indigenous Education, and a variety of other professional learning opportunities including visiting the Woodland Cultural Centre and Mohawk Institute in Brantford, Ontario. Most recently, these teachers attended a full day working at Eastern Commerce exploring the Debwemowin Lodge and receiving traditional teachings from Elder Pauline Shirt, a tour of the art gallery by Dr. Duke Redbird, and teachings on treaties and wampum by Maurice Switzer from the Union of Ontario Indians. The Aboriginal Education Centre looks forward to continuing this PLC next year.

Acknowledging Other Ways of Knowing: Decolonizing and Indigenizing Mathematics

Acknowledging and infusing First Nations, Métis, and Inuit perspectives and ways of knowing is not just for Social Studies, History, and Geography, Canadian and World Studies, English or Literacy curricula. This year has seen a growing interest in how to infuse First Nations, Métis, and Inuit perspectives and ways of knowing in mathematics classrooms. AEC staff, Aboriginal artists and community members presented at a MathEd Forum with the Fields Institute for Research in Mathematical Sciences (University of Toronto) on their experiences, challenges, and opportunities for infusing First Nations, Métis, and Inuit perspectives in mathematics education in an urban context. All MathEd Forum presenters spoke about learning together with students, parents, and communities to transform mathematics for Aboriginal and non-Aboriginal students. AEC staff continues to work with Aboriginal artists and community members to offer students in the First Nations, Métis, and Inuit Secondary Pilot Project experiences of learning and using mathematics in holistic and culturally relevant ways.



Debwemowin Lodge

First Nations, Métis, Inuit Student Work Study Program

The staff and students at Bala Avenue Community School, Eastview Public School, First Nations Junior and Senior School of Toronto, Native Learning Centre East and Portage Trail Community School had the opportunity of working with an SWS teacher (L. Debassige) infusing Aboriginal perspectives in the curriculum.

Each of these schools was involved in the Ontario Ministry of Education's First Nations, Métis, and Inuit Collaborative Inquiry Initiative. The three main goals of the initiative are; to increase achievement and well-being of First Nations, Métis, and Inuit students. Secondly, to increase knowledge, understanding and awareness of First Nations, Métis, and Inuit histories, cultures and perspectives for all staff and students. Lastly, to increase community engagement of First Nations, Métis and Inuit partners.

At each school, teaching and administrative staff established a Collaborative Inquiry Team. The team created an inquiry question that incorporated the Ministry's goals, as well as,

individual school goals. Staff utilized various approaches when designing, implementing and documenting their inquiry.

Bala Avenue Community School's inquiry focused on establishing cross-grade communities to learn about the Seven Sacred Teachings and to develop positive relationships amongst students. Toronto Aboriginal Eco Tours is owned and operated by a parent and community member. Through Toronto Aboriginal Eco Tours, Grade 3 students engaged in an experiential learning opportunity to discover and learn about local habitats and native plants within the Humber River. The whole school will benefit from the addition of medicinal plants within Bala's Outdoor Learning Centre.

Eastview Public School's inquiry concentrated on integrating Science and First Nations, Métis, and Inuit perspectives for all grades. They planned a series of Professional Learning Communities and Professional Development opportunities for staff to increase knowledge and awareness of First Nations, Métis, and Inuit histories, cultures and perspectives.

Speaker Series

This year, the Aboriginal Education Centre hosted four speakers based around the four strands common to every Native Course: Identity, Sovereignty, Relationships and Challenges. These evening events were free and open to the public. Starting in November to mark Aboriginal Education Month, Salish author Lee Maracle spoke on the topic of Identity. Dr. Cyndy Baskin, Mi'kmaw Social Work Professor, addressed Relationships, Reconciliation and Allyship. Mi'kmaw lawyer Dr. Pamela Palmater presented The State of First Nation-Canadian Relations focusing on challenges and opportunities, and Anishnaabe journalist Wab Kinew spoke on Indigenous Sovereignty/Nationhood.

The Aboriginal Youth Entrepreneurship Program

The Ministry of Education has partnered with the [Martin Aboriginal Education Initiative](#) (MAEI) to fund this innovative pilot program for First Nations, Métis and Inuit students in Grades 11 and 12.

Principals and teacher teams from TDSB along with seven other Ontario schools boards took part in training prior to the September 2014 launch of the Aboriginal Youth Entrepreneurship Program. The multi-faceted, highly supported program, is offered in TDSB at Sir Wilfred Laurier C.I. and uses a variety of teaching strategies and supports.

The textbooks for senior college level entrepreneurship courses (grades 11 and 12) have been specifically written for Aboriginal students, and include strong supportive materials for classroom teachers including case studies from Aboriginal role models in the business community. Students participate in a number of hands-on activities in partnership with the business community, and funding is provided so that students can start their own micro-businesses.

Guswenta Alliance Project

A pilot at Iroquois Junior Public School, the Guswenta (Two-Row Wampum) Alliance is based around teaching all the grade 2 and 3 students about treaties, focusing on current implications, benefits and responsibilities. Working with local Anishnaabe/Haudenosaunee artists from the AEC artist roster, as well as partners from Six Nations and local Elders, the students created murals based on their learning to replace outdated and stereotypical images around the school. There will also be an act of repatriation, as the school will be giving two ceremonial items that had been donated to the school back to the community where they belong.

Native Language Programs: Reflection and Review

All teachers involved in teaching the Ojibwe Language and Tradition and Culture met at the Aboriginal Education Centre to strategize and to share best practices.

Language, Tradition and Culture are taught through some innovative strategies which included teaching through the arts. Language comes alive through visual art, music, dance, and drama. Tradition and Culture becomes expressive through the arts, and students learn about their culture and other cultures around the world through story, song and improvisation. Students expand their knowledge and understand by learning about the niizhaaswi mishoomsag, mnookimisag, the seven grandfather or seven grandmother teachings. They learn about the medicine wheel teachings and the Clan system. They participate in big drum and hand drum singing.

Musical instruments are introduced to reinforce rhythm and rhyme. This also helps the students to develop fluency by learning how sounds and voice follow certain patterns.

Teachers were given the opportunity to begin to build their "Teaching Bundle". In the indigenous meaning of bundle we are introduced to the collecting of resources to facilitate your teaching. This may include dictionaries, lexicons, and various print resources that the teachers facilitate their instruction.

One teacher shared a board game that was developed through collaboration with various teachers and teaching styles. "Biskaabiyaang" is the Ojibwe word for "I am returning" to the Ojibwe Language. Through the quest, students are introduced to new vocabulary and play out conjugating the verbs in the seven levels of conjugation. Once a student has mastered the verb conjugations they are rewarded with a "gem" to reward their learning and to reinforce the reward and importance of learning the Ojibwe Language.

Various computer applications for learning Ojibwe were developed and presented by another teacher. Copies of the games were made available to all the Native Language Teachers and the Tradition and Culture Teachers.

Oral tradition continues to be of paramount importance when learning language, Tradition and Culture. Story telling from an authentic point of view and sharing teachings gives the students grounding in their cultural identities.

Through Indigenous knowledge pedagogy students learn to build cultural identity, positive self esteem and a positive self concept. Thanks to all the passionate Native Language Teachers, and Tradition Culture Teachers.

Family of Schools Knowledge Building Series: "Building Relationships – Walk a Mile in Our Moccasins"

As part of the Years of Action, the Toronto District School Board has made a commitment to champion Aboriginal Education and advance achievement. The action to support this commitment is to provide professional learning on advancing Aboriginal Education to 100% of school and central leadership teams. While progress has been made, this work continues in a coordinated manner. The plan to accomplish this, focused on foundational learning for each Family of Schools as well as other departments at the Aboriginal Education Centre. The plan is built upon a three year journey of knowledge building. Staff at the Centre coordinated the scheduling of the professional learning sessions beginning in November focused upon the "true" history of Canada with in depth modules related to Treaties, Residential Schools and the Child Welfare system, Culturally Relevant and Responsive pedagogy and Health and Wellness for Aboriginal children and youth. The model offers a range of knowledge building from foundational to deeper level understanding; approximately 1,600 participants engaged in the 2014-2015 series.



Building Capacity and Inspiring Leadership

The Arts team build leadership capacity in the arts through a wide range of approaches to professional learning, including job-embedded learning, learning modules during and after the school day, facilitation of professional learning communities, sharing of resources, divisional planning meetings, and team teaching. Following is a description of central offerings in dance, drama, visual arts, media arts and interdisciplinary arts.

engageARTS

engageARTS is a job-embedded professional learning program for teachers. Through a partnership with the Ontario Arts Council, the following six schools received an artist in residence this year: Winona Drive Sr PS, Claireville Jr PS, Islington Jr MS, Churchill Heights PS, Finch Avenue PS, and Morrish PS. Each school planned and implemented a 20-day project in collaboration with a dance, drama or visual arts artist and an Instructional Leader.

Through the engageARTS project, teachers expanded their repertoire of differentiated instructional learning strategies to support student learning. Creativity, critical thinking, empathy and visual literacy were key areas of focus.



engageARTS at Claireville P.S.



engageARTS at Morrish P.S.

"Doing drama and being someone else for a while has taught me to think outside of the box."

- Grade 7 student , Winona Drive Sr. P.S.

"The written work that came out of my level 3 students definitely moved them to a level 4. The reflective writing they did about their art used lots of descriptive words and a whole lot of imagination."

- Teacher Sajida Ayyoob, Claireville P.S.

inspireARTS



Inspiring artistic expression at Winona Sr. P.S.

Elementary teachers gathered with Arts Instructional Leaders for full days of experiential learning sessions designed for teachers with little or no experience in the arts. These sessions provided primary, junior and intermediate teachers with scaffolded learning opportunities in dance, drama, visual arts and arts integration. A focus on implementing current assessment practices and lesson/unit design allowed teachers to explore how to use the creative and critical analysis processes as a foundation for building strong arts programs. At the learning sessions, Instructional Leaders modeled lessons based on the Arts Department's Arts Integration units.

"At inspireARTS, I learned hands-on, practical ideas to get my arts program organized! One visual arts strategy that I look forward to trying with my class is the painting, particularly wax resist painting."

- Teacher Participant, Visual Arts J/I session.

Tuesdays at ArtReach

Elementary (Grades K-8)

Over a series of 9 months elementary teachers joined Visual Arts Instructional Leaders once a month to investigate art making processes such as painting, drawing, printmaking, sculpture and mixed media. Teachers learned how to order, manage and use a range of open ended art materials that are essential in all art programs. The approaches made art-making accessible for all and strategies for looking at, talking about and assessing art were integrated through each session.



Tuesdays at ArtReach, Printmaking and Mixed Media

"I couldn't have made it through the year without this support. The ideas gained through the workshop made learning art more fun!"

"It was such an invaluable experience to have these sessions when teachers can share their art projects and learn ideas that can actually be used in the classroom."

- Teacher Participants, Tuesdays at ArtReach

Dance & Drama

Drop-in Series

Elementary (Grades K-8)

Once a month, teachers attended professional learning sessions led by Instructional Leaders and guest artists to investigate dance and drama techniques in a safe and engaging setting. This experiential module supported teachers with techniques and resources to structure dance and drama lessons, approaches to understanding creative and critical processes, and a variety of assessment practices.

Topics included: Starting your Program, Assessment, Elements of Dance, Critical Literacy and Sharing Best Practices.

"This was a wonderful way to learn new things, talk with others and not feel so isolated; made for a great year for me and I always looked forward to the last Tuesday of the month."

- Teacher Participant, Dance & Drama Drop-ins



Teachers apply their new learning in their home classrooms, inviting students to communicate compelling messages through dance, drama and visual arts.

Arts, Creativity and Wellness

On February 13th, 250 secondary Arts teachers attended a full day of professional learning focused on Arts, Mental Health and Well-being at Rosedale Heights and the AGO. The day opened with a panel comprised of artists, educators, a social worker, a scientist and a student. Student performances were also included as part of the morning. Teachers participated in a range of hands-on workshops such as dance, drama, media arts and visual arts which provided knowledge and practical approaches to using the arts to address issues of mental health. At the AGO, teachers viewed and discussed the works of Suzie Lake and Jean Michel Basquiat, with a focus on Arts and Wellness curriculum connections.

"The panel discussion was so amazing, and the workshops rejuvenating. Thank you for a much needed boost."

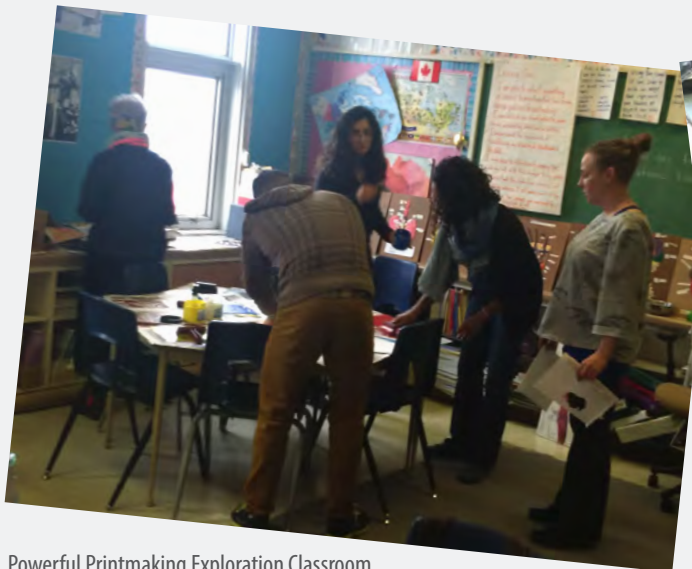
- Teacher, Ursula Franklin Academy



Exploration Classrooms: Teachers Learning From and With Teachers

This year, many teachers opened their doors to colleagues to share best practices and engagement strategies for effective teaching and learning in The Arts. Here is a sampling of the kinds of professional learning that transpired in exploration classrooms:

- Dance and the Language Curriculum (Grades 1-8)
- Drama and Performed Poetry for Grades 7 & 8
- Making Meaning through Dance and Drama in the Junior Grades
- Secondary Dance: Igniting Student Creativity Through Dance: Technique, Improvisation and Composition
- The Arts and Emergent Curriculum (Kindergarten Teachers)
- Visual Arts & Student Engagement (Grades 1 - 8)
- Contemporary Art in Our Classrooms (Grades 7-12)
- Creating with Clay – For Elementary Teachers New to Working with Clay (Primary/Junior)
- Dance & Drama: Primary Drama and Dance on Rotary
- Dance & Drama: Social Justice Through Dance (Grades 4-8)
- Digital Media, Film, and Video (Grades 9-12)
- Le processus créatif: for Primary/Junior Elementary French Immersion Teachers
- Powerful Printmaking (Primary/Junior)
- The Arts and Emergent Curriculum (Kindergarten Teachers)
- Building Character through Comedy and Improvisation, Secondary



Powerful Printmaking Exploration Classroom session at Garden Avenue P.S.



Teachers Observing Students Engaged In Drama

"In preparing to host the Exploration Classroom session for my fellow colleagues, I learned a lot about myself as an arts educator. The dialogue that came out of the day made all of the teachers realise the importance of integrating the arts into all aspects of the curriculum."

– Exploration Classroom Host Teacher

Expanding Arts Opportunities For Students

NAC10 Expressing Aboriginal Culture through the Arts

The Arts department once again worked closely with the Aboriginal Education Centre to support teachers with the implementation of the NAC 10 Expressing Aboriginal Culture through the Arts course. This Grade 9 Native Studies course is taught by Visual Arts teachers.

The Ontario Arts Council and The Art Gallery of Ontario are active partners in this initiative.



Sir Wilfred Laurier Students with Kaha:wi Dance Theatre at the AGO this Spring.

Approximately 900 students enjoyed a full day of learning with Indigenous artists at the Art Gallery of Ontario over the duration of the course. Students viewed art work and performances by Indigenous artists. The number of schools offering this course continues to expand, and we look forward to deepening the learning with teachers, students and community partners in 2015-2016, with the implementation of a revised curriculum for NAC 10.

Arts in Education Co-op Program: Across Experiences

Across Experiences is a unique arts-based co-op program facilitated by the Arts Department in collaboration with the Aboriginal Education Centre and Experiential Learning. Secondary students with an interest in social justice and a passion for the Arts devised original works in dance, drama and film based on the theme of truth. Their creative expressions examine issues of discrimination, internal struggles, personal identity, honesty, and betrayal.



Film Co-op Students Editing Final Work.

The final works, called *Truth. Truth! Truth?*, toured grade 7/8 classrooms in May and June reaching over 2000 students with powerful, artistic messages about personal development and relationships. The program culminated with a student matinee and gala evening performance at Young People's Theatre.

"In my opinion, the arts, like nothing else, provides a container for the complexities of the contemporary, post-colonial realities for Aboriginal and non-Aboriginal people."

– Hannah Fowlie, Social Worker, TDSB.

Drama Strategies for a Positive Class Climate

The ESL and Arts Departments collaborated this year to provide professional learning around drama strategies that build trust and foster positive classroom climate. Teachers taking part in this module developed strategies to enhance their teaching and learning environment and make it safer and more responsive to newcomer students' needs. They explored dramatic games and conventions and engaged with a dramatic text to explore how to approach themes of identity and belonging with their students. Part of the module was spent on an introduction to the collaborative teacher inquiry model, and after developing their own inquiry questions, teachers reported back on their findings. Teachers felt that it was an effective and interesting module which fostered 'whole learning' with both mind and body being engaged in the activities.

ArtsJunktion

ArtsJunktion solicits, collects, and stores materials from hundreds of donor companies and waste recycling organizations. Approximately 5,000 teachers visited the center this year, using the assorted materials for a range of creative projects in their classrooms.

This year marks the 35th anniversary of this unique center. Congratulations and thank you to Eileen Orr for maintaining a vibrant centre that supports creativity and innovation across the TDSB!



Artwork using recycled materials from ArtsJunktion.

Arts Community Partnerships

Over 15,000 students received complimentary or significantly subsidized tickets to attend performances and participate in arts workshops. Some of our arts community partners include: Prologue to the Performing Arts, Young People's Theatre, Theatre Direct, DanceWorks, Studio 180, Roseneath Theatre, Canadian Stage, The National Ballet of Canada, Canadian Contemporary Dance Theatre, Mirvish Productions, Opera Atelier, Canadian Opera Company, Scarborough Film Festival, Art Gallery of Ontario, Gallery 44, Textile Museum, and Harbourfront School Visits.



Performances and workshops are presented by numerous arts partners.



"With your generous support, our school was able to extend itself a bit further and take advantage of the special workshop on Dialect and Acting/ Singing, as well as the historical tour of the theatre, to give our students an enriched arts experience and deepen their understanding and appreciation of the show."

- Teacher, ASE1

Harbourfront Contemporary Craft Project

Through a partnership with the Harbourfront Centre, secondary students were invited to experience hands-on craft techniques and design theory while developing an understanding of and appreciation for contemporary craft. Students worked directly with artists in the Harbourfront studios, learning new practices and techniques in design, ceramics, glass, textiles, and jewelry.

"Working in glass was such an intense learning experience. I have a whole new appreciation for contemporary craft and the thinking and planning that has to go into your art."

- Grade 12 student, Harbourfront Contemporary Craft Project



Textiles Design Workshop at Harbourfront Centre.

Gallery 44: Cameralinks Exhibition

One hundred and twenty Grade 7 and 8 students worked with professional photographers for 5 days to learn about the medium of photography. They used manual SLR cameras to create a series of photos that explored the theme "Here, Now, Today". Students expressed unique perspectives on personal identities within their school community.

The students' final work was included in the exhibition at Gallery 44 - a unique opportunity to exhibit their photographic artwork in a professional gallery.

"I never thought about becoming a photographer but after learning how to use a DSLR with a professional photographer and having my work displayed at a real gallery, I want to explore photography as a career."

- Grade 8 Student, Highland Jr. High School



CameraLinks Exhibition of student photographs from Highland Jr. H.S. and Beverley Heights M.S. at Gallery 44.

tdsbCREATES

Our annual system-wide celebration of dance, drama, media arts and visual arts was a grand success again this year. The festival took place between April 20 and May 11 in schools, communities, galleries, and performing arts venues around the city of Toronto. Students, teachers, and artists came together as a community to create, celebrate, and learn together. Approximately 5,000 students and their teachers, and 120 artists participated in the festival.

tdsbCREATES Dance and Spoken Word

The artistry and talent of TDSB secondary students took the stage at the Toronto Centre for the Arts on May 5 in a final showcase of outstanding dance and spoken word performances. The words, gestures, movements and stories of the students resonated with the entire audience. Between September and May, over 400 students in Grades 9-12 explored their personal connections to the people, places, histories and happenings of their city through dance and spoken word. Beginning with artist-led workshops and school-based challenges, students worked hard to create original compositions in response to the theme. An exceptional roster of professional artists mentored students throughout every step of the process. After an exciting juried performance, 17 outstanding pieces were chosen to participate in the final show.



Student Voice through Dance and Spoken Word.

"Poetry is about my expression, about what is inside of me, coming out."

- student, York Memorial C.I.

"Watching a showcase as grand as tdsbCREATES and witnessing the work of the professional artists who mentored the students is inspiring."

- teacher, tdsbCREATES
Dance and Spoken Word



Sir Wilfrid Laurier C.I. and York Memorial C.I.,
tdsbCREATES Juried performances.



Students from York Memorial C.I. performing at the Toronto Centre for the Arts.

A Celebration of Arts and Creativity for All

This celebration of the arts opened up opportunities for more artist engagement in school communities. The project aimed to inspire students, their families, and teachers to embrace arts and culture as an essential component of a well-rounded education and fulfilling life. The public celebration of student work also acknowledged the important role that artists and teachers play in nurturing creativity and artistic expression.

A Celebration of Our City

The range of creative projects undertaken by students, with the support of artists and teachers, provided a rich range of youth perspectives on life in the city. Public showings of student work allowed us to understand our city, anew, through the eyes of our children, from Kindergarten to Grade 12.

A Celebration of Student Voice

Leading up to, and over the duration of the festival, students and teachers partnered with artists to explore their personal connections to the people, places, histories, and happenings of their city. Students of all ages were encouraged to say something powerful through dance, drama, film, media arts, photography, spoken word, or visual arts.



Student Voice through Art, Grade 7/8 Conference
Harbourfront Centre

Arts Conference for Gr. 7/8

On April 21, 2015 the Arts Department presented a Grade 7/8 Arts Conference at Harbourfront Centre. Thirty schools from across the TDSB participated with 35 teachers and 120 students. Participants rotated through Interdisciplinary Arts, Dance, Drama and Visual Arts experiential workshops with some of Toronto's most recognized dance, drama, and visual arts artists. Harbourfront Centre provided a stimulating environment for the students to explore the theme of Our City Stories.

"I can honestly say it's such a beautiful experience to see my students having the opportunity to participate in cross-curricular and interdisciplinary arts. Most have had limited experience in authentic art making. So to see the students engaged and pushing themselves outside their comfort zone is just exhilarating."

- Teacher, Robert Service Sr P.S.



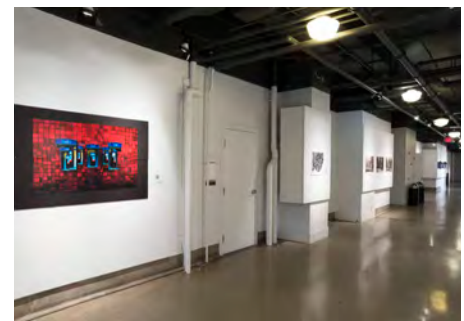
Composing poetry for performance at the Grade 7/8 Arts Conference.

tdsbCREATES Art & Film

Hundreds of art and film students from across the Toronto District School Board were part of the second annual tdsb-CREATES festival, with a showing of their juried artworks at Artscape Youngplace. The exhibition guidelines challenged students to make art and film about their experience of living in Toronto. "I love working collaboratively! Our ideas bounce off of each other when we work like this." - student, Weston CI. Each participating school worked with teachers and a professional artist who inspired and supported the students as they prepared the final work to be exhibited from April 22 to May 10th in the Hallway Galleries at Artscape. Over a hundred people assembled at the opening reception on April 23rd and there was a very enthusiastic response to the diverse art works and films on display.



Students from Weston C.I. Collaborate to Complete their Artwork for the Opening



Exhibition in the Hallway Galleries at Artscape Youngplace.

"This work is about their diverse paths, about the lines and layers of their experience; it highlights the aspects of Toronto that they cherish and it is also about fighting for and standing up to the serious issues that they face each day. Through this project, the students formed an incredible community - a place where they can gather to talk about their lives, express their questions and ideas through materials and become a group that is motivated to voice their truth. The students are kind and courageous - after our studio time together, I leave feeling uplifted and energized by their dedication to the project!"

- Danielle Bleakley, Artist

School-based Celebrations

Many schools celebrated tdsbCREATES with their own special arts activities, performances, and exhibitions. Several classrooms submitted tdsbCREATES documentation of their artistic explorations. Creativity abounds in the TDSB!



"When I began working for the TDSB I realized how important Dance was in education. I also learned the value of teaching movement as a response to text. I related to the Kinesthetic learners in my classroom and explored many ways to teach the curriculum through movement to reach them. Providing more movement and less desk time had an amazing effect on my ability to manage the classroom and inspire students who are often not inspired."

- Teacher, Highland Creek P.S.

Residencies

One hundred and twenty elementary classrooms were partnered with artists in residence during the months of April and May, with all three arts disciplines - dance, drama, and visual arts - represented in each Family of Schools. The residencies focused on rich creative processes which could be extended and expanded upon by the classroom teacher with cross-curricular connections. Teachers and artists enjoyed a full day learning session, facilitated by the Arts department in advance of the project. Together we engaged in creative activities that could be used in the classroom to stimulate creativity, critical thinking, and collaborative art-making across the arts disciplines.

The tdsbCREATES residency program stimulates creativity in students and teachers!

"The students had an amazing time working with the artist. The opportunity for them to explore their identity and connection to the community through the lens of the camera was very powerful."

- Principal Branka Klipa, Bendale P.S.



The heART of the Games: A TDSB Visual Arts Project and Culminating Exhibition

Over 30 schools and approximately 600 students, from Kindergarten to Grade 12, participated in this inquiry-based art project, exploring themes and ideas related to the Toronto 2015 Pan Am/Parapan Am Games. Archival images from the Archives of Ontario, the City of Toronto Archives, and the TDSB archives inspired student research and art-making. Students explored team work, collaboration, and the history and evolution of the games along with the impact of sport on our emotional and physical health. These themes are clearly reflected in the final artworks which clearly reflect the relationship between sport, culture and our communities. The heART of the Games was a very meaningful and successful partnership with the Archives of Ontario, The City of Toronto Archives and the Pan Am/Parapan Am Games. All of the artwork has been reproduced and will be mounted and displayed in the Athletes' Village during the Games. Congratulations to all teachers and students for this remarkable collection of art!



"When we created the Pan AM panels and looked at the pictures from the past, we learned how dedicated the athletes were to their sport. The hard work and dedication we put into our artwork reflects the hard work and dedication of the athletes."

- Grade 5 student, Kennedy P.S.

From four-year-old children through to seniors, Continuing and International Education welcomes 160,000 local and international learners into our programs every year. With more than 400 sites across the city, our programs enable children, adolescents and adults to learn new skills and to connect with their communities. We continue to work with our local and international partners to provide meaningful learning opportunities for all our learners.

Through high quality program delivery and excellent public service, we are dedicated to fulfilling the *Years of Action 2013-17* for all staff and all learners.

Student Achievement and Well-Being Snapshot

- Enhance day school learning through literacy and math programs and high school transition events.
- Re-engage students through expanded and alternate academic programming like night school, summer school and EdVance (for learners ages 18-20, looking to earn their high school diploma to advance their life and career goals).
- Support adults to finish high school through our five adult high schools and night schools.
- Reflect diversity in our programming through initiatives like international languages for elementary and high school students, and English as a Second Language (ESL) for adult learners.
- Engage parents and guardians in workshops to support their children to succeed.

Parent/Guardian and Community Engagement Snapshot

Through responsive programming that serves our learners throughout their lives, Continuing and International Education strengthens relationships with parents, guardians and communities, at home and abroad. In an increasingly connected world, we are bringing the world into our programs, and opening our programs to the world.

This includes:

- Adult ESL classes.
- Programs for international adults.
- Adult General Interest programs.
- Specialized daytime classes for seniors.
- Programs for newcomers.
- Parent/guardian workshops.
- Internal and external collaborations with groups like Focus on Youth, University of Toronto, George Brown and local community centres.
- Partnerships with international organizations to support internationalization and global education.

Supporting Elementary Student Achievement and Well-Being

International Languages and African Heritage Programs

- 32,000 students enrolled in language and heritage programs during the school year and the summer
More than 50 languages were offered at 180 schools
- 13 language and culture camps are running this summer.



Learner in International Languages Elementary & African Heritage Programs.

Literacy and Math Outside the School Day

- 29 schools will open their doors in July for K to 8 summer school, where students will improve their literacy and numeracy skills through locally developed programming that includes focuses like science, technology, fitness and the arts

More than 4400 students attended elementary summer school programs in 2014

- Moving On Up, an orientation program welcoming students entering Grade 9 into high school, is running again in August & early September
 - 61 schools hosted nearly 8800 students for Moving on Up in 2014
 - New in 2014, 11 secondary schools hosted information sessions for 660 new to high school parents/guardians in concurrent programs
- 330 afterschool classes were offered at 90 schools, to provide Grade 7 and 8 students with additional support

in literacy and numeracy

- Assisted 113 elementary schools to host parent/guardian workshops which directly support student success



Elementary summer school student at Westmount JS.

Supporting Secondary Student Achievement and Well-Being

Literacy and Math Outside the School Day

- Literacy and numeracy programs are being offered in many sites across the city, including locally-driven programs
 - 260 students participated in summer literacy and numeracy programs in 2014
- 255 classes were run at 48 schools, during the school year, providing nearly 5300 high school students with additional support in literacy and math.
- Assisted 29 secondary schools to host parent/guardian workshops which directly support student success.

Partnership Programs

We continue to run the following highly successful programs with our partners:

- Senior students of Aboriginal identity earn both a secondary school and a university credit, offered through York University, the Aboriginal Education Centre and Continuing and International Education.
- Aboriginal students and students of African heritage earn a credit through the University of Toronto's Summer Mentorship Program which focuses on health care

Credit Programs

- 14 sites are offering credit courses in summer 2015
- 14,500 high school students attended summer programs in 2014. 10,735 credits were earned in full-credit courses, co-op, remedial courses, literacy and numeracy, and the Grade 9 math transfer credit
- Night school credit courses were offered at 9 sites
 - With more than 8,000 adults and high school students working towards their Ontario Secondary School Diploma
- Students of Portuguese-speaking and of Latino heritage earn a credit in Social Science, that is related to their cultural background, through a Saturday program at Central Technical School. The class includes learning around equity, inclusion and critical thinking

Supporting Adult Learners' Achievement and Well-being

Pilot Projects

The following projects are funded by the Ministry of Education, Adult Education Policy Unit:

- Hybrid Project: to help address the needs of learners in our e-Credit 18+, and Adult 21+, programs with the goal of providing flexible courses, that blend classroom and web-based learning
- Single Parent Initiative: City Adult Learning Centre and Scarborough Centre for Alternative Studies are in their second year piloting a program to support young parents to build the skills to finish high school through tailored bi-weekly workshops on topics like money management, self-advocacy, building confidence and self-esteem, maintaining healthy relationships, finding affordable childcare and dealing with mental health issues. Emery Adult Learning Centre joined this project in 2014-15
- Credit programs for incarcerated adults: in partnership with the Ontario Ministry of Community Safety and Correctional services, developing credit programs for incarcerated adults in the 2015-16 school year

Adult High School

With programs and an environment tailored to support adult learners to achieve their academic and career goals, our five adult high schools continue to grow and thrive.

- 2 adult high schools are running credit programs in the summer this year
- More than 11,820 learners attended our five adult high schools in 2014-15, more than 80 percent were born outside Canada
 - More than 2000 adult and EdVance learners are expected to complete their diplomas in 2014-15
 - More than 3800 learners attended EdVance programs, specifically designed for 18-20-year-olds who are behind in credit accumulation and want to complete their secondary school diploma in a more adult environment
 - New in 2014-15, Emery Adult Learning Centre opened an EdVance program. More than 200 students registered and 30 are expected to graduate this year



Adult high school learner at City Adult Learning Centre (CALC).

Night School

Many adult learners complete their high school diploma at night school. These learners are often raising families and working full time, in addition to attending credit courses at night, for multiple years.



Night school learner Shawna Rugless receiving OSSD, with mother on the phone, from Executive Superintendent Karen Falconer and Central Coordinating Principal Rodrigo Fuentes.

Supporting Internationalization and Global Education

International Education

In an increasingly connected world, supporting student success means bringing the world into our classrooms and opening our schools to the world.

This year we developed an International Certificate program for high school students, to recognize global competencies. It will be piloting at four schools this fall.

International Students K-12

TDSB's OSSD continues to attract students from around the world. In 2015-16, we expect nearly **2000** international students to attend our 26 high schools and elementary schools across the city. International students can join us starting in September or in January each school year. For many international high school students, their TDSB education serves as a pathway to post-secondary education in Canada and abroad. We continue to work with partners overseas to provide meaningful opportunities for local and international learners, and staff, to build global competencies and excel in an interdependent world.

International Adult Learners

As part of our commitment to provide all learners meaningful opportunities for academic and professional development, the TDSB is welcoming more international adult learners into its programmes. This year we initiated conversations with several Canadian post-secondary institutions to establish pathway programs for adult learners and established an online and social media presence with:

TDSBinternational.com

[@TDSB_ConEd_Int](https://www.facebook.com/TDSBinternational)

[facebook.com/TDSBinternational](https://www.facebook.com/TDSBinternational)

Parent/Guardian and Community Engagement

Adult ESL

Gaining proficiency in English is a critical skill for many newcomers and residents in Toronto. More than 20,000 adults benefit from our ESL classes in 75 locations across the city. Through general language training classes, and a host of specialized courses, we serve learners at all levels – from those with little or no formal education to those with post-secondary degrees.

TDSB ESL is pleased to now be able to offer Provincial Language Training Certificates to our current learners who have demonstrated sufficient proof of language in listening, speaking, reading and writing.



ESL learner with her child in Adult ESL Family Class.

Community Programs – Learn4Life

Through Learn4Life, Continuing and International Education offered 1700 general interest and seniors daytime courses to 24,000 adults across the city in the 2014-15 year.

Running fall, winter, spring and summer sessions, Learn4Life's programming offers adults accessible and affordable opportunities to gain skills, explore new hobbies, and engage



Adult General Interest learner in bicycle repair class.



The Digital Media and Design (DMD) team provides multimedia production support to the TDSB. Here are a few highlights from the creative DMD team.



The DMD team created several video productions showcasing TDSB students taking part in STEM activities.

tdsb e-Summer School
Take an online high school course - FREE

Ontario secondary school students & adults can earn high school credits online! TDSB e-Summer School offers dozens of online courses available in July and August sessions.

Courses for Grades 10 - 12

- Civics / Careers (grade 10)
- Computer Studies
- English
- French
- Geography
- History
- Indigenous Studies
- Math
- Ontario Literacy Course
- Science

Why Study Online?

- Taught by our qualified TDSB teachers
- Available online 24/7
- Flexible to fit your schedule
- Free for those eligible for publicly funded education in Ontario

Registration

TDSB students:	March 23, 2015	June 19, 2015
Non-TDSB Students:	April 7, 2015	June 19, 2015

www.tdsb.on.ca/eLearning

e-Summer School poster, one of several graphic designs from the DMD team.

We are COMMITTED to **ACADEMIC SUCCESS & SUPPORTING OUR STUDENTS**

Welcome To The TDSB created by the DMD team is available 15 languages.

ما به موفقیت های علمی و حمایت از دانش آموزان خود متعهد هستیم



Dealing With Child Abuse and Neglect training module produced in the DMD green screen studio.



The new Outdoor Education Schools logo developed by Digital Media and Design.

tdsb DIGITAL MEDIA & DESIGN

COMING SOON! Sherlock Cones geometric math mystery game!

A repository of curricular learning modules, created by the TDSB Digital Media & Design Team and TDSB teachers for classroom use.

Recent Learning Objects

- Aboriginal Studies
- Business
- English
- Geography
- History
- Mathematics
- Science
- Special Learning Needs

Innovative video learning modules created by the DMD team to help support teachers and students in the classroom. The modules are available online on the [DMD website](#). Contact the [DMD](#) team to find out how you can create a custom learning module.

Both mentors and the mentee benefit from sharing experiences - the positive and the challenging.

Mentoring In The TDSB a video promoting the TDSB teacher mentorship program.

OFFERED **ONLINE** IN TWO SESSIONS DURING **JULY** AND **AUGUST**

e-Learning Summer School promotional animation.

Reading Recovery

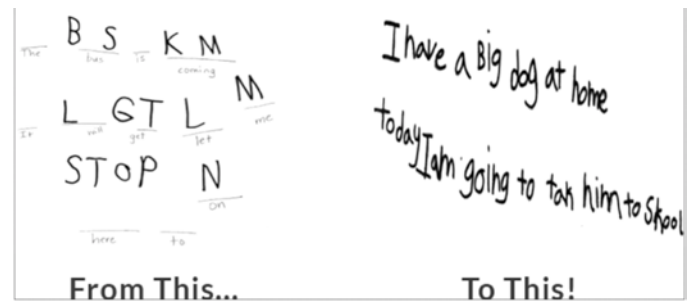
Reducing Reading and Writing Difficulties With an Early Intervention

As an integral part of the Early Years Learning and Care Department, Reading Recovery provides the early intervention component essential to a school's comprehensive literacy plan. By intervening early, Reading Recovery helps to close the achievement gap between the lowest-achieving children and their peers before the gap becomes too large to bridge.

Whatever their origins, reading and writing difficulties have a large learned component. It is this learned component we need to work with. Together Classroom and Reading Recovery teachers work hard to design:

- the best available lessons
- for the hardest-to-teach children
- as early as possible. (Clay, M., 2005)

The full power of Reading Recovery is realized when the early intervention is supplementary to good classroom teaching. This requires teamwork, time, and thoughtful planning. The intervention not only offers strong results for lowest-performing children, its intense training also creates superb early literacy experts who are available to work with other children and staff building capacity within the school. In addition, as low-achieving children progress through Reading Recovery, they begin to participate in small and large group reading and writing instruction, making classroom instruction more manageable.



The child who has completed a series of Reading Recovery lessons is going to have to continue to learn with much less support. One of the child's resources will be to know that what is known in reading will help with writing.

Reading Recovery Has A Strong Commitment To Ongoing Professional Development



Reading Recovery teachers achieve unparalleled results because they are part of a professional learning network that includes Reading Recovery trainers, teacher leaders, and teachers. (CIRR, 2015)

Reading Recovery teachers are trained in a year-long apprenticeship model. Completing this training is a monumental achievement that represents several hundred hours of intensive work during and beyond the school day. These teachers make a commitment to ongoing professional development as long as they are in Reading Recovery.

"Reading Recovery teachers build capacity as they work with educators both within school and outside the school setting. As they share their knowledge, new understandings and expertise they help support all children to become literate" (RRCNA, 2003).

Capacity Building: Effective Reading Recovery School Teams

In partnership, Reading Recovery Teacher Leaders and English Literacy Instructional Leaders offer teachers practical teaching suggestions linked to current literacy processing theory.

These sessions prepare teachers with the tools they need to implement an effective guided reading programme in the Grade 1 classroom. Driving this focus has been the data reported in the 2013 – 2014 TDSB Reading Recovery Annual Site Report. The data indicated that 83% of students who entered the Reading Recovery intervention were reading at text levels 0, 1 and 2. The expected Developmental Reading Assessment (DRA) text levels for term one of the Grade 1 year are in the range of 6 – 10. Hence, an urgency to get reading!

This three-part series offered to all trained Reading Recovery teachers and their Grade 1 partners places a strong emphasis on both teachers working collaboratively to improve the outcomes for our most vulnerable learners. Of benefit to the teachers is the opportunity to further explore and analyze children's reading and writing samples in order to plan effectively for literacy instruction. Through a deeper exploration of Vygotsky's concept of the Zone of Proximal Development teachers learn how to best scaffold students' learning.



A comprehensive approach to the delivery of early literacy intervention can greatly improve student results. Reading Recovery plays an important role in students achieving success.

Capacity Building: Extending Bridges Beyond Reading Recovery

This professional learning opportunity supports non-Reading Recovery teachers with literacy instruction for low achieving students beyond Grade 1. Teachers take on new learning as they discuss current research, read and take to practice teaching procedures from a variety of professional resources supported by live lessons behind a one way glass at a Reading Recovery Site.

A bridge to be built

Reading Recovery teacher leaders are available to work with other staff to continuously build capacity within the school.

Capacity Building: Helping Readers Who Struggle

Key to supporting readers who struggle at any level is the reflective practice of analyzing regular Running Records.

This new and exciting initiative, which is a partnership between Reading Recovery Teacher Leaders and Secondary English Literacy Instructional Leaders, supports secondary teachers to learn how to assess and instruct students who continue to struggle with literacy acquisition in high school. Teachers explore age appropriate reading material, teaching strategies and literacy processing theory in order to re-engage students who have had a history of literacy failure. Critical to their success will be to shift the 'students' interest in learning and their belief that they can learn'. (Growing Success, 2010 page 29)

Capacity Building: Catching Up with Running Records

Reading Recovery Teacher Leaders have partnered with English Literacy Instructional Leaders to train K – 3 classroom teachers on how to take and analyze Running Records to inform instruction. This two part session is offered multiple times throughout the school year and is always very well attended. Running Records are an excellent assessment tool that compliment current definitions that expect assessment to 'be planned concurrently with instruction and integrated seamlessly into the learning cycle to inform instruction, guide next steps, and help teachers and students monitor students' progress'. (Growing Success, 2010 page 29)



Prioritizing learning goals based on Running Records leads to focused acts of improvement for students.

Reading Recovery: A Clear Objective for Students

Reading Recovery is not solely concerned with improving students' reading and writing skills. The term 'recovery' implies a clear objective: to have students develop efficient patterns of learning – patterns that enable them, by the end of their supplementary lessons, to work at average levels or above and continue to progress satisfactorily within their own school's instructional program. (CIRR, 2015)



Reading Recovery provides supplementary instruction which is not intended to supplant the literacy program of the classroom but rather to enhance it so children can benefit from participation. (Schmitt et al., 2005)

Parenting and Family Literacy Centres

2 Year Olds Can Participate in STEM Learning!

Parenting and Family Literacy Centres (PFLCs) build the foundation for learning and help ease the transitions to school. This year, PFLC families have engaged in STEM learning. In addition to the toys and equipment in the PFLC program, each day inexpensive items such as Popsicle sticks, cups, tongue depressors, cotton balls, and paper towel rollers are introduced for the children to explore through play. Parents have been surprised at the depth and breadth of early math, science, engineering and technology knowledge that the preschoolers have demonstrated. The big ideas of relationship, organization, flexibility, creativity, functionality and efficiency are clearly visible in their learning. Parents have seen that when we view children as competent and capable learners, extraordinary STEM learning can take place in ordinary places. As well, these activities can be easily duplicated in the home.



What can we do with foam blocks and shaving cream?



Exploring volume and size using simple materials such as cotton balls, pipe cleaners and various sizes of bottles.



Patterning and Measurement with tongue depressors and plasticine.

Parenting and Family Literacy Centre Community Gardens in Our Schools

Early spring is the perfect time for our youngest learners to explore the outdoor spaces in our school yards and discover the gardens that are part of that environment. PFLC families have been actively engaged in maintaining these areas and have thoroughly embraced the concept of planting and cultivating.

Engaging in these activities has promoted inquiry learning and provided a unique opportunity for children who live in high rise buildings to access a natural habitat and have the joyful experience of watching things grow. At many of our schools, the PFLC families have been busy tidying up the gardens in their schools, planting flowers and vegetables and taking advantage of the opportunity to marvel at the wonders of nature.



Investigating Counting From Theory to Practice

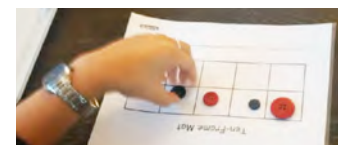
“Competent counting requires mastery of a symbolic system, facility with a complicated set of procedures that require pointing at objects and designating them with symbols, and understanding that some aspects of counting are merely conventional, while others lie at the heart of its mathematical usefulness”.

(Kilpatrick, Swafford, & Findell, 2001, p. 159, as cited in the A Guide to Effective Instruction: Number Sense and Numeration, 2003, p.5)

In the month of October, educators from each Family of Schools joined with early years instructional leaders to deepen their understanding of the eight counting principles and their connections to the program/curriculum in order to increase student achievement in mathematics. Through the exploration of a variety of teaching strategies, K-2 educators engaged in opportunities to explore current research and apply theories through practical hands-on learning experiences.

The eight counting principles are:

- Order irrelevance
- Conservation
- One to one correspondence
- Movement is magnitude
- Cardinality
- Abstraction
- Unitizing
- Stable Order



Educators engaged in activities that deepened their understanding of the counting principles.



Each educator received a math kit containing a Rekenrek, bead string and counters to support their work with counting.

MOE: The Guide to Effective Mathematics Instruction Primary.

Kindergarten L.I.V.E

The Early Years instructional team provided a new and innovative professional learning module for representative Kindergarten teams across the school board. This newly formed professional learning network, **Kindergarten L.I.V.E (Kindergarten Leaders Inspiring Visions of Excellence)** engaged educators in rich and meaningful learning. The intended goal of this module of learning was to equip educators with consistent early years messaging, provide them with valuable leadership skills and effective pedagogical strategies in order to deepen their understanding. Together, educators created a collaborative network of educators. They began conversations about common understandings in the early years and explored best practices in order to provide local support to educators, students and families within each Family of Schools. Each leader received supportive resources and capacity building to enable them to build their leadership and presentation skills. Please follow **#Kleaderstdsb** on twitter to join in the learning. We also invite you to follow us on twitter **@EarlyyearsTDSB**.



Investigating Next Steps in Counting: Now What?

"Honouring children's starting points enables educators to build on students' mathematical knowledge with an inquiry-based approach, developing purposeful and meaningful mathematical experiences in the classroom."

(Maximizing Student Mathematical Learning in the Early Years, 2001, p2)



Educators reflect and note possible student responses and understandings. They think about possibilities for using the resource **Math Potential and Possibilities**.

"This resource is a flexible document and is not intended to be used from front to back in sequence. . . . Math Potential & Possibilities, p. 1 and "The key concepts of counting are interrelated, and are not necessarily developed in a linear fashion-for example, a child might learn some aspects of once concept, move to another concept and then return to work on other aspects of the first concept," (FDELK Document, p .93)

In the fall, educators were provided with an in depth hands-on opportunity to investigate the eight counting principles. The follow up session in the spring engaged educators from K-2 in looking at next steps to support students in their mathematical thinking. The focus was on Number and Number Sense in early mathematics, and specifically, a more in depth study of the eight counting principles. The session began with educators reflecting on how understanding or having knowledge of the counting principles has impacted their practice back in the classroom. They were introduced to an Early Years Learning & Care resource entitled *Math Potential and Possibilities: A closer look at counting*. This resource contains a variety of hands-on learning experiences that gives educators the capacity to work within a small group framework to support students from kindergarten to Grade 2. The resource is primarily for those students who may need more experiences with developing and consolidating their understanding related to the counting principles. The resource encourages the educators to use the various learning opportunities flexibly and not from "front to back in sequence." Educators were given an overview and layout of the resource and how it might be potentially used to support mathematical thinking and learning through informal and formal learning contexts. Educators also had opportunities to explore all the other learning experiences related to the eight counting principles with the use of manipulatives.

Finally as part of the session, educators were also introduced to one of the oldest, most accessible math board games in the world: the game of Oware. This particular version educators played came from Ghana. As they learned about playing the game, educators were encouraged to think about how the game reinforced particular counting principles and mathematical thinking.

INQUIRY QUESTION

How do we provide next steps for students to support and enhance their mathematical thinking in the Early Years?



Looking at next steps in counting
Educators explore the different informal and formal learning experiences related to each of the eight counting principles.



Playing Oware: Where is the counting?
Educators learn to play Oware. They think about the

counting principles, mathematical thinking and strategies children might engage in while playing this fun and ancient game!

Improving Black Student Achievement

Through the Improving Black Student Achievement (IBSA) initiative, educators had opportunities to develop and deepen their understanding of early years pedagogy, and the use of intentional strategies and materials to support black students' achievement.

The schools involved in this initiative were:

- Firgrove PS
- Flemington PS
- Yorkwoods PS
- Kingsview Village JS
- North Kipling JMS
- Greenholme JMS
- Africentric
- Cavelton Village
- Chester Le PS
- St. Margaret's PS
- Willow Park PS
- Nelson Mandela Park PS



Engaging in Discussions About Race

Students engaged in discussions around race and identity. Educators used a variety of different spices to help students identify and articulate their skin tone.



Building a Positive Self-Image

Students explore descriptive language and focus on the qualities that make their hair beautiful.



Reflecting on the Classroom Library Through an Equity Lens.

Educators in the IBSA initiative took time to reflect on their classroom libraries and add materials that reflected the identities of the students in the classrooms.

Educators were released for a full day of professional learning each month. The sessions were facilitated by Dr. Nicole West-Burns, Karen Murray and the Early Years Instructional Team. Through the use of a variety of teaching strategies related to inquiry, literacy and numeracy, educators explored ways to intentionally embed afri-centric principles and teachings into their practice. Educators also had opportunities to reflect on the natural connections between the principles of the Nguzo Saba (umoya, kujichagulia, umija, ujamaa, nia, kuumba & imani) and the lives of their students. Another central theme of the professional learning sessions included a focus on supporting students in building and strengthening a positive self-image. Critical discussions around beauty, portrayals in the media and stereotypes also supported educators in their understanding of the importance of building a strong sense of identity. Early Years Instructional Leaders and Student Work Study Teachers continued to work with educators and students in the classrooms to continue and extend this learning and provide additional professional learning and resources.

Each school received rich resources to use in the classroom to support their work in this initiative. Materials were purposefully selected to reflect the identity of the students in this initiative and support students' understanding of various cultures in the African diaspora. Items such as black dolls, puzzles, djembe drums, kente cloth were included. Intentionally selected books were also sent to educators, which supported learning around identity and promoted crucial discussions around race, identity, and fairness.

Math Counts in Kindergarten



Dr. Daniel Ansari

This four-part module was a collaborative effort between the Early Years Learning & Care Team, TDSB Research Department, Dr. Daniel Ansari and a Ministry Student Achievement Officer.

During these sessions, a team of educators (teachers & ECEs) from each Family of Schools and all of West Region 1 had the opportunity to engage in professional dialogue around developmentally-appropriate math instruction in Kindergarten and align explicit teaching in mathematics based on identified student needs from *Numeracy Screener*.

Math Counts in Kindergarten created a community of learners inspired to participate in collaborative inquiry about math.

Through a variety of experiences, educators:

- reviewed the 8 counting principles
- unpacked program and curriculum expectations related to counting
- engaged in experiences for use at learning centres to support students' development in counting
- explored the 3-part math lesson
- began the conversation about how quantity connects to counting
- explored various resources for early years mathematics

In addition, educators received and explored various resources according to the five domains identified in the Numeracy Screener (number comparison, dot comparison, mixed comparison, number ordering and arithmetic task) in order to prioritize student needs. The resources included, "A Guide to Effective Instruction in Mathematics K – 3: Number Sense & Numeration (2003)", "Number Sense Routines: Building Numerical Literacy Everyday in Grades K-3", and "Teaching Student-Centered Mathematics: Developmentally Appropriate Investigation for Grades K-2".

Find more information on [Dr. Daniel Ansari's Numeracy Screener](#).

The Math Counts Team!

Colleen Russell-Rawlins - Executive Superintendent, Early Years Learning & Care

Sheryl Robinson Petrazzini - Central Co-ordinating Principal Early Years Learning & Care

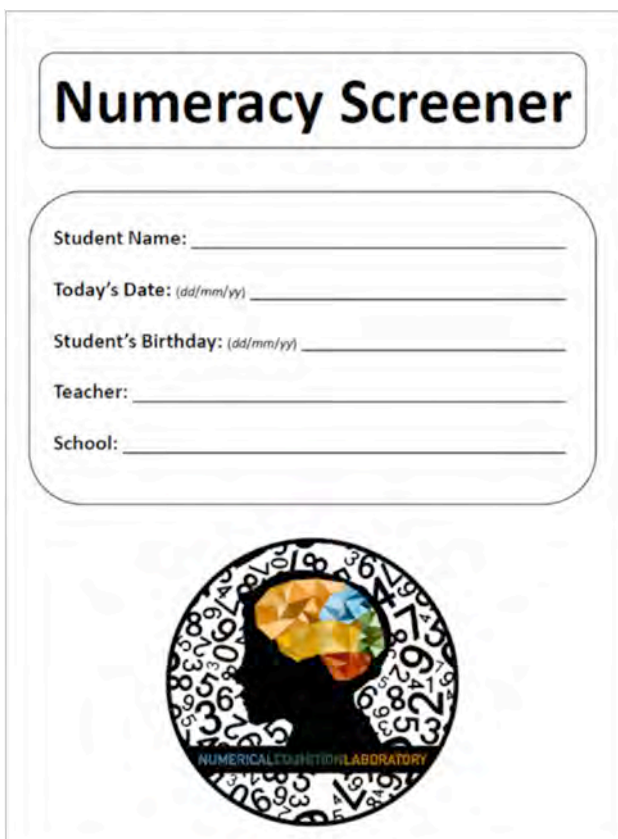
Dr. Daniel Ansari - Professor at University of Western Ontario & Director of Numerical Cognition Laboratory

Melissa Seco - Instructional Leader Early Years Learning & Care

Joanne Binns - Student Achievement Officer

Samuel Zheng - Research Coordinator, Research & Information Services

Stephanie De Jesus - Research & Information Services, Research & Information Services



Dr. Daniel Ansari's Numeracy Screener



Our Intentional Focus in English and Literacy

This year the English/Literacy Department created modules to support three areas:

1. Reading
2. Student Voice
3. Teacher Leadership

From Kindergarten to grade 12, our focus on reading has allowed teachers to explore the role of student voice in the texts they use, how they are taught and what they are taught. All three areas are explored in the modules that are developed and delivered for the teachers and students in our school board.



"...every student learns differently and has different needs, and as such it's not easy to pinpoint exact solutions. Nor should it be. What we need is a thorough approach that takes a close look at all the factors that contribute to success. That's the first step towards actually achieving success."

From TDSB Voice (November 2014 Super Council Newsletter)



The Right to Write: Exploring the Social Purposes of Writing in Grades 4-8

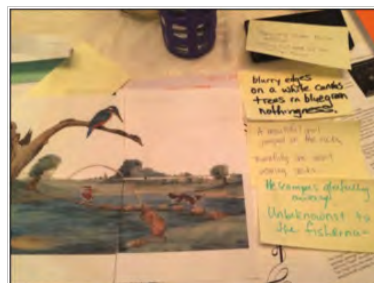
Writing starts right now! In this two-part module 85 teachers were provided a variety of opportunities to explore the latest research that supports best practices in teaching every student to write well. Teachers created a toolkit of evidence-based strategies that leverage student writing. Teachers also explored how to support students to write in a variety of digital environments.

In addition to the resources distributed in the first session, each teacher was also sent a resource to support their writing program, based on the **individual feedback** provided on the exit reflection. A result of this job embedded module of learning, teachers shared at the second session samples of student work that showed how teachers had implemented these resources and strategies.

"I used the Media Literacy Advertisement lesson, where I put different ads into file folders and then rotated the file folders. Students had to do quick writes about what the ad was telling them/or trying to make them believe. I also have been building co-constructed success criteria with my students and I have taken out one of the books suggested at the workshop to help me with building success criteria and rubrics."

-TDSB Teacher

These sessions included many opportunities for teachers to explore and reflect about the writing forms and genres that they currently teach and consider how technology could support, extend or transform it.



Teachers explore *Ekphrasis* as a strategy for writing poetry collaboratively at The Right to Write module.



The intentional conversation about the various uses of interactive strategies presented in the module inspired the participating teachers to be leaders in their own schools.

Intentional Teaching in Kindergarten: Strategic Literacy Instruction in the Inquiry Play Based Program

Guided reading is a high-yield strategy for helping emergent readers move along the reading continuum. In this three-part module of learning 210 educators explored comprehensive Literacy in Full Day Kindergarten through the lens of modeled, shared, guided and independent reading.

Rationale: *Since the Years of Action states that 100% of SK students will be meeting reading expectations as measured by DRA by the beginning of grade one, then we need to include small group reading instruction within the Comprehensive Literacy Framework in FDK.*

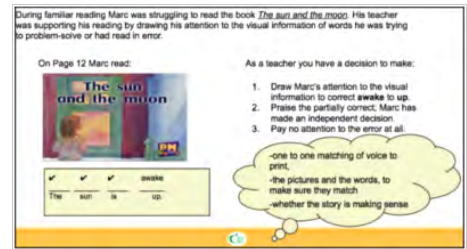
Theory of Action Statement:

If I include small group intentional teaching within the Comprehensive Literacy Framework and purposeful play in FDK, **then** this will result in higher levels of achievement in reading by all learners.

Participants consolidated and extended consistent understandings about guided reading and how this approach fits into a full day kindergarten timetable, made connections to the Early Years Strategy, and Inquiry and Intentional Play Based Learning.

"The small group nature of guided reading has really supported some of my SK students at low reading levels. By giving them a specific reading skill to focus on each time we read (e.g., fluency, pointing at words, using letter sounds to read unfamiliar words, etc.), they have been able to slowly develop strategies that they can apply to shared and independent reading activities."

-TDSB Teacher



Based on the feedback we received from the first session many educators wanted more information about running records, the learning environment and pedagogical documentation. A webinar was offered between the face-to-face sessions to meet these needs.



FDK teachers networking about professional reading they did in between session 1 and 2 of Intentional Teaching in Kindergarten module of learning.



English Literacy Instructional Leaders co-planned and co-facilitated this module with a teacher leader from the Fraser Mustard Early Learning Academy to foster her leadership and facilitation skills.

Helping Readers Who Really Struggle

The English/Literacy Department offered a series of five full-day professional learning sessions to educate 33 English teachers around how to support readers in their secondary classrooms who may be reading at the grades 1-4 reading levels.

In June, 2014 a small group of interested teachers gathered for ½ a day to begin the process of learning about how to support secondary readers who really struggle.

In 2014-15 these issues were addressed in a deeper manner through a multi-day module. Learning was differentiated in order to meet everyone’s needs. These sessions explored the strategies that can be used to determine reading level, the prompts that will support improvement in reading, the structures that can be implemented in classrooms, and resources that are appropriate for struggling secondary readers. Participants learned about strategies to approach struggling readers from Reading Recovery experts, Barbara Cassar and Jennifer Gillingham supported through the adolescent learner lens by Rachel Cooke.

The learning goals explored in the five sessions revolved around supporting struggling secondary school readers and progressively lead to independence in providing support for struggling students.

Participants:

- learned how to administer and analyse data from *An Observation Survey of Early Literacy Achievement* to determine next teaching steps
- learned how to take and analyse a Running Record of student reading to determine teaching points
- calculated accuracy of reading and self-correction rates
- discussed classroom structures and resources to support struggling readers
- explored practical teaching strategies that support struggling readers
- observed and analysed an authentic Reading Recovery lesson “behind the glass” with an adolescent student
- engaged in professional reading focused on guided reading
- shared teaching ideas for struggling readers

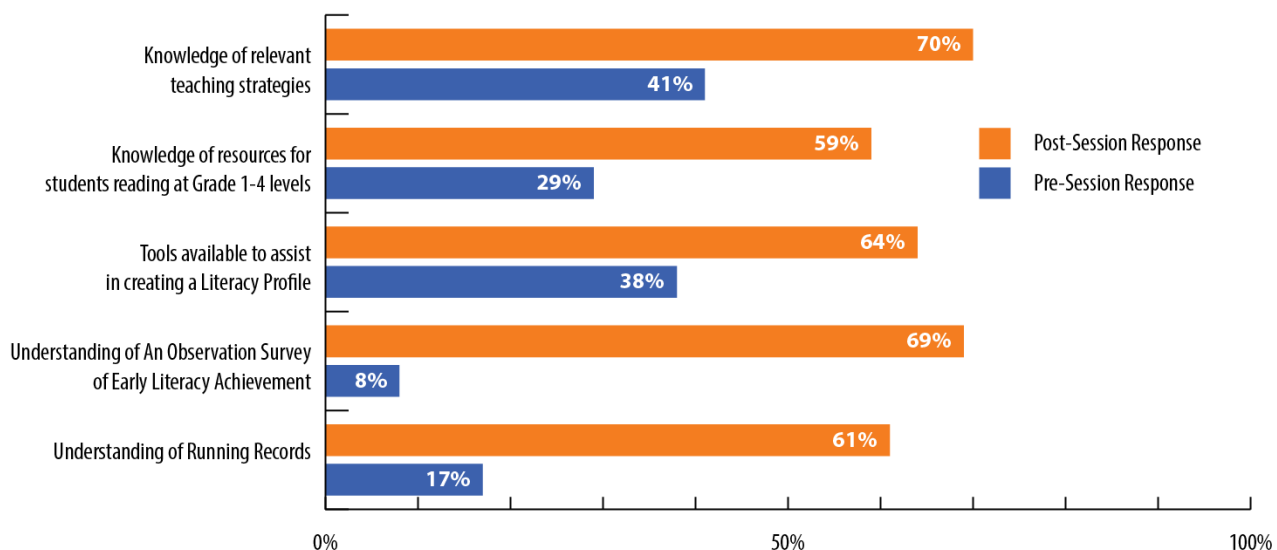
The Literacy Success Diagnostic

Secondary 1-4 kit supports teachers in determining achievement levels of reading strategies. The kit contains 12 selections from the low grade 1 reading level to late grade 4 reading level. Students choose what they want to read based on interest and reading level. Teachers are able to score the assessment and gain an understanding of how each student uses the reading strategies of predicting, asking questions, summarizing, inferring, connecting and metacognition. This data allows teachers to base differentiated instruction on the areas of student need in a very intentional manner.



Selection of texts from the Literacy Success Diagnostic: Secondary 1 - 4.

Shift in Teacher Understanding and Knowledge



Crossing the Bridge to Adolescent Literacy

Adolescent literacy is about thinking, expressing, and reflecting. Crossing the Bridge to Adolescent Literacy explored the key components of an effective literacy program for students in grades 7 and 8. This session explored effective literacy and assessment strategies and practical ideas for teaching voice and identity, critical literacy, metacognition and questioning. These strategies align with the key components of the Adolescent Literacy Guide.

"I tried Inside-Outside Circles in gym, and I will try it again in English in the classroom. It generated some good conversation." – TDSB teacher

"I used the Collaborative Discussion Cards in my grade 7 English class. The students were really engaged in the discussion and became more comfortable with the process the more we practiced it" – TDSB teacher

By using a literacy strategy in a different context (physical education), the teacher highlighted that literacy is inherent in all subjects, and this strategy could be adapted effectively into multiple contexts.

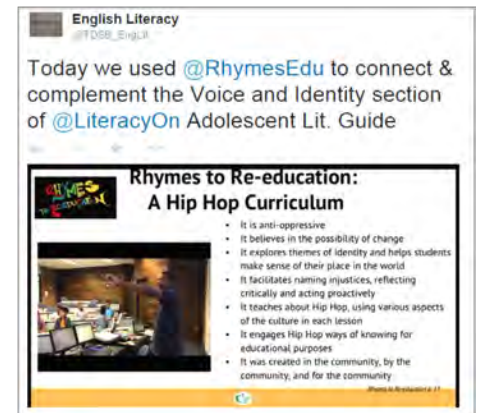
50 teachers engaged in this module of learning through the lens of this inquiry question: What happens when educators provide students learning opportunities with appropriate challenges that complement who they are?

Teachers explored the Literacy Success Kit where students are given a choice of reading selections; which creates a differentiated approach to assessment. 89% of teachers who responded to a Google Form shared that they administered this assessment and that data collected allowed them to better address the needs of their students through explicit instruction.

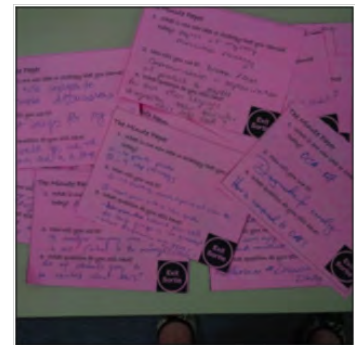
strategies related to department culture in their schools and curriculum. Each year the Spring A/CL day is an opportunity for teacher-leaders to give presentations to their peers on what they have learned during the year.

In addition 70 A/CLs and administrators attend sessions called, "Literacy PLC's that Work," which focused on in-school literacy planning and OSSLT results. To give extra support Instructional Leaders worked in 18 schools (3 or more visits) this year co-planning and co-learning in P.L.C.'s.

One specific example of in-school work this year was at Central Technical School where a core group of 20 teachers were taught how to read the EQAO Item Information Reports so that they could sit down with every student in the school



Participants explored strategies for teaching voice and identity from *Rhymes to Re-education*.



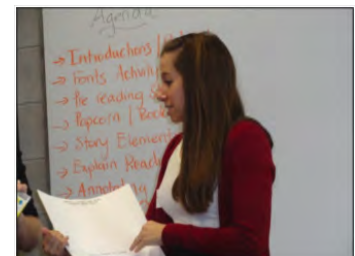
Exit Reflection Cards completed by the participants to share thoughts and feedback at the end of the first session.

Leadership Development

In the 2014 school year 113 A/CLs attended the A/CL Leadership workshops entitled, "Putting the 'L' in Leadership" and "The Leader in Me." This learning series supported leaders by focusing on leadership styles and skills, curriculum, and best practices for teaching.

Specifics included engaging in professional conversations focusing on the role of the A/CL of English/Literacy through an examination of case studies; a panel discussion of novice and experienced leaders where issues of leadership were discussed; professional reading of Ministry of Education Alerts, curriculum, and leadership; and differentiated learning sessions where teachers shared and explored leadership

who was to re-write the OSSLT. Teachers explained to individual students one-on-one why their test efforts were not successful, and what to do to prepare for this year. This method has worked well at other schools, and C.T.S. is an attempt to scale up the process and collect data on the method.



Graphic Novels for Student Engagement
Carla Johnston of Yorkdale Secondary School presents to her peers on how she used the English/Literacy Graphic Novel lending library to engage.

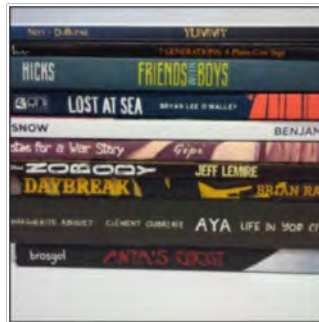
Literacy for Change

LDCCC & Applied English
Differentiated Book and Graphic Novel
Loan Library

Literacy for Change" focused on improving student achievement in grades nine and ten applied and locally developed English course types through engagement, higher order thinking, Culturally Responsive and Relevant Pedagogy, differentiation, and assessment for as, for & of learning. It was a 4-part module with opportunities to attend an Applied English grade 9/10 class or Locally Developed English grade 10 class in both semester I and II where teachers could see in practice the pedagogy of change.

The learning included

1. explicit teaching of strategies related to reading, writing, and oral communication and media interpretation
2. using information from the Literacy Success Diagnostic Kit to personalize instruction
3. the critical role of student choice and small group instruction
4. the implications of a skills-based rather than a text-based curriculum
5. co-planning, co-teaching, reflecting and remodeling of LDCC & Applied 9 & 10 English lessons.



A shelfie of graphic novels included in the Differentiated Graphic Novel Book Loan Library.



Teachers collaboratively discussing teaching Applied and LDCCC English and student achievement.

In 2012/13 the English/Literacy department established a Differentiated Book Loan Library of "fresh, hot" novels and memoirs representing diverse voices for use in secondary classrooms. The books are intended to be used in Differentiated Book Club settings where students choose the text they would like to read and discuss the book with other readers of the same text. Each teacher can borrow up to 10 copies of any of the titles available for up to a 6 week period.

Creating a community of readers has encouraged students to increase their reading stamina. Many students not only read the book they chose for Book Club, but in addition, all of the titles that are offered in the Book Club unit. In this setting, students apply reading, writing and oral communication strategies including critical thinking to the texts. Professional learning sessions and exploration classrooms throughout the school year have offered support for this approach to explicit teaching of literacy.

Over the three years that the library has been in existence, the circulation has increased by 259%. In 2014/15, 999 students in 58 classrooms have been able to choose the book they want to read and discuss with fellow readers as a result of the Differentiated Book Loan Library. Each year 25 schools that have never borrowed from the loan library, are now borrowing.

In Feb. 2015, 11 graphic novels titles were added to the book loan program. 450 graphic texts were circulated during semester II in 20 classrooms.

A picnic is successful when everyone brings a dish to share. Teachers created dishes on their plates which reflect what they learned through the Literacy for Change initiative, focused on teaching Applied and LDCCC English and student achievement. They considered the main ingredients, the garnish, the plating and the serving amounts.



Guided Reading in the Digital Age, Grades 3-6

Targeted, small group instruction is a high-yield strategy for improving student achievement in reading. This year, 130 teachers from across the TDSB participated in three, 2-part modules of learning with a focus on the incorporation of technology and digital resources in their literacy program.

They had opportunities to:

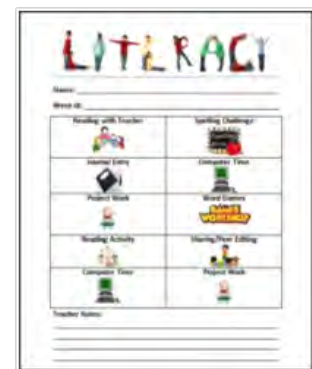
- refine their lessons, based on recent, research-based strategies
- broaden their materials by experimenting with the digital resources and e-texts
- support the development of subject-specific vocabulary, cross-curricular learning, and
- foster students' ability to read and think critically



Teachers shared their reflections and feedback using a formative-assessment strategy called "The Minute Paper"



Our Guided-Reading virtual learning community, via Google Classroom



Resource created by a Session Participant.

Teacher Leadership

The facilitators created a Google Classroom to establish a learning community and foster interactivity among participant teachers from all three modules. Teachers are continuing to use the Google Classroom platform to share ideas, resources and samples of student work.

The sessions provided a grade-3 and grade-6 teacher an opportunity to share effective guided-reading strategies, their instructional framework and assessment practices with the session participants.

Following the module, teachers were inspired to share the strategies from the sessions with their colleagues, enthusing, "Yes! I have shared actually with many colleagues," thereby building leadership and capacity within their schools. The image of "Literacy Passport" (top right) shows how some innovated strategies to target the specific needs of their students.

Student Voice

Participants' feedback about how their students have responded to the strategies:

"My students have responded very positively! They enjoy the opportunity to extend their learning in many different ways."

Fun in One New in Two: Provoking students to be agents of their own learning

The transitions into grades 1 and 2 should be a seamless process for students. High expectations at each level can be achieved when students are engaged in purposeful and authentic learning that is developmentally appropriate. This was a blended learning module for 120 teachers from across the TDSB. Teacher participants had the opportunity to with Ministry on-line resources as well as the face-to-face sessions.

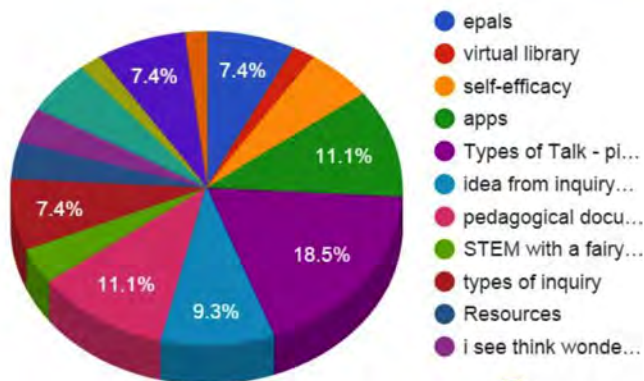
Our Inquiry Question

What impact will inquiry-based learning have on student achievement and well-being in grades 1 and 2?

Theory of Action Statement

If teachers engage in inquiry-based learning in their grade 1 or 2 classrooms, then student achievement, engagement and well-being will be maintained, harnessed and strengthened.

Fun in One Exit Card March 3



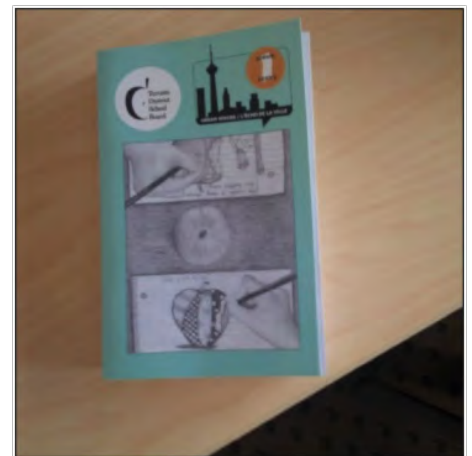
Google Classroom and Google Forms were used to gather data about elements of the module teachers found most useful and impactful for their own practice.



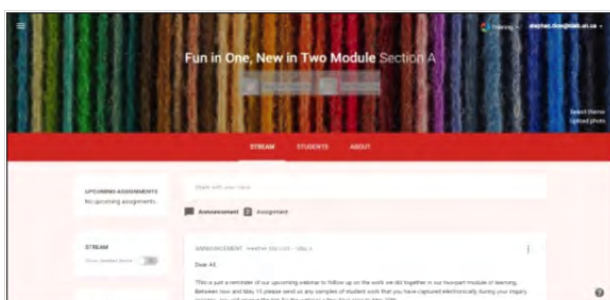
Using the app, Pic Collage, facilitators were able to capture participant work and analyze strategies used based on the prompt: "How might STEM help solve the problem in a particular fairy tale?"

Urban Voices/L'écho de la Ville 2015

Ten teacher participants in the third annual Urban Voices Poetry Course were joined by past participants and other teacher leaders to read through over 1600 poems and illustrations submitted by students in Kindergarten to Grade 8 from across the TDSB. Specific criteria were used in the selection of 140 poems in both English and French to be published in the 2015 anthology. Students, families, teachers and administrators gathered together to celebrate the students' poetry at two regional celebrations on June 3, 2015 at John English EMS and June 4, 2015 in the rotunda at 140 Borough Drive. Urban Voices/L'écho de la ville is a joint venture shared between the English/Literacy and French as a Second Language Classical and Modern Languages Departments.



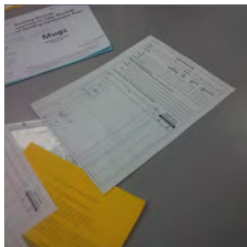
A first peak at the 15th annual Urban Voices/L'écho de la ville, 2015 anthology.



Google Classroom allowed for sharing of strategies and student work between the two sessions and after the module was complete.

Catching Up With Running Records

Running Records are one of the most strategic and precise assessment tools teachers have to capture individual students' reading behavior. The English/Literacy Department partnered with Reading Recovery© Teacher Leaders to provide professional learning in the coding and analysis of running records. Teachers attended two half-day sessions. In the first session, teachers were taught how to code and calculate running records. They were asked to practice taking running records between the sessions. At the second session teachers were taught how to analyze their running records in order to make plan next steps for instruction with individual students. This module of learning built on sessions run in 2014 which have resulted in more than 400 teachers of Grades 1 and 2 being taught the Reading Recovery© method of taking, coding and analyzing running records.



This year, TDSB's English Literacy Department developed a valuable partnership with the Toronto Outdoor Education Schools (TOES) in the development of the Get Outside lessons for the month of May. These lessons connect with the four strands of the Ontario Language curriculum and extend the learning environment beyond the four walls of the classroom. Using Google docs teachers were able to access the lessons for every day in the month of May and get their students out to enjoy the environment.

"I love the quality and breadth of these lessons. I love the format, linked to a Google calendar. In creating them, you have truly given this teacher (and, I'm sure, many others like me), a great reason to take our teaching and learning out the classroom door and into the world around us." TDSB Teacher

A result of this collaboration between Outdoor Education and the English Literacy department, 5176 teachers checked out the Get Outside May calendar –over 100,000 students engaged in outdoor learning over the month of May!



Literacy Success Diagnostic: Secondary 1-4

One of the teachers attending *Helping Readers Who Really Struggle* and supporting two grade 9 students who are reading at the grade 1 reading level shared this experience:

She was walking through the hall and a student she didn't know approached her and wanted to talk to her in private. The teacher and student stepped aside to a private area. The student said to the teacher that he had heard that she can help kids learn to read. The teacher acknowledged this. The student then asked, "Can you help me learn to read?" The teacher is now supporting three students learn to read.

POWERFUL MESSAGES:

- The POWER of student voice and culture
- The POWER of a safe learning environment

The POWER of teachers who have the tools to support student learning.



Improving the Achievement of Black Students

Initiatives at the Secondary School Level

Throughout this school year, over 30 secondary teachers, SSI Coaches, administrators and Superintendents engaged in 5 full-day professional learning sessions on Africentric curriculum and pedagogy. This 5-part module specifically focused on supporting the 9 secondary schools that were piloting Africentric curriculum and pedagogy in their Grade 9 Academic Geography, English, Math and Science courses. The goals of these 5 sessions were to:

- **Increase** in the academic achievement and well-being of students in the Africentric courses
- **Support** participants as they build strong and meaningful relationships with parents and community partners
- **Collectively build** a shared understanding of the diverse experiences of students of African descent
- **Develop a concrete understanding** of the core principles of Africentric curriculum and pedagogy
- **Collaboratively build a learning community** that supports each other's exploration of Africentric curriculum

All 9 participating schools are located in the Northwest quadrant (WR1 and WR2) and serve large populations of students who identify as members of the Black community. The schools' Principals indicated a willingness to introduce Africentric curriculum that would not only be aligned with the Ontario curriculum, but also be offered at the Academic level. The Principal of each participating schools selected the specific course and number of sections that would be offered. Each school also received additional funding for resources and mentoring support; the level of support was based on evidence of need.

This pilot initiative is aligned with several components of the TDSB's Years of Action, including:

- a commitment to Equity and Inclusive Schools through curriculum, assessment and school climate
- the strengthening of partnership engagement
- relevance and accountability, and
- the implementation of meaningful research and innovative practice

The Improving Black Student Achievement represents concrete action in response to the 2011 Student Census and the 2012 Parent Census data, which reveal the disproportionate representation of Black Students when it comes to lower levels of achievement, credit accumulation, graduation rates, and streaming into Applied and Locally Developed courses. The overrepresentation of Black students in Applied and Locally Developed courses is especially alarming given that they represent 12 % of the total student body in the TDSB.

In order to change outcomes for our all students but Black Students in particular, this pilot offers students an opportunity to learn through an Africentric lens, strengthen positive self concept and create an environment of excellence and engagement. Teachers worked in Professional Learning Communities to intentionally construct lessons which incorporated the tenets of Africentricity. Dr. Allen, a professor at the University of Windsor provided foundational principles to develop participants theoretical understanding of what embodies Africentricity. He explored frameworks such as anti-racism, critical pedagogy and critical race theory. The Equity and Inclusive Schools Team engaged participants in inner exploration and reflection on: deficit thinking, unpacking assumptions as well as comfort zones, learning edges and triggers.

Ministry of The Attorney General/Toronto District School Board Career Day

Approximately 90 students who are in law, African history classes and students that have participated in social justice/equity programs are given an opportunity to increase their awareness of careers within the Ministry of the Attorney General and the Ontario Public Service. Volunteers from Ministry of the Attorney General Office and Black Ontario Public Service Employees Network serve as presenters and facilitators at the Career Day. The program is intended to provide role models who have successfully obtained a position in some aspect of the law or public service and promote confidence in making post-secondary choices that would lead to employment at Ministry of the Attorney General Office or in Ontario Public Service. Several co-op opportunities are provided in Semester 2 for students. This initiative is a partnership with The Black Ontario Public Service Employees (BOPSers), Ministry of The Attorney General, and Toronto District School Board (Guidance/At Risk, Equity, Experiential Learning & Partnership Development)

Courageous Conversations: Classroom By Classroom

Student Equity Program Advisors continued their mandate and provided over 150 workshops to middle and secondary school students reaching over 3000 students on topics including: equity, healthy relationships, anti-homophobia, identity, and anti-oppression, body image, self-esteem, mental health and well-being, cyber bullying, anti-racism and many others.

In addition, there were 22 focus groups held in schools with disengaged students to help better inform the schools of strategies that need to be implemented in their SIP's to create a more inclusive and supportive environment.

Rethinking Latin@ student engagement through youth participatory action research

What possibilities arise when Latin@ students engage with research that is directly related to their lived experiences? How does this research related to the students' conceptions of self, community and curriculum? This semester, a group of Latin@ students have been meeting on Saturdays for a Grade 12 Social Sciences program that centres on teamwork, critical thinking, and activist research. Offered as a split Philosophy/Challenge and Change course through a partnership between Equity and Inclusive Schools, Continuing and International Education, and OISE/University of Toronto, this Saturday program implements a youth participatory action research (YPAR) model that centres students' lived experiences and research interests.

This semester, the students have addressed topics such as political consumerism, colonialism, and their own educational challenges through a variety of formats like debates, university-style lectures, com-



On April 11, the students joined with the organizing committee of the WR2 Making Connections Conference to engage with workshops addressing topics like Latin@ early years education and navigating the education system.

munity building activities, and readings from scholar-activists like Walter Mignolo and Rigoberta Menchú. The group's collective interest in art and culture has also shaped this year's curriculum into one that has infused a great deal of art as a research method and dissemination. As such, this year's program included a two-part mural workshop as well as a research camp that included different arts-based research methods like body maps and mixed media collages. The class also went on a trip to the Art Gallery of Ontario's Basquiat exhibit, which provided them with the opportunities to see large-scale mixed media collages and other art forms that touch upon issues of racism and identity within different social institutions.



On March 22, students visited the Art Gallery of Ontario to see the Jean-Michel Basquiat exhibit. They were interested in seeing large scale examples of mixed media collages and other art forms in preparation for their own mixed media collage assignments.

The students' research projects take on issues like gender-based stereotyping and performativity, mixed identities, the experiences of undocumented students, and the philosophies of being Latin@ in Toronto. While they have been hard at work with their final papers and annotated bibliographies, it is also very exciting to see their student-driven forms of dissemination, which include dance, theatre, and a documentary screening.

OGAP Student Advisory Committee

In support of closing the achievement gap, the Equitable and Inclusive Schools Team created an OGAP Student Advisory Committee in 2012. OGAP was created to give a centralized voice while promoting capacity building through youth leadership advocacy and citizenship. This is a powerful group of students representative of the demographics most affected by the Opportunity Gap (Students of African and Caribbean Descent, Latino/Hispanic, Middle Eastern, Portuguese speaking, Aboriginal, Somali and Roma). Up to 65 students representing 16 schools across the system met bi-monthly this year to provide support and feedback on current TDSB issues and trends. Over

the year, the students participated in 'If I Ruled TDSB: OGAP Edition', dialogue with School Board Trustee Chris Glover, administrators and dynamic speakers, such as Sunil Gurmukh from the Ontario Human Rights Commission, Gemini from 98.7 FM, Amanda Parris and Andy Thibodeau. The students focused on

student rights and activism, an OGAP documentary and working proactively on student needs and concerns. As a result of leadership development and capacity building, students have also created equity based initiatives in their home schools, such as School Improvement Committees.

OGAP students listen to dynamic speakers at If I Ruled TDSB: OGAP Edition.



Building Critical Teacher Capacity:

A Look at a Recent PD Module on Youth Participatory Action Research

A growing body of academic literature points to the necessity of engaging students with culturally relevant and responsive pedagogy (CRRP) in ways that are not only meaningful, but that also provide them with the opportunities to develop their leadership in and outside of their school settings (Guerrero, Gaztambide-Fernández, Rosas, & Guerrero, 2013; Guerrero, 2014). Such opportunities are especially important for the groups of students who have been most marginalized by the education system. Indeed, the Toronto District School Board has identified Latino, Portuguese, Aboriginal, Roma, Black, and Middle Eastern students as those who have been overrepresented in Board data outlining non-Gifted Special education, suspension, and early school leaving. Through various avenues such as the Opportunity Gap Task Force draft report (2010) and the Years of Action (2013), the Board has expressed its commitment towards closing the opportunity gaps facing these groups of students and engaging the system in a variety of initiatives that include more effective and relevant pedagogy.

In recent years, the TDSB's Equity and Inclusive Schools department has partnered with OISE/University of Toronto to implement "Proyecto Latino", which comprised exploratory research and a



Teacher participants and researchers ponder the processes related to coming up with relevant and meaningful research questions.

youth participatory action research (YPAR) credit course program for Latino youth at Central Technical School. This study, which was initiated in response to a 2006 cohort study report revealing that almost 40 percent of Latino youth were not

graduating from TDSB high schools, has extended from a research project to a credit course program at Central Technical School that began its fourth offering in the 2015 Winter-Spring semester.

Several students have voiced their desires for learning about YPAR to extend to other teachers in the Board, which has resulted in a proposal that was approved and funded by Teaching and Learning. On May 15, 20, and 21, a group of teachers from across the TDSB engaged with a full-day series of learning about the intersections of CRRP

and YPAR. This module was facilitated by Instructional Leader Crisinta Guerrero and a team of researchers from OISE/University of Toronto. The first session was also co-facilitated with a group of students in this year's cohort who shared their perspectives on how participatory curriculum engaged them with their schooling. During the 3-day module, the group engaged with community building and critical issues-based activities that they could take to their own classrooms.

Topics around research, ethics, and power were also discussed, and the teacher participants expressed the desire to continue their learning next year through further teacher support on YPAR as well as the co-construction of a toolkit on research methods and community building activities.



Three students from the current Saturday program participated in the first session as co-facilitators. Here, two of the youth share their thoughts during a body-mapping activity.

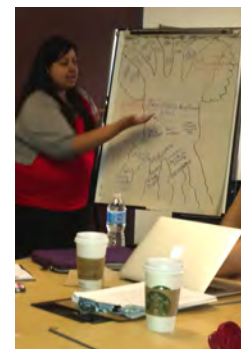
The YPAR PD module aligns to the Years of Action's expressed commitment to Equity and Inclusive Schools through the provision of "relevant Professional Learning Communities that focus on visibly improving culturally relevant and responsive pedagogy and/or competencies, inclusive curriculum and as-

essment practices, student achievement of racialized and special needs learners, school climate and school community relationships".

As the participants will learn and experience through the modules, CRRP and YPAR are pedagogical models that implement inclusive and participatory curriculum that values students' backgrounds, interests, and learning styles in and outside of the classroom.

This PD module also aligns with the Years of Action's commitment to providing professional learning, staff development, and training through a unique initiative addressing and innovative

pedagogical design. This pedagogical design is both participatory and rele-



A co-facilitator walks the participants through the problem tree activity, which provides the opportunities to assess social issues along with their roots and different types of manifestations.

vant to students, and also aligns with the Board's commitment to "demonstrate commitment to Responsible Citizenship programs... that [brings] together student voice, leadership and citizenship in learning through social action on local and global issues."

Roma Student Conference

As a response to the call to action necessary to address achievement gaps in the Toronto District School Board, Equity and Inclusive Schools held a Roma student conference in partnership with Roma frontline



Roma Student Conference at Eastern Commerce C.I. May 28, 2015.

workers from across the city on Thursday May 28 at Eastern CI. The conference invited TDSB schools with high Roma student populations with a goal to provide Roma students a space to celebrate their histories and cultures and focus on empowerment and leadership skills. Students felt empowered by being in a space full of Roma students from across the system. Roma students engaged in a day of celebration and dialogue through workshops on identity and leadership and musicians from their community. This was a historic and valuable first Roma Student Conference for the TDSB, and a foundation for Roma students and community to build on.

Train the Trainers :

Developing Student Leadership to Transform School Climate.

To support strengthening school climates and creating caring school cultures, the TDSB Equity Department delivered Equity Train the Trainer modules in 14 high schools, training over 350 students in equity facilitation and providing 2,800 students with the basics in equity education.

Through this model, 350 students received 10 hours of instructional time dedicated to learning about the TDSB's Equity Foundation Statement and equity related issues related to the 5 pillars of equity. These student facilitators delivered workshops to all grade 9 or 10s in their respective schools.

TDSB'S First Hip Hop Education STEMposium

Hip Hop and STEM? Yes, it is possible! Over 500 TDSB students and teachers explored their science genius at the points where Hip Hop meets science, technology, engineering and math at a Hip Hop STEMposium held on March 27th at Eastern Commerce Collegiate Institute.

GTA's finest Hip Hop educators and internationally recognized Hip Hop scholars delivered 18 workshops on topics ranging from the science of beat making and DJ'ing, to sacred geometry and indigenizing and decolonizing through rap.



Students explore the science of beat making.

The keynote address by Dr. Christopher Emdin of Columbia University was transformative as he challenged all present to get in touch with the science genius within. Dr. Elliot Gann, clinical psychologist and beat maker extraordinaire, delivered one of many workshops that elicited intense engagement as students not only created their own beats, but walked away with a greater understanding of both the art and science of doing so.

The evening program at Central Technical School featured a community screening and discussion of the film, *How Hip Hop Changed the World*. To top off the experience, the Saturday program posed the question, "Is Hip Hop corrupted when used as tool for education in schools?" The distinguished panel of debaters, including George E. Clarke and Audrey Hudson, engaged in a lively and informative exchange of intellectual and grass roots sparring chaired by TDSB's Karen Murray.

For more information on the event, presenters and resource materials on integrating Hip Hop as Critical Pedagogy into teaching and learning, visit:

hiphopstemposium.com

This event was co-sponsored by:

TDSB Equity & Inclusive Schools department
TDSB STEM
TDSB Teachers Learning and Leading
OISE/UT
The Regent Park Film Festival and
RhymesToReEducation.com

TDSB'S First Hip Hop Education STEMposium

An interview with Instructional Leader Ramon San Vicente by Alexis Varone

Question:

Tell us about Hip Hop STEM and what is involved with it. The TDSB is the only board that provides this learning, right?

Answer:

Hip Hop and STEM is a new initiative that our department is exploring this year in collaboration with our STEM and Teachers Learning and Leading departments, together with a number of community partners. Our interest in exploring Hip Hop and STEM grew out of a Hip Hop curriculum resource we created last year -- Rhymes to Re-Education (R2R) -- with a number of hip hop artists, TDSB teachers, and community educators. R2R is a grade 2-12 teacher resource that provides lessons that mobilize hip hop music and culture as vehicles for learning across subject areas with a focus on issues of social justice. While this resource is rich in content connecting to the literacy, the arts, social sciences and humanities, it does not have STEM as an intentional focus. So, this year we wanted to explore the connections between Hip Hop and STEM as a next step. Our understanding is that we are the only board in Canada that is currently engaged in this innovative practice at a system level. We are providing conferences for students, workshops for teachers, and supports for teachers in their classroom practice.

Question:

How did you come up with the concept of marrying arts and technology? I am especially curious about the integration of Hip Hop.

Answer:

To build on the points I have already mentioned, our understanding of STEM is that it reaches beyond the core disciplines of Science, Technology, Engineering and Mathematics, as an approach to teaching and learning. It begins with students' curiosity and has them exploring, investigating and problem-solving with topics that relate to their daily lives.

As hip hop is a youth culture that engages many young people from diverse backgrounds, we thought that exploring the connections between Hip Hop culture and STEM made perfect sense. Our mission as a board is to engage all students and prepare them for life in the 21st century. Hip Hop culture was born in historically disadvantaged communities, and its music, art and culture speaks to the experiences of discrimination and inequity. Given this, we believed this would be a great way to engage students in conversations about social justice and the social action it requires to create a better, more inclusive and equitable society for all of humanity. It's part of our board's mandate to prepare students to be active and functioning members of a democratic society. We believe the marrying of Hip Hop and STEM moves us closer to that goal.

Question:

A lot of people see STEM as pure science and technology focus and this is a really innovative approach. Why do you think STEM integration into other areas of learning is important?

Answer:

In our work around Hip Hop, we are coming to understand two important concepts related to STEM. One, that science and technology, as well as engineering and mathematics are a part of everything. From dancing, to beat making, to fashion – students are empowered when they are able to connect the cultures that engage them to the subjects they explore in school. Two, STEM is much more than simply what the acronym stands for. It is engaging students through an inquiry process where their curiosities fuel the learning; where they can pose questions and problems and co-investigate solutions. These concepts are important beyond STEM curricula and can be employed across disciplines that don't seem related at first glance.

Question:

How does a typical lesson with Hip Hop STEM work?

Answer:

Because there are so many different ways that this might unfold in a classroom, I would say that there is no typical lesson. But I'll give you two examples of what this could look like. In one lesson, I witnessed students talking passionately about issues in their communities and then creating their own beats to express an emotional connection to their chosen topic. They used computer software to create art and then explored the mathematics and science behind their music production. In a different lesson, students critically analyzed the types of hip hop marketed to them and the messages they send. Using the data gathered for their analysis, they effectively investigated misconceptions about rappers' wealth and lifestyle. In a very real sense, they uncovered truths. They extended this learning by exploring the process of creating, marketing and producing music. Students demonstrated their understanding by producing an online infographic to be published on various social media channels. These are just two examples of the rich learning that can occur.

Fostering Global Citizenship with School Leaders

The TDSB Equity Department conducted their annual Student Council Equity Training. Throughout the fall, over 450 student council members from 75 secondary schools received Equity 101 training.

During this training, they learned how to incorporate an equitable lens when planning events and understanding the need to be reflective of the greater student body. This critical training creates a space that supports youth leadership and encourages responsible citizenship in their schools and communities.

SIFTING, SORTING & SELECTING

A Conversation About Streaming in TDSB

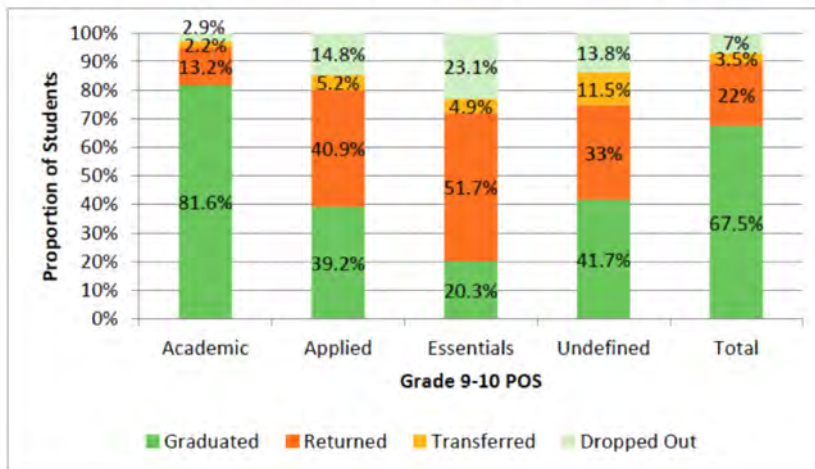
What is the typical profile of a student who will enter the Academic Program of Study in grade 9 and likely graduate and enter a post-secondary institution according to TDSB data? White, middle class, with no identified special education needs?

What about the profile of a student who will enter the Applied or Locally Developed Program of Study, not graduate with their peers and therefore not continue their education? Racialized, living in poverty and identified as having special education needs?

For years, parents, community activists and educators concerned about issues of equity in education have been vocal about the problem of streaming in TDSB schools. Recent TDSB data (*TDSB Structured Pathways Report (2013)*) confirms that "...the existence of established secondary school pathways leading to varying levels of academic Programs of Study and post-high school opportunities disproportionately disadvantages historically marginalized groups..." (pg. 42).

Streaming is a systemic reality in TDSB that maintains a status quo of inequity. Children who experience disadvantage coming to school continue to be disadvantaged in their schooling experience and as they leave our care. The existence of such opportunity gaps is a human rights issue that impedes the implementation of Ministry of Education equity policies as well as our own Equity Foundation Statement, Human Rights policy, and the *Years of Action 2011-2017*.

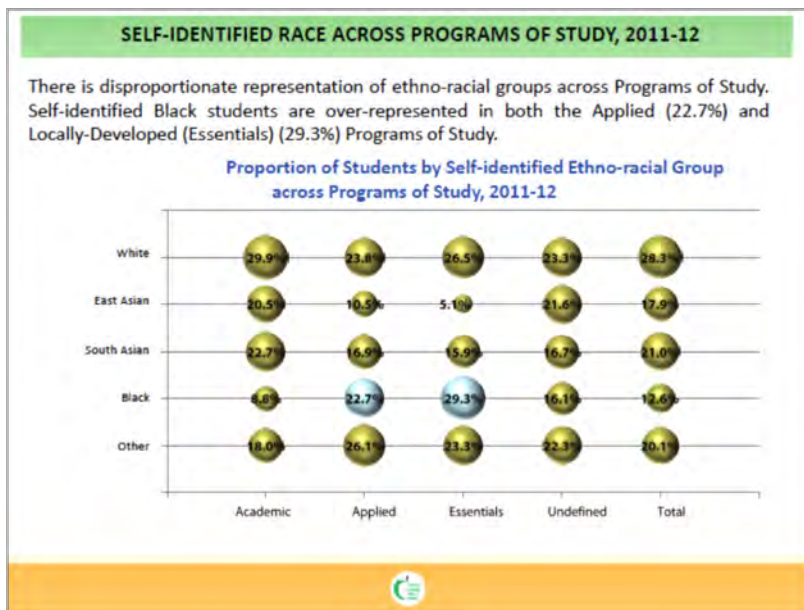
Figure 2: Graduation Rates across Grade 9-10 Programs of Study



This year a working group consisting of the Equity & Inclusive Schools department, authors of *Restacking the Deck: Streaming by Class, Race and Gender in Ontario Schools (2014)*, and members of the TDSB Guidance and Student Success departments, facilitated a collaborative inquiry into the meaning, manifestations and alternatives to streaming in TDSB schools. The PLC engaged superintendents, elementary and secondary administrators, guidance counselors and grade 8 and 9 teachers in a 3 session professional learning series. This involved meeting with educators from two families of schools from October 2014 to April 2015. The goal of the PLC was to work with schools to create and pilot locally-developed 'models of inclusion' to interrupt streaming practices that further marginalize groups of students and limit their future opportunities.

While concrete results from this inquiry are pending, preliminary feedback and data indicate that schools have been deeply engaged in discussions and are planning for structural changes to reduce segregation of students into programming that is separate and most often unequal. Some elementary schools are considering providing wrap-around supports within the regular class for struggling learners to ensure all students are prepared for a rigorous, academic program of study in grade 9. Some receiving secondary schools are piloting offering academic courses only, supported by staff professional development, parent and community dialogue, and student supports to access to all future opportunities.

As we continue to explore various models of inclusion as alternatives to streaming, we know one thing for sure -- continuing with the current model of education that disproportionately limits the opportunities and life chances for marginalized demographics of students is not an option!



Black Students Matter – 2015 Conference

On May 15th, students and teachers from 10 secondary schools from across the system, participated in a day-long event designed to empower and inspire Black students to engage in the future. The event was the brainchild of Kevin Sutton, Student Equity Program Advisor with Equity and Inclusive Schools and the organizers of our annual Diaspora Conference, Dave Watkins and John Solarski.

Each year, Black students from across the TDSB attend a conference at the University of Windsor that brings together educators and learners from Toronto, Windsor and Detroit to explore their history and imagine their futures at the nexus of Canada's Underground Railroad. Interest in participating in this experience has exceeded capacity for several years, so this year we held a Toronto-based conference to meet the demand.

In partnership with Ryerson University's, Spanning the Access to Post Secondary Education program, and with the help of its Director, O'Neil Edwards, the conference was held on the Ryerson campus in the heart of downtown Toronto.

The keynote address by TDSB teacher, Dave Watkins took students on a journey through pieces of their own histories as they were invited to understand structurally imposed limitations and how these can be overcome to create self-determination leading to brighter futures.

Students participated in workshops that focused on:

1. Understanding and managing reactions to racism.
2. Racial profiling and youth rights.
3. Activism, art and self-care.
4. Notions of blackness in pop culture.
5. Resilience and coping.
6. Self-affirmation and advocacy.

In our teacher workshop, educators explored the relationship between growth mindset, stereotype threat, culturally relevant and responsive pedagogy and structural barriers in helping to build student resilience and achievement.

The day culminated with student voice as each school informed a plenary of their experiences in our schools. They outlined experiences that make them stronger, those that challenge their abilities to succeed, and some measures they believe need to be taken to invigorate their participation in our schools and that contribute to their success.

Highlights include the following:

1. Teacher support and informed understanding.
2. School role-models that reflect and understand student lives.
3. More opportunities such as this conference to delve deeper into information and realities that affect Black students' lives.
4. Greater understanding of stereotypes and their impacts on students, both those posed by others and those internalized by students.
5. Increase in Africentric course offerings.
6. Increase in initiatives that activate student agency.
7. Increased administrative capacity to understand and support Black students.
8. Academic (destreamed) classes with high expectations for all students, and
9. Fostering positive peer relationships.

Equity and Inclusive Schools is looking forward to exploring events such as this one as a tool of engagement, enlightenment and agency for students, teachers and community partners.



In our teacher workshop, educators explored the relationship between growth mindset, stereotype threat, culturally relevant and responsive pedagogy and structural barriers in helping to build student resilience and achievement.

Newcomer Reception Centres

Welcome to the TDSB

Our Newcomer Reception Centres provide a warm welcome and an important initial learning assessment service for newly-arrived secondary school students and their families. In 2015/16, the Georges Vanier, Greenwood and West End Reception Centres welcomed and assessed the English proficiency and mathematics skills of over 3,100 secondary school students new to Canada, including over 600 International fee-paying students who have chosen to attend secondary school in the TDSB. A full-time guidance counselor at each site provides information and counseling to students and their families about the Ontario school system, and supports newcomer students in finding the most appropriate secondary school program for their individual needs. The full-service model at our Newcomer Reception Centres also includes a Settlement Worker to assist newcomer families in a variety of languages with settlement issues such as health care, housing, employment search, and connecting to ethno-cultural agencies and services.

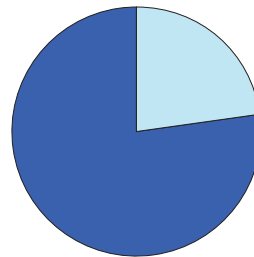
Throughout the spring of 2015, the staff at the three Newcomer Reception Centres also assessed over 900 grade 8 English language learners in TDSB middle schools and senior public schools, facilitating appropriate placement and a smoother transition to secondary school for these students.

In fall 2015, we will be transitioning to 2 Newcomer Reception Centre locations: Georges Vanier and West End. Greenwood will remain open during August - mid September as a "pop-up" site to serve students and their families in the east end of the city.

TDSB English Language Learner Demographics

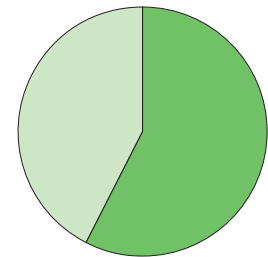
- 23% of our students (56,412) were born outside Canada
- 11.7% of our students (28,950) have been in Canada less than 5 years

Students' Country of Birth



- 77% of students born in Canada (189,575)
- 23% of students born outside Canada (56,412)

Home Language of Students



- 57.6% of TDSB students speak a language other than English as the primary home language
- 42.4% of students speak English as their home language

Elementary English language learners will be supported in 2015 – 2016 with:

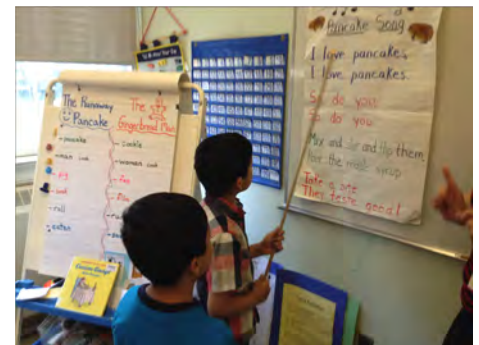
- Self-contained reception and beginning ESL classes in 82 schools
- In-School ESL/ELD resource support teachers in 241 schools
- 33.5 itinerant ESL/ELD teachers in 204 schools
- LEAP programs for students with limited prior schooling in 19 schools

Secondary English language learners will be supported in 2015- 2016 with:

- 134.5 teachers in secondary schools delivering ESL and ELD credit courses
- LEAP programs for students with limited prior schooling in 11 ESL schools
- 6 teachers and guidance counselors to welcome and assess students at 2 Newcomer Reception Centres

First Language Assessments

First language assessment provides valuable information about a student's literacy and numeracy skills in their home language, as well as important background information about schooling experiences before arrival in Canada. Our four Multilingual Team Leaders carried out and supervised approximately 1,000 first language assessments in elementary and secondary schools in 2014/15. These assessments, available in over 40 different languages spoken by students in TDSB, provide important contextual information to the school when planning next steps for an English language learner's program.



Newly-arrived English language learners in the reception ESL class at Rose Avenue P.S.



English language learners at East York C.I. in front of their multilingual classroom graffiti wall.



Students on the ESL Council at Earl Haig S.S. organized many successful fundraising and community events this year.

Professional Learning for Elementary Teachers

During the 2014/15 school year, TDSB elementary teachers participated in a number of multi-part professional learning opportunities facilitated by ESL/ELD Instructional Leaders, including:

Programming for the Newly-arrived English Language Learner

Teachers shared and expanded their skills in providing effective programming for students brand new to Canada. They explored research-based strategies that promote English language acquisition in tandem with growth in content-area knowledge, and created some of their own classroom resources for newcomers.

Orientation Module for Teachers New to ESL/ELD

Participants, who were elementary teachers new or returning to ESL/ELD teaching, learned how to carry out the initial assessment of English and mathematics, examined models of learning goals, success criteria, and descriptive feedback for working with ELLs, and discussed strategies for collaboration with content area teachers.

The English Language Learner and Special Education Support

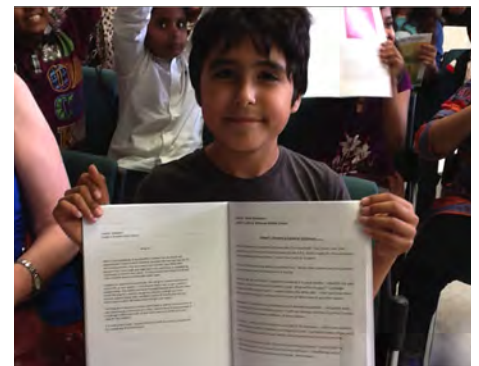
Elementary teachers with experience teaching students with Special Education needs as well as students who are English language learners (ELLs), participated in a four-part professional development module, engaging in pedagogical documentation and collaborative teacher inquiry. The objective was to explore what language behaviours distinguish a struggling English language learner who may have special education needs; the participants also discussed effective strategies and tools for struggling students.

Professional Learning Series For Itinerant ESL/ELD Teachers

Supporting over 900 elementary English language learners in 132 schools, the cadre of itinerant ESL/ELD teachers meets 6 – 8 times per year to consider new developments and issues in teaching English as a second language.

Canadian Horizons

This June we will celebrate elementary English language learners' achievements in our third annual anthology of writing, this year entitled *Canadian Horizons*. This collection of student work spotlights the short stories, poetry, and artwork of English language learners in Kindergarten through Grade 8. This project provides a forum for English language learners to become published authors and take pride in their writing in their new language, while sharing their experiences in coming to a new country and celebrating their accomplishments in school and in the wider community. Over 250 students from 48 elementary schools submitted work for consideration in the anthology.



A student proudly displays his published work at the authors' celebration.

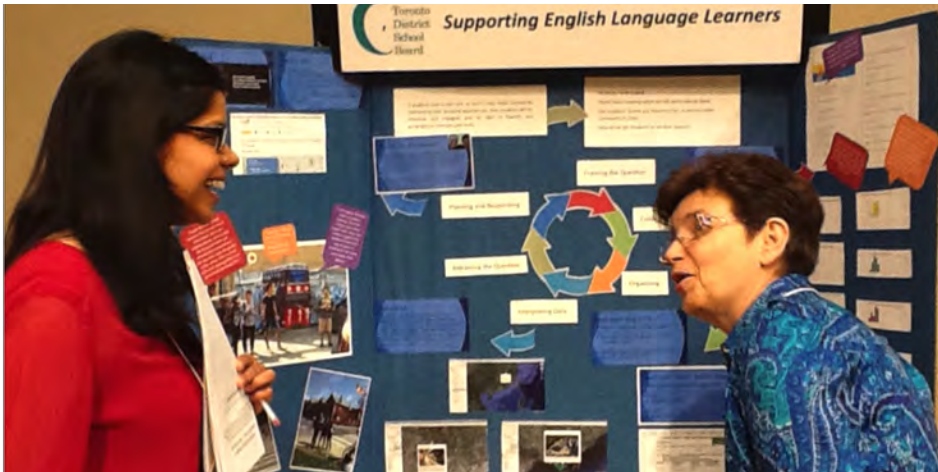
Canadian Horizons

Student Writing Anthology

ESL/ELD DEPARTMENT



This year's anthology of English language learner writing and artwork features a cover with art by the newcomer class at Islington J.M.S.



Central Tech ESL/ELD teacher Marlene Neri presents her collaborative inquiry project at the Ministry of Education's English Language Learning Day in May.

Professional Learning for Secondary Teachers

This year, a group of secondary ESL/ELD teachers and their content-area teacher colleagues, had the opportunity to take part in a Ministry-sponsored collaborative teacher inquiry project. The CTI focused on improving English language learners' achievement in content areas.

Participating teachers collaborated on activities in which they posed questions about their students' learning, developed action plans, collected and analyzed pedagogical documentation showing the progress of their English language learners.

The ESL/ELD Department also offered a number of multi-part learning modules for secondary ESL/ELD teachers and for secondary subject teachers who have English language learners in their classes, including the following modules:

English Language Learners in Secondary Science - In a 4-part learning module, ESL and Science teachers developed STEM lessons and hands-on activities for English language learners in secondary science courses. They experimented with providing their students with closed, guided and open inquiries; attended an exploration classroom; and explored strategies and developed scaffolds for teaching vocabulary and modifying labs for English language learners.

Inquiry-Based Research and Learning for ELLs - In this 3-part learning module, ESL teachers and teacher-librarians collaborated to design lessons and activities and share best practices for supporting English language learners, using an inquiry-based learning lens. Teachers implemented their fully developed inquiry-focused lessons with their classes, and shared their work digitally with their colleagues in the module.

English Language Learners in Family Studies - In a 3-part module, ESL and Social, World Studies and Humanities teachers collaborated to create challenging inquiry-based learning activities for English language learners in Family Studies courses.

Drama Strategies to Create a Positive ESL Classroom - In this 2-part module, ESL/ELD teachers actively participated in a range of drama learning activities to increase their repertoire of classroom strategies to create a positive classroom climate.

LEAP Mathematics for Secondary Teachers The aim of this module, designed and delivered in partnership with the Mathematics department, was to increase teachers' capacity in delivering mathematics instruction to students in secondary LEAP mathematics courses.



Teachers focus on strategies to improve English language learners achievement in science courses.



Teachers strike a dramatic tableau at one of the Drama and English language learning sessions.



Students listen raptly to a storytelling performance at the Toronto Ismaili Centre.

Storytelling Festival at the Toronto Ismaili Centre

On Monday, March 23, the ESL/ELD Department sponsored a storytelling festival day, in partnership with the Toronto Storytelling Festival and the Toronto Ismaili Centre. Over 280 students in grade 4 – 6 travelled from 10 neighbouring elementary schools to the brand new Toronto Ismaili Centre on Wynford Drive. Students heard engaging stories told by storytellers from around the world, including Regina Machado from Brazil, Elizabeth Laird from England, and Canadian tellers Sandra Whiting and Dan Yashinsky. After the performance, students had the opportunity to tour the architecturally striking new building, including a visit to the prayer hall where they learned about the traditions and beliefs of the Ismaili community.



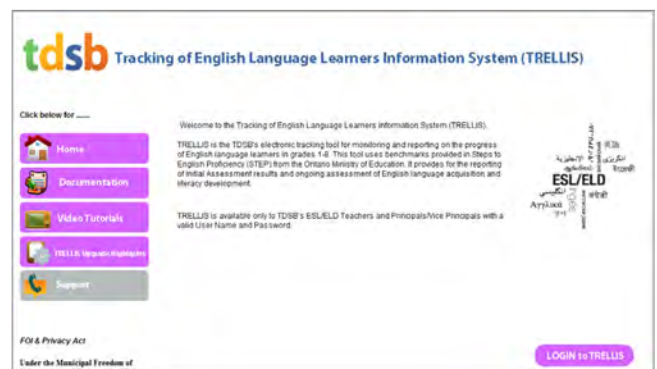
Well-known Caribbean-Canadian storyteller Sandra Whiting entertains students, parents, and teachers with an Anansi tale.

TRELLIS Tracking of English Language Learners Information System

On May 12, 2015, TDSB launched TRELLIS, our new Tracking of English Language Learners Information System. A web based application, TRELLIS will allow approximately 365 elementary ESL/ELD teachers to track approximately 22,000 elementary English language learners, either at school or off-site. Two-way integration with Trillium will eliminate redundant data entry and will also keep Trillium data current and accurate which will benefit the EQAO and OnSIS data submission processes.

Through TRELLIS, elementary ESL/ELD teachers will be able to record the results of the Ministry-mandated Initial Assessment of each English language learner, and then track their progress in acquiring English using the Ministry's Steps to English Proficiency (STEP) assessment benchmark system. The reporting module of TRELLIS provides our ESL/ELD teachers with enhanced reporting capabilities that satisfy requirements by the Ministry of Education.

TRELLIS, which fills a critical gap by digitizing the Ministry of Education STEP descriptors, was developed in-house through a partnership between the ESL/ELD Department, and the Organizational Design and Information Management Department of TDSB.





2014 ESL Speech Competition Winners after the finals at Dr. Norman Bethune C.I.



English Language Learners leading a Jane's Walk at Central Technical High School engage the participants in discussion about a community transportation mural.

Voices of English Language Learners

Northeast ESL Speech Competition

English language learners from ten northeast secondary schools (AY Jackson, Albert Campbell, David and Mary Thomson, Dr. Norman Bethune, Earl Haig, L'Amoreaux, Newtonbrook, Sir John A. Macdonald, Stephen Leacock and York Mills) participated in a public speaking competition this fall. Students competed in three categories: ASL A/B, ESL C/D and ESL E. The finalists from each school faced off in a grand finale on December 4, 2014 at Dr. Norman Bethune C.I., in front of an enthusiastic audience of over 100 students, staff and parents, co-ordinated by ESL/ELD Curriculum Leader Nancy Soni and the ESL/ELD teachers at Bethune.

Central Tech English Language Learners Lead Jane's Walk

On Saturday, May 2, 2015, English language learners led a "Jane's Walk" urban exploration around the community of Central Technical School. The students created the walk and researched all the local history as part of their ESL-adapted Canadian Geography course, under the guidance of their teacher, Juli Mori. Over 40 members of the community, including the local TDSB school trustee, Ausma Malik, participated in the 1½ hour tour around the Bathurst and Harbord St. neighbourhood.

Earl Haig ESL Council Partnership with Gibson House

In February 2015, English language learners from Earl Haig S.S. collaborated in an exciting multicultural project with the Gibson House Museum in North York. Students were invited to share their personal New Year's stories about New Year's traditions in their cultures, as well as to contribute objects to a display that represented various cultural celebrations related to the beginning of a new year.

Islington JMS Newcomers Learn Community History

The community murals of Islington Village in Toronto's west end offered rich resources for a student inquiry project this year in the newcomer class of English language learners at Islington JMS. Students toured the 17 murals in the neighbourhood, learning about the rich history of the area, and the diverse people who have shaped that history. They were then inspired to create a collaborative class mural that would share a beautiful moment from each of their lives. The students affirmed themselves as artists, while reflecting on the bigger questions of how they fit in and contribute to the ever-changing community.



Collaborative Mural Created by teacher Anne Kong's Newcomer ESL Class at Islington JMS



LEAP Students from Westview Centennial S.S. and their teacher Qudsia Ahmad, with the model city they built.



LEAP students at Kipling C.I. research the number of miles food has travelled to reach our tables. The students were completing a unit focusing on green practices and environmental stewardship.

Literacy Enrichment Academic Program (LEAP)

LEAP is a specialized English Literacy Development (ELD) program for students aged 9 – 20 who have limited or interrupted prior formal schooling. Over 400 students who have missed prior schooling in their countries of origin due to war, refugee situations, political oppression, and conditions of extreme economic hardship are enrolled in LEAP classes. All students in this enriched academic literacy booster program benefit from literacy, numeracy, and cross-curricular context-based language instruction in an intensive, small-group setting. For fall 2015, LEAP will be offered in 19 elementary schools and 11 secondary schools across the TDSB.



Teacher Krystyna Siemieniuch of Kipling C.I. with her LEAP class.



Dr. Jim Cummins, the world-renowned expert on second language teaching from OISE/UT, with the team of TDSB teachers and ESL/ELD staff at their session entitled Creating Bridges to Student Voice through Identity Texts.

TESOL International Convention Toronto 2015

THE TDSB ESL/ELD Department had a strong presence at the International TESOL Convention, which took place in March 2015 in Toronto. This was the first time in over 30 years that Toronto has been chosen as the locale of this large international gathering of Teachers of English to Speakers of Other Languages. Over 125 elementary and secondary ESL/ELD teachers were sponsored to attend the convention at a special TDSB rate. TDSB teachers presented a number of different sessions which were attended by ESL teachers from across Canada, the United States, and around the globe. The LEAP program, the identity text work of our elementary English language learners, our new secondary ESL and ELD curriculum units based on the lives of K'Naan and Malala Yousefzai, and our integration of STEM in the ESL/ELD program were some of the topics covered in our sessions.



TDSB ESL/ELD Instructional Leaders Sandra Mills-Fisher and Ann Woomert, along with Shirley Hu, LEAP Assessment and Resource Teacher, present a session about our LEAP program to a packed room of over 80 attendees at the TESOL Convention.

The Toronto District School Board values and supports second language programs in both the elementary and secondary panels. Research demonstrates that learning a second language enhances a student's ability to learn their first language and increases a student's ability to learn more languages. The students enrolled in these courses are not only developing their communication skills and thinking creatively, they are also increasing their awareness and appreciation of other cultures. The skills and knowledge students are acquiring contribute to our board's rich diversity and are preparing our students for life and further learning in a global community.

Programs in Schools

Core French

- There are over 100,000 students enrolled in Core French programs from grade 4 - grade 12.
- Approximately 1,800 students received a Certificate of Achievement for completing grade 12 Core French.



Spreading the Word

This poster was sent to all schools as part of a multi-pronged communication plan to promote the intensive French programs and to keep parents informed of deadlines.

French Immersion and Extended French

- Demand for Extended French and French Immersion Programs has been growing in the TDSB since 2004. In 2014 a total of 76 elementary and 10 secondary schools offer the Early French Immersion program; 58 elementary and 11 secondary schools offer the Extended French program across the city.
- Registration in both programs grew by about 5% for September 2015.
- One new French Immersion site and 3 new Extended French sites were added for September 2015.

French Immersion and Extended French Enrolment Growth

Year	Elementary French Immersion	Elementary Extended French	Secondary French Immersion	Secondary Extended French	Total
2000-1	11,242	1,667	1,645	856	15,410
2001-2	11,206	1,584	2,606	801	16,197
2002-3	10,921	1,412	2,576	760	15,669
2003-4	11,047	1,660	2,176	11,147	16,030
2004-5	11,171	1,746	2,335	1,245	16,497
2005-6	11,331	2,098	2,406	1,319	17,154
2006-7	11,483	2,670	2,427	1,314	17,894
2007-8	11,865	3,394	2,428	1,352	19,039
2008-9	12,307	3,706	2,430	1,293	19,736
2009-10	12,810	3,954	2,408	1,291	20,463
2010-11	13,415	4,180	2,482	1,371	21,448
2011-12	14,285	4,246	2,506	1,525	22,562
2012-13	14,956	4,381	2,628	1,803	23,768
2013-14	15,724	4,546	2,728	1,845	24,843
2014-15	16,556	4,830	2,776	1,994	26,156

Classical and International Languages

- Classical Languages, through both Latin and Classical Civilization courses, are offered to students in grades 10-12 in 13 schools in the TDSB.
- There are over 3000 students enrolled in secondary International Languages courses. Credits are offered in Cantonese, German, Mandarin, Italian, Japanese, Portuguese and Spanish.

Professional Learning

Beginning Teachers

This three-part module engaged new teachers in professional learning and dialogue around issues such as program planning, assessment and evaluation, evidence based teaching strategies. 184 teachers of French Immersion/ Extended French, Core French and S.K. F.I. participated.

Revised Curriculum Rollout

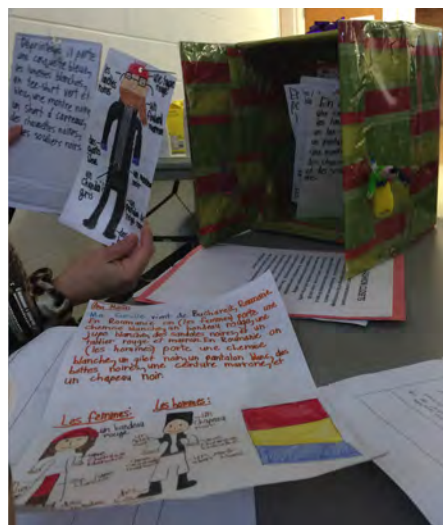
- The ministry of Education has released a revised curriculum document for all French as a Second Language programs, Elementary and Secondary. Teachers had the opportunity to explore the shifts in approach and deconstruct the new expectations.
- 79 teachers of Elementary Core French, Extended French and French Immersion who were unable to attend the sessions the previous spring participated.
- 90 teachers of Secondary Core French, Extended French and French Immersion participated in face-to-face sessions and online simulcasts in support of their new document.

La trousse d'évaluation diagnostique en immersion française

This training session will focus on how to use diagnostic assessment to better understand students' needs and support student achievement through a strong Junior/Intermediate French Immersion reading program. 77 teachers of Junior/Intermediate French Immersion were in attendance.

L'enseignement en petits groupes

Twenty-two teachers of primary French Immersion engaged in this 3 part face to face module with a blended learning component. Teachers worked through the establishment of a primary guided reading program that focuses on the effective use of diagnostic assessment (Alpha-jeunes and Le Sondage d'observation) as well as the explicit teaching routines to work in rich literacy centres and effective guided reading strategies.



Connecting Professional Learning to Student Success

Teachers planned a rich task together and returned with samples of student work for moderation and professional dialogue about where these students can go next.

Puis-je avoir votre attention?

In this 3 part module 28 participants examined how to develop and build a program that includes oral production opportunities for students in engaging and authentic situations. Teachers also had the option to plan to participate in the TDSB Concours d'art oratoire.



Putting It in Action

Students in this Core French classroom communicate, negotiate and problem-solve all in French in order to achieve a goal together – delicious crepes!

Parlons, écrivons, lisons: apprenons!

This 3 part blended learning module for Core French teachers promoted an in-depth examination and implementation of Communicative Language Teaching (CLT) and the Action-Oriented Approach as they relate to the principles of the CEFR (Common European Framework of Reference). 24 Participants explored the teaching strategies related to these approaches with respect to all strands of the FSL curriculum.

Qu'est-ce que la culture?

This three part module examined the newly added Intercultural Understanding expectations in the revised FSL curriculum as it pertains to program planning and assessment. This module promoted equitable and inclusive practices in consultation and collaboration with the TDSB Equity department. 32 teachers of Core French, Extended French and French Immersion participated in these sessions.

Ressources numériques au service de l'apprentissage

This three-part blended learning module focused on using digital and web based tools in the FSL context. 23 Teachers explored the use of AW sites, the TDSB Virtual Library, introducing Blended Learning through D2L, the Google environment and GAFE tools as well as IPADs and educational apps to promote engagement and student success.

Conference for Teachers of Secondary French as a Second Language, Classical and International Languages

One hundred and thirty teachers of French as a Second Language, Classical and International Languages at the secondary level had the opportunity to attend a full day of professional learning presented by the French as a Second Language, Classical and International Languages Department. The day began with an engaging and enlightening keynote address by First Nations Elder Marcel Labelle. From there, teachers were able to choose from a range of sessions presented by Instructional Leaders as well as classroom teachers on a variety of topics such as, authentic tasks, intercultural understanding and using technology to transform teaching and learning of second languages.

Parlons de l'écoute

This three part module engaged teachers in exploring the possibilities for promoting the development of speaking, listening and oral interaction skills for their students in alignment with the shift in emphasis in the revised FSL curriculum. In particular teachers examined the implications of listening as a separate strand as well as exploring resources and developing tasks to intentionally teach and assess oral communication. 25 teachers of Core French, Extended French and French Immersion participated.



Keynote Address

Métis elder Marcel Labelle shares his perspective on the intersections of languages and cultures.



Stimulating Professional Dialogue

This monograph addressing the newly separated listening strand in the FSL Curriculum provided a jumping off point for engaging professional discussion about student learning.

Professional Collaboration

Professional Learning Community for FSL C.L. and ACL's

Sixty-one Curriculum Leaders (C.L.s) for FSL programs attended 4 sessions facilitated by Instructional Leaders. C.L.s engaged in Collaborative Teacher Inquiry around the principles of the CEFR and the Action-oriented Approach to second language learning.

Professional Learning Community for Teachers of International Languages

Twenty-three teachers attended 3 sessions facilitated by Instructional Leaders. Teachers explored the implications of the Common European framework of Reference (CEFR) for teaching in the secondary International Language classroom.

Elementary Core French Network

Over 60 Core French teachers, grades 4-8 participated in 6 after-school and online sessions focused on the implementation of the revised curriculum. In small work groups teachers developed selection criteria for resources used as a class set in the Core French program and used these criteria to evaluate how well new resources support students in achieving the revised curriculum expectations.

Special Education Network

A group of teachers from 25 French Immersion schools, who deliver support to FI students, met 3 times this year under the direction of the FSL department. Teachers discussed implications of the Ministry Framework for FSL in Ontario on their teaching practice as well as topics related to their unique roles in the school including advocacy for the students and the program. This was also a forum for collaboration with the Special Education department.



Learning Together

Teachers engaged in professional dialogue in support of student success and learning in Core French.

CEFR Working Group

A group of 21 teachers already familiar with the Common European Framework of Reference, and trained as CEFR Correcteurs, met 3 times this year to deepen their understanding of how the principles of the CEFR can serve to improve teaching and learning in FSL classrooms.



Exploration Classroom at Maryvale P.S.

Visiting teachers at an exploration classroom take the opportunity to speak to students about their learning in Core French.

Exploration Classrooms

Teachers of all three programs opened their doors to visiting colleagues to allow them to observe a classroom in action and discuss best teaching and learning practices in context. About 100 teachers took advantage of this opportunity this year.



Networking

Teachers collaborated to develop strategies to support all learners in French programs.

Student Engagement

Concours d'art oratoire

One hundred and fifty students from 80 elementary schools and 60 students from 20 secondary schools competed in TDSB's 6 regional Concours d'art oratoire - French public speaking competitions.

Heritage Fair

Students from French Immersion and Extended French programs participated in the TDSB Heritage Fair.

Urban Voices/Echos de la ville

Poets from all French programs participated in 2 regional celebrations as they read their poetry published in the TDSB anthology, Urban Voices/Echo de la ville.

Language Contests

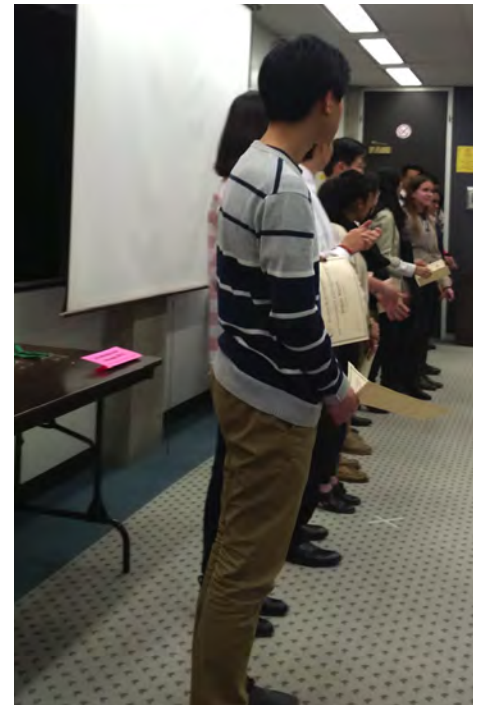
- Students from TDSB Classics programs attended the Classics Conference in May 2015. They participated in chariot races, ancient games and language classes.
- 130 Students enrolled in secondary Spanish courses participated in the Ontario Secondary School Spanish contest.

DELF

As part of a project with the Ministry and CSC, 48 grade 12 students in the Core, Extended and Immersion programs challenged the Diplôme d'études de langue française exam – having the opportunity to obtain an internationally recognized certificate of language proficiency.

Community Experiences in French

Over 10,000 students from Core French, Extended French and French Immersion Programs have participated in French experiences out of the classroom to enhance oral language skills supported by grant funding as well as a directory of such experiences available in the GTA managed by the FSL Department.



Recognizing Effort and Accomplishment

Students were celebrated for representing their school at the Regional Concours d'art oratoire. One of these students represented the TDSB at the provincial festival!



Challenging the DELF

Students completed the written component of the Diplôme d'études de langue française along with thousands of fellow challengers around the world writing at the same time.

Education and Career/Life Planning

Implementing the All About Me Portfolio (K-6) In Support of Creating Pathways to Success

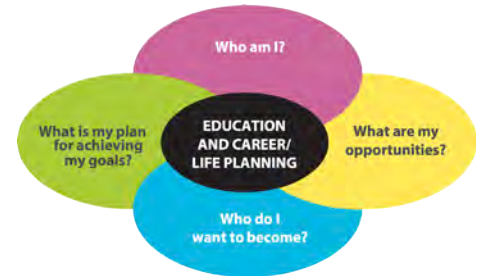
In early March and May, Kindergarten to Grade 8 administrators and teachers from the WR1 and the east region gathered together to engage in dialogue around the implementation of the All About Me portfolio as part of the Ministry's [Creating Pathways to Success](#): Education and Career/Life Planning Program (K-12).

Throughout the day, participants engaged in learning about:

- new Ministry policy called Creating Pathways to Success
- connections to the Ontario Curriculum
- a broadened definition of the term 'Career'
- roles and responsibilities for implementation

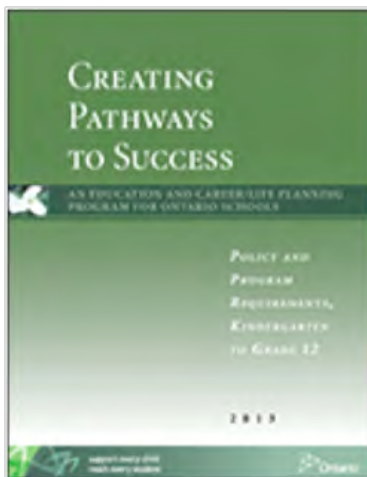
School teams had an opportunity to take stock of the programming and structures in the classroom and in schools that presently align with the policy.

In the latter part of the day, participants explored portfolio possibilities and developed implementation plans for the coming year. Resources to assist with school-wide implementation can be accessed by clicking on the following link [Teaching and Learning Guidance Website](#).



The four questions in the framework – *Who am I? What are my opportunities? Who do I want to become? and What is my plan for achieving my goals?* – are relevant at any age or stage of development; only context and emphasis change as a student progresses through school, from Kindergarten to Grade 12.

– *Creating Pathways to Success*



Creating Pathways to Success

One of the program requirements of the the Creating Pathways to Success document is the All About Me Portfolio and the Individual Pathways Plan. The iPad Project supports this requirement.

Using iPad technology To Create An e-Portfolio

As a response to the criticism that Individual Pathway Planning (IPP, portfolio development Grades 7–12+) using our current web-based tool is rather two-dimensional and lacking in creativity, three secondary schools have experimented with using iPads and a suite of apps that support them. The thinking is that students will become more engaged in the portfolio process when there is the capacity to include candid photos, videos and other evidence that can only be captured using the iPad.

All of the pilot schools are co-planning and collaborating with the library learning resource centre; in some instances an iPad 'café' has been established in the library for a couple of reasons: ready and universal access to the technology, and readily accessible teacher support for IPP development. Guidance counsellors with their teacher-librarian colleagues have been able to support all teachers with co-planning and delivering career development lessons, incoming students have been able to begin their education & career/life planning program during flexible times, students have become more creative with their portfolio construction and students have been using the technology to engage in IPP activities outside of specific pre-planned instructional periods.

Creating Positive Climates for Learning – Transdisciplinary Module

This year, 13 participants from 10 TDSB schools, K-12, met to answer the following inquiry questions:

1. What does a healthy school look like? Sound like? Feel like?
2. What are the challenges/pressures/tensions around building and sustaining a positive school climate?
3. What are we currently doing to contribute to positive, caring, inclusive classrooms?

Using the collaborative inquiry framework and drawing on expertise from a wide variety of disciplines, participants used the *Foundations for a Healthy School* resource to direct planning, action, observation and reflection around issues of interest to them at their schools.

One of the session highlights was the activity on building community through Drama, as participants engaged in using physicality to relay emotion and deepen understanding by looking at the whole picture.

Participants followed up with an Instructional Leader in a variety of ways as a check in on the inquiry process. Collaboration on Google made this module a success in many ways! We also had a lot of tweeting during the session! "Healthy students are better prepared to learn, and education is a key determinant of health." [#creatingpositiveclimates](#) [#transdisciplinary](#)



Who Am I?

Students Maximizing Intercommunity Leadership Experiences (SMILE) Conferences



Elementary Camp SMILE

Students from: Dovercourt Public School, Fairbank Middle School, Lawrence Heights Middle School, Milne Valley and Northlea.

This year, intermediate and secondary students from across the system had an opportunity to take part in the 3-4 day SMILE student leadership program at Camp George near Parry Sound. This transformational experience, offered in partnership with the TDSB, TCDSB and Toronto Police Services has a 33 year legacy. Participating schools sent a team of six students and one/two teachers with some identified challenges in the area of school safety. Together with skilled facilitators, student mentors and police officers, school teams came up with plans to address these challenges upon return to their schools. Students had an opportunity to explore strategies within the context of community building, culturally relevant and responsive pedagogy, character development and equity. The program promotes Caring & Safe Schools initiatives and supports students

in meeting competencies in the areas of self-regulation, collaboration, social-responsibility and leadership. In May, at the SMILE reunion, students had a chance to share their progress and to inspire others with the difference they are making in their school communities.



Secondary Camp SMILE

Students from: Central Technical School, C.W. Jefferys, George Harvey C.I., Northview Secondary School, SATEC@W.A. Porter C.I., and Westview Centennial Secondary School at Camp George for Camp SMILE.

myBlueprint

myBlueprint continues to be our web-based tool provider for not only course selections, but also for education/career life planning. Students are able to see what opportunities are available to them based on the courses that they have selected. Information on initial destinations (Apprenticeship, College, University, and the Workplace) will give students a deeper understanding of what is available to them. This September, students will be able to gain a better understanding of themselves through the newly developed assessment tools.



Youth As Mental Health Champions

The Youth Mental Health and Addiction Champions (YMHAC) Project is an initiative between the Registered Nurses Association of Ontario and six public health units in Ontario. The program supports students to become mental health champions in their schools. Toronto Public Health has partnered with the TDSB to implement the YMHAC project in selected schools.

On November 4th and 5th, a very enthusiastic group of students from across from the TDSB along with their staff school lead attended 'Teen Ranch'; a camp just north of Caledon to discuss how they will work to improve the health and well-being of their school community through promoting mental wellness initiatives, working to reduce the stigma about mental illness, and discouraging the misuse of drugs, alcohol and other substances. Eight TDSB schools attended: Birchmount Park C.I., Danforth C&T.I., Riverdale C.I., Lawrence Park C.I., Vaughan Road Academy, Victoria Park C.I., East York C.I., and Albert Campbell C.I.

Facilitators from Centre for Excellence in Mental Health led the day with some icebreakers and a discussion about Mental Health and the issues that cause stress for teens. Day two had presenters from 'mindyourmind' who presented the initial phase of the interactive tool that students can personalize to meet the individual needs of each school.

At the conclusion of day two, students worked with their staff leads to come up with an action plan on how to proceed at their schools. Students were excited about the possibility of creating change at their schools.



Youth as Mental Health Champions @ Teen Ranch.

What are my opportunities?

College Liaison Project - Career Exploration Opportunity for Intermediate Students

This year, 240 intermediate students and supervising staff from 20 schools across the TDSB participated in the College Liaison Project initiative. In its 11th year, this exciting education and career/life exploration opportunity in partnership with Centennial and Humber Colleges offered student and staff the opportunity to explore a myriad of post-secondary college possibilities.

As part of the learning module, TDSB teachers engaged in learning prior to the on-campus experience to: increase their awareness and understanding of career opportunities and post-secondary options available through the Ontario college system; and to support decision-making as students and their families plan for secondary school. On the college visit day, students engaged in a variety of skill-based workshops and dialogue with college professors and student ambassadors about labour market, trends, apprenticeships and skills required for each course/profession.



College Liaison Project

Students participating in the 'Design Your Future' challenge session. Students used STEM pedagogy to create a furniture prototype.

Work Connections/Job Fair 2015

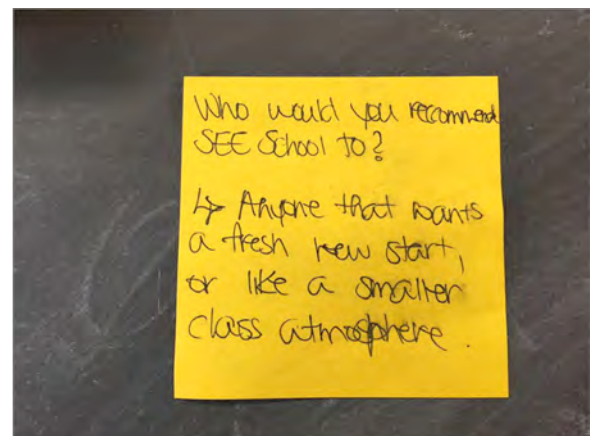
Working alongside the Toronto Catholic District School Board and the City of Toronto, the TDSB once again hosted the *Work Connections/Job Fair 2015* at the Metro Toronto Convention Centre. This once again proved to be a valuable opportunity for grade 12 students who plan to enter the workplace following graduation.

The day was structured to allow schools to attend the event in the morning or afternoon. Teachers from all disciplines accompanied their students to the event and show support. Agencies located in every quadrant of the Board, such as the 'YMCA' had booths on display. The agencies provided information about the services that they offer. The employer room had representatives from a variety of companies that accepted resumes, with some who even administered on the spot interviews. Students were able to participate in a number of workshops, which provided invaluable information from: Dressing for Success to Networking.

Based on the feedback from both the student and teacher surveys, the day proved to be one that students found to be beneficial and provided for them the resources that they need following graduation to get hired.

Alternative Schools Caravan

On May 15, 2015 guidance counsellors participated in the Alternative Schools Caravan. Counsellors travelled to Alternative Schools in the East and the West to learn about the unique programming available at each school.



Toronto CREW – Annual Real Jobs Day

On October 15, 2014, grade 11 and grade 12 female students participated in a one-day event to learn about opportunities in the commercial real estate field including:

- urban planning
- asset and property management
- development
- and many more

The day began with students doing a scavenger hunt through the Eaton Centre as an activity to activate student's prior knowledge. CREW Network is a professional women's organization with greater than 63% of the members CEOs, presidents, partners, owners or senior managers working various sectors of the commercial real estate industry.



Toronto CREW

Opening remarks at the 2014 Toronto CREW – Annual Real Jobs Day – October 15, 2015.

Who do I want to become?

STEPS to University (University of Toronto - Transitional Year Program)

This is a long-standing collaboration with the University of Toronto aimed at making university studies accessible to students who have been marginalized due to socio-economic status, race or ethnicity, family history or various other factors. The program has four goals: to encourage participating students to complete their secondary school diploma, to do so at a level that will enable their participation in postsecondary studies, to induce students to undertake such postsecondary studies and to encourage them, wherever practicable, to select university programs for their postsecondary studies. Six secondary schools offered *Introduction to Sociology* as the course; Lakeshore Collegiate Institute elected to offer *Drama: Form and Style*; Central Technical School elected to offer *Law and Morality*.

RUN (Ryerson University Now)

The goal of this partnership program, presently hosted at 4 sites, is to help youth change their "culture of expectation" with respect to both completing high school and then going on to post-secondary education.

A Ryerson University credit course is provided to marginalized high school students, with the students registering through Continuing Education (CE) at Ryerson. As CE students, *RUN* students receive a Ryerson student card and have access to all of the supports and services available to regular degree students. The goal behind offering a university course to these students is to motivate them to consider post-secondary education as a genuine option by making this level of education familiar, accessible, non-threatening AND successful. Courses being offered this year included *Introduction to Popular Culture*, and *Zap Pow Bang Pop literature*.



RUN Graduation @ Ryerson University

Graduates from the Run University Now (RUN) along with O'neil Edwards – Director of Spanning the Gaps Access to Post-Secondary Education at Ryerson University.

African Diaspora Youth Conference 2015

Students from nine schools across the TDSB participated in the 12th Annual African Diaspora Youth Conference 2015 at the University of Windsor. This three-day conference was for students who participate in the Africentric program at their school. The sub-theme this year was 'Black Lives Matter'. Students reflected on the events that have taken place in the United States and went through several activities that reinforced the importance of education, socialization, and advocacy with today's young racialized and marginalized youth.



African Diaspora Youth Conference 2015 – Conference theme and logo.

What is my plan for achieving my goals?

Tutors in the Classroom

This program is an initiative of the Literacy & Numeracy Secretariat of the Ministry of Education. The program provided assistance to classroom teachers in 60 schools with Grades 1 to 6 through tutoring activities and direct contact with students, as well as assisting teachers in reinforcing skills in literacy and numeracy; intervention approaches are selected by and monitored by the classroom teacher. All of the tutors were postsecondary students many of whom were exploring potential occupations related to education.

Tutors in our Secondary Schools

This program is sponsored through a formal partnership with the Centre for Community Partnerships at the University of Toronto (St. George campus). Postsecondary students, from all faculties across the university spectrum, perform co-curricular service-learning activities supporting engagement and academic achievement.

The 45 U of T students who have been connected to 15 secondary schools have established one-to-one learning relationships, organized tutoring clubs, provided access to technology that was unavailable in the school site, and co-planned unique learning opportunities informed by their area of interest/expertise at the university.

Home Instruction

This year approximately 231 students received Home Instruction, as they were unable to attend school due to illness. Teachers are hired to go into the home and support students who are facing a variety of issues. This support enables students to maintain the connection to school and to transition back after an extended absence. Many creative strategies are used to help students through a challenging time. Parents, students and schools are grateful for these additional supports offered centrally.

TDSB Fit For Life Program

The TDSB Fit for Life Program strives to establish a culture in all TDSB schools that supports a healthy active school environment which empowers TDSB students to increase their knowledge and enhance their skills while fostering positive attitudes towards healthy active living. Based on the pillars established by the Ministry of Education's Foundations for a Healthy School (Curriculum, Teaching and Learning; School and Classroom Leadership; Student Engagement; Social and Physical Environments; Home, School and Community Partnerships), the TDSB Fit for Life Program encourages schools to recognize the physical, social, emotional and academic benefits of physical activity.



This year the TDSB Fit for Life Program included a Menu of Professional Learning. The TDSB Health and Physical Education Department collaborated with Toronto Public Health to provide sessions for teachers to attend based on their self-determined Healthy School focus (own schools' assessment of need) for 2014-15. Participation in professional dialogue, sharing of ideas and making connections with fellow educators addressed Health and Physical Education and Healthy Schools strategies:

- Healthy Snacks
- Fitness and Fitness Buddies
- Daily Physical Activity (DPA)
- Classroom and Parent Engagement Using Technology
- Climber Training
- Play Days and Activity Days
- Creating a Supportive Social Environment (Mental Wellness)
- Power to Play/Power to Explore
- Active Playgrounds
- Intramurals
- Healthy Active Living Nights
- Active Playgrounds – Snow Fun
- Training for the TDSB Healthy Schools 5k Run/Walk
- Assessment and Evaluation in Health and Physical Education
- Building Physical Literacy



Student leaders plan how to incorporate ideas from the Active Playgrounds – Snow Fun session back at their school.

Student buddies working to apply physical fitness concepts and practices that contribute to healthy, active living in the school's Wellness Studio.



Individuals who are physically literate move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person.

- Physical and Health Education Canada

Building Physical Literacy Professional Learning Session

Health and Physical Education Elementary Curriculum

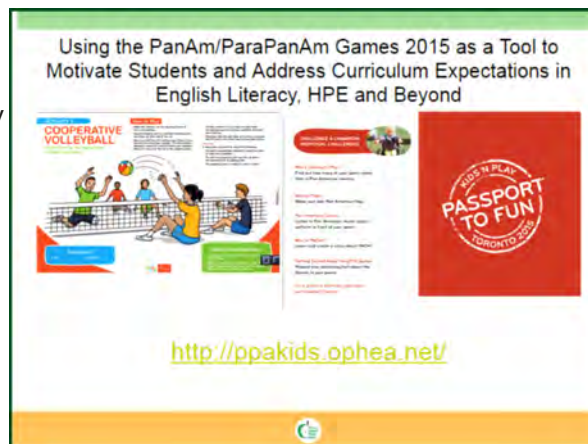
HPE and English Literacy Support for the Academies

The Health and Physical Education and English Literacy Departments collaborated to provide an integrated learning module for teachers at the TDSB Academies:

- Carleton Village Junior and Senior Sports and Wellness Academy
- Donview Middle Health and Wellness Academy
- James S. Bell Junior Middle Sports and Wellness Academy
- Jean Augustine Girls Leadership Academy
- Rene Gordon Elementary Health and Wellness Academy
- Shoreham Public Sports and Wellness Academy
- The Boys Leadership Academy at The Elms

Learning goals for this learning module were curated with feedback from participants and co-created with English Literacy and HPE Instructional Leaders:

- to explore and disaggregate reading data from EQAO and link assessment to instruction
- to build a shared understanding of the principles of inquiry and how inquiry can be supported through the literacy block and across the content areas - Healthy Living
- to network with each other and support school leaders in the implementation of the vision they developed for their academy



The English Literacy and Health and Physical Education Departments used the topic of the PanAm/ParaPanAm Games as part of the integrated learning module for the Academies.

Elementary HPE Exploration Classroom Sessions

This Winter and Spring, TDSB Health and Physical Education teachers opened up their gymnasiums to fellow educators so that they could see firsthand learning taking place for students in the same division (P/J/I) that they taught. Visiting teachers were able to be part of classes of students working on developing their physical fitness and exploring movement skills and concepts. Professional dialogue also took place with sharing of ideas allowing all teachers to learn from and with one another.

New to Teaching Elementary Health and Physical Education

To support the delivery of the *Ontario Curriculum Grades 1-8 Health and Physical Education 2010 Interim Edition*, two-part professional learning modules were offered for teachers who were new to teaching this curriculum. The New to Teaching Grades 1-8 Physical Education teachers learned about the connection between the *Strand A: Active Living*, *Strand B: Movement Competence: Skills, Concepts and Strategies* and the *Living Skills* by examining the scope and sequence of how students develop their physical literacy. These active sessions allowed teachers to engage in the Teaching Games for Understanding (TGfU) approach as they played games and considered opportunities for assessment and differentiated instruction.

The teachers who enrolled in New to Teaching Healthy Living focussed on Strand C and the Living Skills. Teachers learned more about the three overall expectations for grades 1-8 and how the four health topics are incorporated into student learning. A variety of program planning considerations were explored so that teachers could reflect upon their own students and determine how best to provide effective instruction to meet their needs for acquiring health literacy.

Early Learning-Kindergarten Health and Physical Activity

More than 50 teachers of Early Learning –Kindergarten Health and Physical Activity took part in professional learning to gain a better understanding of how to program plan for the TDSB's youngest learners. At ages 3-6 the child's body is ready to learn many of the fundamental movement skills (locomotor and body, sending and receiving skills) needed for physical literacy. How to incorporate a variety of delivery formats to teach these skills in a safe, fun and inviting environment was highlighted, to meet the needs of the learners in EL-K.



Teachers of Early-Learning Kindergarten students learning the overhead throw – a basic fundamental movement skill in the development of physical literacy.

TDSB HEALTHY SCHOOLS 5K RUN/WALK

A Celebration of Healthy Active Living

On Saturday May 23rd, 2015 the Health and Physical Education Department hosted a celebration of healthy active living for all TDSB schools and community members. Downsview Park was the site for the TDSB Healthy Schools 5k Run/Walk. Elementary schools participated in their run at 10:00am and Secondary schools at 11:00am. The day included a full program of activities and performances and was a great culmination to a year of healthy active living across our Board.

The Main Stage was the site of full group warm ups led by Daryl Devonish and Antonio Montes of the 60 Minute Kids Club and Ted Temertzoglou of Thompson Educational Publishing. While on the route participants were inspired by the cheer squad from Ivivva Canada.

The Celebration Zone was active from 9:00 am to 12:00 noon. Individuals were encouraged to interact with Health and Physical Education Department partners including: Toronto Public Health, the 60 Minute Kids Club, Thompson Educational Publishing, Holland Bloorview, Athletics Ontario, and BOKs Kids.



Associate Director Christopher Usih lets the horn sound for the start of the Secondary Schools Run/Walk.

made up of Riverdale CI students and alumni.

The event was captured on social media using #tdsbrun and many images and thoughts were compiled in the form of a Storify found [here](#). The TDSB Healthy Schools 5k Run/Walk was a great event with the potential for massive growth. The Health and Physical Education Department looks forward to hosting this event again next year and celebrating healthy active living with the entire TDSB community.



Over 3000 staff, students and community members enjoyed a glorious day at Downsview Park for the TDSB Healthy Schools 5k Run/Walk.



Thousands Celebrate Healthy Active Living. TDSB School Communities showed their commitment to Healthy Active Living at the TDSB Healthy Schools 5k Run/Walk.

Staff, students and community members from across the TDSB joined the 60 Minute Kids Club and Thompson Educational Publishing for the large group warm up.



A job well done! Participants receive their commemorative medals and healthy snacks at the conclusion of the Run/Walk.

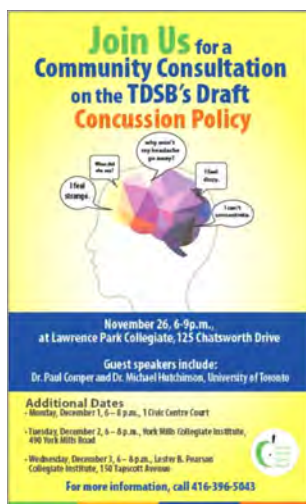


The TDSB Fit for Life Program-A Board wide commitment to healthy active living. The Health and Physical Education Department would like to thank everyone who participated in the TDSB Healthy Schools 5k Run/Walk. See you next year!

Concussion Awareness

The HPE Department continues to be a leader in concussion awareness in the province. To date over 4700 teachers have participated in professional learning on concussion prevention, recognition, management and Return to Physical Activity protocol. This year every grade 9 student received concussion education delivered by their Health and Physical Education teacher using the TDSB Concussion Education lessons.

Four parent community consultation and information evenings were hosted across the system to provide the community with valuable information about concussions and their impact on students and to inform the Draft Concussion Policy. The HPE Department was very fortunate to have University of Toronto Doctors Paul Comper and Michael Hutchison, and Dr. Charles Tator the founder of Think First Canada present at these sessions as well as the participation of Toronto Public Health, provincial sports organizations and the Ontario Brain Injury Association. The work with leaders in the field has led to the development of the TDSB Concussion Policy supporting student success with a focus on Return to Physical Activity and Return to Learning.



The work with leaders in the field has led to the development of the TDSB Concussion Policy supporting student success with a focus on Return to Physical Activity and Return to Learning.

The HPE Department continues to develop programming to support student achievement and well-being.

Secondary Health and Physical Education

Grades 9-12

On Friday, February 13th Secondary Health and Physical Educators participated in HPE is Wellness. Over 250 teachers attended and TDSB teachers presented a variety of active and classroom sessions directly addressing the Health and Physical Education Curriculum Expectations. This event was timely as the Ministry of Education announced the release of The Ontario Curriculum Grades 9 to 12 Health and Physical Education 2015 is to be implemented for September 2015. The department will continue to support schools in the implementation of the revised curriculum.

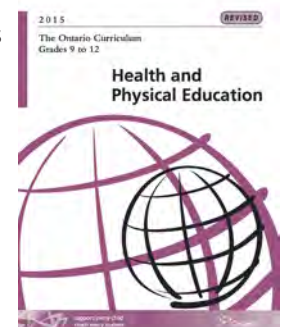


Over 250 teachers attended and TDSB teachers presented a variety of active and classroom sessions directly addressing the Health and Physical Education Curriculum Expectations.



The revised Health and Physical Education Curriculum 2015 is based on the vision that the knowledge and skills students acquire in the program will benefit them throughout their lives and enable them to thrive in an ever changing world by helping them develop physical and health literacy as well as the comprehension, capacity and commitment they will need to lead healthy active lives and promote healthy, active living.

We are excited and are looking forward to continuing our work with teachers to develop appropriate and effective instructional strategies to help every student achieve the revised curriculum expectations to the best of his or her ability.



Using PanAm / Parapan AM Game Themes to Impact Student Learning!

Over the course of the 2014/15 school year the Health and Physical Education Department took advantage of materials co-created by the Ministry of Education and Toronto2015, the organizing committee for the games and used PanAm / Parapan Am Games themes to engage teachers in rich discussion and immerse students in authentic, relevant learning to build excitement for the Games.

At the TDSB Fit for Life Program launch educators enjoyed participating in cooperative volleyball, batter up, bocce and curling, a sampling of the 14 diverse cards housed in the Activity Day kit. These active experiences served as the provocation for an engaging discussion of assessment and evaluation.

With support from English Literacy, the Sports / Health and Wellness Academies used the themes of this exciting multi-sport event to offer suggestions to teachers for integrated learning linking Language expectations to those in HPE so that students could extend and demonstrate their learning in a variety of ways.

To build knowledge, support engagement, and inspire a commitment to healthy active living, school communities were given an opportunity to select a Kit of equipment or \$200.00 to create their own PanAm / Parapan Am Activity Day.



Educators experienced first-hand cooperative volleyball, one of the activity cards modified from the Parapan Am sport of Seated Volleyball at the TDSB Fit for Life Program launch.



Carlton Village exposed students to 12 exciting Activity Day kit activities over the course of 3 weeks in order to prepare the "athletes" for their school wide PanAm Activity Day in June.

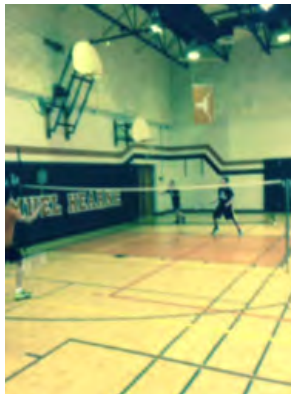
"Thanks for letting me know about the free Pan AM kit, it arrived a few weeks ago, the students love using the balls with the bell in them".

- Educator responding to receipt of the Adapted Kit

Toronto District Elementary Schools Athletic Association (TDESAA)



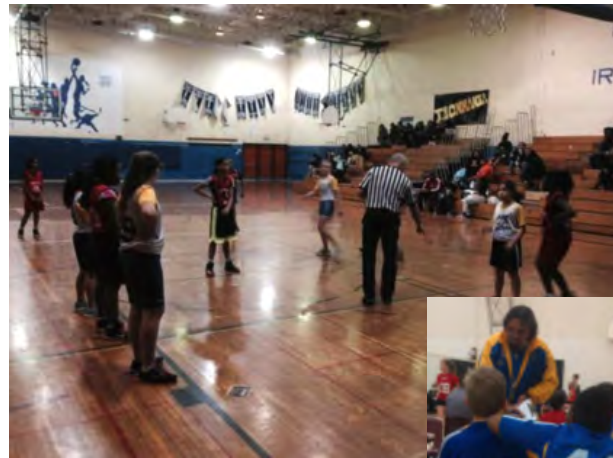
The HPE Department would like to acknowledge the time and effort of all staff members involved in coaching our elementary students, especially those who volunteer to serve as Convenors and members of Conference and District Executives. Members of these committees give their free time to ensure the ongoing success



of athletics in the TDSB. They provide integrity and transparency in their governance of the organization and assist coaches with understanding rules and regulations. Coaches bring the TDESAA to life as they train their athletes and provide opportunities to many students who do not have access to organized athletics. Finally, the HPE Department thanks administrators for their ongoing support of TDESAA events. These relationships are invaluable.

relationships are invaluable.

The TDESAA began the fall season with a new City Championship Sport—Borden Ball! Macklin P.S. served as a wonderful host for the event. The teams involved all demonstrated great sportsmanship as they vied to be the first ever City Champions for their Grade.



The late fall sports of boys' volleyball and girls' basketball began in early-November and concluded in mid-December with conference and city championships.

October is always busy with 14 different cross country races across the city, slo-pitch games, flag football, flag rugby along with touch football events. Thank you to those schools that provided fields, diamonds and other facilities to ensure that league and qualification events could take place.

The late fall sports of boys' volleyball and girls' basketball began in November and concluded in mid-December with conference and city championships. The TDESAA was once again proud to provide ice hockey clinics in early December for developing players. After the winter break, ice hockey, girls' volleyball and boys' basketball started their respective seasons.

February and early March were busy months as TDESAA was running ice hockey city finals at the MasterCard Centre, girls' volleyball city finals at Variety Village and boys' basketball city finals at Hoop Dome. Returning from the March Break, Convenors and Coaches planned for the excitement of the spring season. Swimming finals at Rosedale School of

the Arts were first up, with Co-ed volleyball city championships at AY Jackson C.I. and badminton city championships at Humber College.

With 25 meets beginning in May, and thousands and thousands of students, Track and Field continues to be one of the largest participatory sports at the elementary level. Many students set goals for a personal best and actively demonstrated sportsmanship and great teamwork.

The TDESAA Barrier Free track and field event, hosted at Variety Village on May 27 and 28, was an excel-

lent experience for 600+ students with special needs and the staff who have the privilege to work with them. During this day, many students had an opportunity to show their skills and talents in modified activities

June saw the excitement of soccer, ultimate, cricket and track and field city championships.



Boys' basketball city finals at Hoop Dome.

Congratulations to all teacher coaches and students who had a successful TDESAA experience this year. We look forward to next year!

Toronto District Secondary Schools Athletic Association (TDSSAA)

Congratulations to all of the teacher/coaches and students who participated in another successful TDSSAA sports year. TDSSAA athletics is once again highlighted with high levels of student participation and athletic excellence. Students were provided opportunities to actively develop their leadership skills, fair play, and to pursue their full potential. All of this is possible because of the numerous teacher/coaches who dedicated their time and expertise to coach various TDSSAA sports.



During the fall, TDSB secondary schools participated in various sports including football, boys soccer, boys volleyball, girls basketball, girls' field hockey, cross country running, rugby 7s, golf and team tennis. Throughout the course of the fall there were many great games, regional championships and city championships with some schools and individuals qualifying for the OFSAA championships.

In November 2015, a number of TDSSAA schools enjoyed success at the OFSAA championships with Lawrence Park CI winning a gold medal in the junior girls team event and a silver medal for the overall girls event, and Birchmount Park CI winning the overall boys bronze in cross country. Oakwood CI also had a successful OFSAA experience bringing home the antique bronze medal at the OFSAA 3A girls basketball championships held in Windsor.

During the winter, TDSB secondary schools had the opportunity to participate in various sports including alpine skiing, snowboarding, boys basketball, girls volleyball, curling, boys' and girls' hockey, swimming, and wrestling. Throughout the course of the winter teams participated in many games across the city, including regional and city championships.



TDSSAA athletics is once again highlighted with high levels of student participation and athletic excellence.

During the fall, TDSB secondary schools participated in various sports including football, boys soccer, boys volleyball, girls basketball, girls' field hockey, cross country running, rugby 7s, golf and team tennis.



In March 2015, a number of TDSSAA schools enjoyed success at the OFSAA championships highlighted with West Humber CI winning a silver medal at the OFSAA 3A boys basketball championships in Windsor.

The spring season is an exciting and busy time with student athletes competing in numerous sports. This season has flourished with offerings in track and field, boys' and girls' cricket, boys' and girls' rugby 15s, boys' and girls' soccer, lacrosse, badminton, archery, softball/slo-pitch, and baseball.



Throughout the course of the fall there were many great games, regional championships and city championships with some schools and individuals qualifying for the OFSAA championships.

TDSSAA Student Participation for 2015

PARTICIPATION - FALL 2014-2015																											
TDSSAA PARTICIPATION - ALL REGIONS (FALL)																											
Level	Basketball			Cross Country			Field Hockey			Football			Golf			Soccer			Tennis (Doubles)			Volleyball			Regby T's		
	T	C	P	T	C	P	T	C	P	T	C	P	T	C	P	T	C	P	T	C	P	T	C	P	T	C	P
Varsity	107	118	1456	80	45	623	61	53	580	37	56	702	35	117	1492	23	26	145	6	4	17	81	72	1402	6	31	
Sub-Totals	107	118	1456	80	45	623	61	53	580	37	56	702	35	117	1492	23	26	145	6	4	17	81	72	1402	6	31	

Total Boys	5862	Total Teams	630
Total Girls	3213	Total Coaches	606
Total Combined	9135		

Total Number of Participants for Fall Sports

TOTAL BOYS	4959	TOTAL TEAMS	106
TOTAL GIRLS	3266	TOTAL COACHES	768
TOTAL MIXED	192		
TOTAL COMBINED	8417		

Total Number of Participants for Winter Sports

PARTICIPATION - WINTER 2014-2015																										
TDSSAA PARTICIPATION																										
LEVEL	Basketball			Swimming			Wrestling			Rugby			Curling			Mixed			Volleyball							
	T	C	P	T	C	P	T	C	P	T	C	P	T	C	P	T	C	P	T	C	P					
Varsity	14	0	146	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sub-Totals	14	0	146	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

TOTAL BOYS	4959	TOTAL TEAMS	106
TOTAL GIRLS	3266	TOTAL COACHES	768
TOTAL MIXED	192		
TOTAL COMBINED	8417		

Total Number of Participants for Spring Sports

TDSSAA SPRING PARTICIPATION - 2014-15																									
TDSSAA PARTICIPATION - ALL REGIONS (SPRING)																									
LEVEL	Track & Field			Synchro			Ultimate			Rugby			Curling												
	T	C	P	T	C	P	T	C	P	T	C	P	T	C	P										
Varsity	117	5	1326	128	0	205	11	0	48	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sub-Totals	117	5	1326	128	0	205	11	0	48	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

TOTAL BOYS	6,645	TOTAL TEAMS	1,602
TOTAL GIRLS	5,498	TOTAL COACHES	471
TOTAL CO-ED	2,129		
TOTAL COMBINED	14,272		

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School Libraries and Teacher-Librarians Support Digital and Inquiry-Based Learning, Collaboration and Capacity Building for the Learning Commons

Inquiry is at the Heart of our Ontario Curriculum, TDSB Expected Practice in School Library Learning Commons Programs, and TDSB's STEM Initiative

The Library & Learning Commons K-12 expected practice monograph clearly articulates the role that inquiry occupies in school library programming and in the work of the teacher-librarian. Inquiry-Based Learning (IBL) opportunities exist in every curriculum area and experiential inquiry is at the heart of TDSB's STEM initiative. The Library Learning Resources department facilitated professional learning for 225 new, experienced teacher-librarians and partnering classroom teachers through multi-session, collaborative professional learning to explore and implement best practices in inquiry-based learning.



Professional learning modules have been designed to build capacity for shifts in instructional practice that focus on inquiry-based learning. The facilitation incorporates collaborative teacher inquiry, evidence-based practice and participants' professional sharing in showcase activities.



Hands-on module sessions support teachers' skill development with digital tools in the Virtual Library and GAFE. Lesson design and planning time is facilitated with mentorship by Instructional Leaders.

Collaborative Teaching Inquiry provided the framework for teacher-librarians engaging in professional learning through dialogue, shared practice, guiding questions and texts including TDSB, Ministry initiatives/documents, the TDSB Library & Learning Commons K to 12 Expected Practice document and a draft version of our Quick Reference Guide to Inquiry. Modules were framed using learning goals and success criteria to model effective assessment practices and transformative uses of Google Applications for Education both for collaboration and for providing feedback.

For the first time the department ran two highly successful K to 12 Inquiry Based Learning modules supporting 50 pairs of teacher-librarian and collaborating teacher pairs through a Collaborative Teacher Inquiry. Inquiry work was consolidated and shared through a Showcase of teacher work.

For a third year, twelve teams of Secondary ESL Teacher and Teacher-Librarian teams attended multi-session modules focused on co-constructing inquiry-based learning tasks to meet ESL Curriculum expectations and to engage students with digital learning tools and resources found on the TDSB Virtual Library.

For a fourth year teacher-librarians have reviewed pedagogical practices and learning materials in their libraries, during the Collection Renewal for Cultural Responsiveness professional learning module facilitated jointly by our Instructional Leaders and those of the Equity department.

In this inaugural year's elementary STEM module we worked with 10 teacher-librarians and collaborating science teacher pairs throughout the Collaboration for Inquiry-based Learning and STEM module. Teaching partners planned and implemented a STEM inquiry related to science for co-teaching. The module included an integrated Exploration classroom.

Library Learning Commons Showcase of teacher-librarian practice: collaboration, inquiry-based and digital learning. This trade-show styled showcase was the culmination of the K-12 Inquiry-based Learning module. The showcase provided an opportunity to engage in professional dialogue, with teachers and teacher-librarians across the system, about student inquiry, collaboration, digital learning and interdisciplinary approaches to learning.

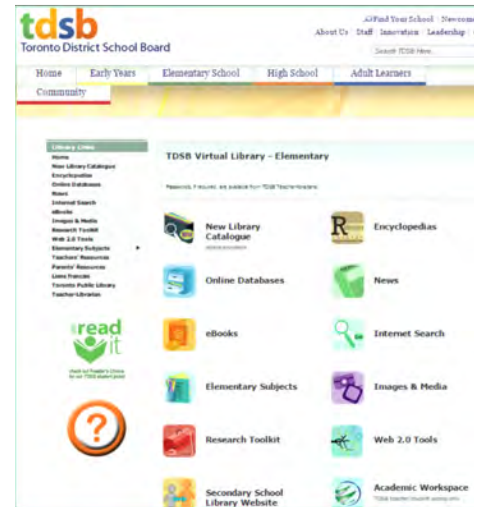


Sharing by the module participants is a culmination of their professional learning cycle and advances their planning for continued implementation of student learning. The professional dialogue that results spreads the instructional practice and idea sharing to other teachers.

The TDSB Virtual Library a System Tool Supporting Global Learners, Inquiry and Reading Engagement

The TDSB Virtual Library is a rich system tool providing K to 12 students, teachers and families with 24/7 access to curated, curriculum-relevant, differentiated, digital resources and tools, including centrally purchased e-books, streamed media, databases and encyclopedias that support inquiry, reading engagement and transformative use of technology. Building capacity to use this centrally provided resource, continues to be a department focus. This year we also worked with Central Staff examining how the Virtual Library supports their work, this included sessions with: STEM coaches and Instructional Leaders, Model Schools coaches, FSL and SWSH Instructional Leaders, Congregated sites administrators, Special Education Consultants and the Family Resource Team.

In addition to ongoing work with schools and integration in department and Trans-disciplinary Team modules, we introduced after school webinars focused on Virtual Library resources supporting specific curriculum areas including science and math. Family of Schools work included a Collaborative Teacher Inquiry with WR3 teacher-librarians and teacher partners examining Virtual Library resources and student learning and engagement. Participants reported significant increases in their confidence and capacity to use the VL with their students and a notable increase in student engagement. We anticipate next year's work will continue to focus on raising awareness among administrators and teacher-librarians, in their capacity as learning leaders, while facilitating capacity-building across the system.



The TDSB Virtual Library is a rich system tool with 24/7 access to curated, curriculum-relevant, differentiated, digital resources and tools, including centrally purchased e-books, streamed media, databases and encyclopedias, that support inquiry, reading engagement and transformative use of technology.



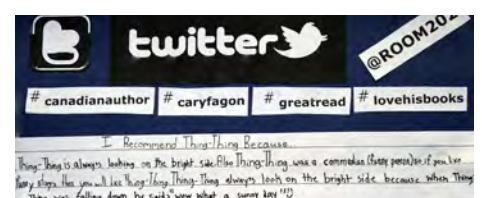
Just Read It & Writers-In Residence promotes literacy and reading engagement. Students follow the green "Just Read It" logo on the Virtual Library to share their reading choices and to find reading recommendations.

In its 6th year, this system initiative continues to inspire and sustain a love of reading across TDSB. Students submitting to Just Read It may find their review posted on the Reader's Choice site, or pinned on our new Reader's Choice Pinterest board. Student and staff can check recommendations throughout the year to help answer the questions "what are TDSB students reading" and "what should I read next".

Our four Writers-In-Residence visited 32 schools talking with students about their work and sharing the importance of telling our stories. Each author brings a different focus and background to inspire students in the love of reading, the power of the written word and pictures to communicate. We thank our four writers: Kean Soo (graphic novels, focus on empathy and resiliency); Kyo Maclear (identity, mixed race, mental health and wellness); Mahtab Narsimhan (South Asia mythology, fantasy, overcoming challenges); and Cary Fagan (humour, magic, giving voice to our stories).



Writer in Residence, Mahtab Narsimhan, in conversation with students at Anson Park. The opportunity to talk to local Canadian writers about their work, brings storytelling to life and motivates TDSB students to be life-long readers.



Students use Twitter to share their thoughts about TDSB Writer in Residence Cary Fagan

Building Capacity Year Round through Professional Learning Networks

Summer Institute provided 70 teacher-librarians, the opportunity to meet central Instructional Leaders and to network with others new to the role while attending a full-day of professional learning. A second day of professional learning was provided to 105 teachers and teacher-librarians following the theme of "Going Under the Hood" with the Virtual Library and Google Apps for Education. New resources on the Virtual Library were explored, including eBooks and streamed video. Participants explored the connections between Virtual Library resources and tools and Inquiry-Based Learning. Workshops included using Virtual Library for Beginners, Applying Critical Thinking to Online Search, eBooks, Inquiry and the Virtual Library, Media Resources (now known as Teaching Resources), and GAFE to engage students and to improve student achievement.



This summer institute provided support for classroom teachers and teacher-librarians alike as they delved deeper into the Virtual Library and GAFE and effective ways to integrate these resources in teacher practice.

Professional Learning for New Teacher-Librarians

Providing support for teacher-librarians for the 20 to 25% of teacher-librarians who are new to the role each year is a significant focus of our department work. Even experienced teachers find the transformation to teacher-librarian challenging. Instructional Leaders teamed with Library Technical Services to implement multi-session modules that included training in the Horizon Library

Circulation System, exploration of the T-L role based on the TDSB Expected Practice for Library Learning Commons and our School Library Learning Commons Handbook, as well as hands-on exploration of resources available on the TDSB Virtual Library and an introduction to Student Inquiry.



Regional professional learning sessions designed, hosted and implemented by local Facilitators bring teacher-librarians together for practical sharing on topics such as: Virtual Library Resources and tools; Inquiry-based Learning & STEM initiatives; mentorship.

Regional Professional Learning sessions for Teacher-Librarian

Forty lead teachers received Facilitator Training to serve as local school system leaders developing Region based professional learning networks aligned with system priorities. Face-to-face regional meetings, offered during the year are supplemented by online sharing using AW and Google Drive.

Exploration Classrooms

Experienced teacher-librarians hosted two exploration classrooms for elementary and secondary teacher-librarians to observe Inquiry-based and digital learning in action. Teachers new to Interdisciplinary Studies benefited from viewing an IDS Engineering Design course in action. Observation of teacher practice is augmented through reflection and sharing of professional resources: IBL Lessons, instruction in GAFE, Virtual Library resources/tools, and dialogue re strategies for collaboration, innovation and embedding technology.

Professional Learning through Digital Updates from the Instructional Leader Team

Face-to-face professional learning is augmented by a bi-weekly "What's Happening" newsletter, to support ongoing professional learning, resource and information sharing for all teacher-librarians throughout the system and job-embedded support. This year we moved to a blog format to improve accessibility. A link to the blog is found on our AW Site.

Site Consultations

Instructional Leaders and Program Coordinator regularly support Teacher-Librarians and administrators in schools for consultations regarding programing, strategies for initiating collaboration with colleagues, technology purchasing and implementation plans, facility, collection development, online resources through the Virtual Library and leadership initiatives. This included providing more than 220 elementary and 85 secondary onsite supports.



The department digital newsletter for teacher-librarians is shared via a blog within the GAFE environment. It offers a direct line of timely information for teachers working in the Library Learning Commons.

Building Capacity through Social Sciences and Humanities and Transdisciplinary Teams

Building Capacity in the Social Sciences and Humanities

Secondary teacher librarians collaborated with teams of Social Science and Humanities teachers from secondary schools to investigate the new Social Science and Humanities curriculum with the goal of writing units to be shared across the system. These writing teams collaborated to design lessons and assessment plans for implementation in six of the courses of the revised curriculum. Teacher librarians focused on interweaving the Research and Inquiry strand into the teaching and learning strategies, activities and assessment plans that were developed during the module. This curriculum content will be shared with the system at future professional learning sessions, as well as made digitally available on AW.

Transdisciplinary Teams

For a second year Transdisciplinary Teams created modules supporting teachers in learning about Inquiry-Based Learning and ways to extend their classrooms with the Virtual Library and Google Apps for Education. Teacher feedback from the 40 participants clearly indicated learning, appreciation of support and a shift in practice. Teachers reflected that as they learned about inquiry, their teaching became “more student directed” and the students “had more ownership”.

Third Teacher: building collaborative learning environments through the Library Learning Commons Revitalization Projects

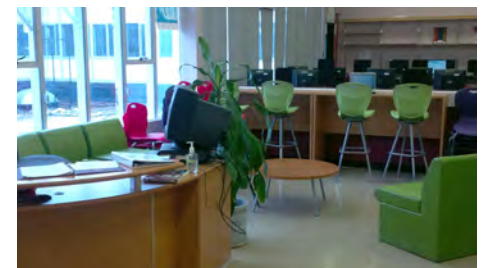
The physical environment where learning happens (the third teacher) is increasingly being recognized as a key influence on student learning. The Instructional Leader Team working collaboratively with our Technical Services Unit assisted schools to revitalize library collections and spaces to: promote independent access by students; organize learning materials for interdisciplinary approaches; increase student engagement and collaboration; encourage integration of technology, a purposeful use of learning materials and the design of the Library as a flexible Learning Commons space encouraging learning for all. This process supports schools during the school year and those engaged in the ARC process in the spring months to ensure schools are optimized for September openings.

Our central program team continues to provide input to support new construction, architectural plans and the development of facility standards that reflect the understanding of the library as a learning commons, a flexible, collaborative learning space supporting the needs of the whole school “in a seamless integration of physical and virtual space” (TDSB Library & Learning Commons, Expected Practice).

“Where do I begin?? This was such an overwhelming task but your team made (the revitalization) seem so easy. What a team!!! So efficient, enthusiastic and effective!! I cannot thank you enough for everything that you all have done for the students, teachers and our entire school. Our library is fantastic, friendly, functional and fun! The students cheered when they heard that the library would be open on Monday! Yeah! Please come by for a post-visit if you can. Your team worked wonders!! I am so excited about the library opening tomorrow and I owe it all to the Dream Team!!!”



Teachers appreciated the time to explore the messiness of learning and made connections using the generic Model of Inquiry from Student Success@Your Library



Library Learning Commons revitalization projects update the learning environment for students and teachers to integrate digital technology in learning. Facilities re-design also creates welcoming spaces for student collaboration and reading!



Library Learning Commons revitalization projects support renewed learning environments for students. Collection renewal and facilities design is often the impetus for such projects; increased student engagement and accessibility is the result!

Library Technical Services

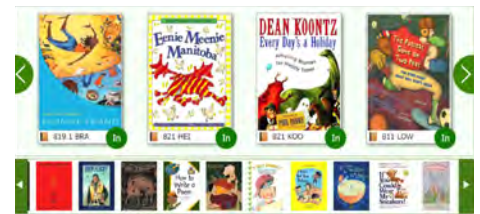
This school year with the support of Information Technology Services and Information Management the department was able to replace an aging library system and replace it with a new, web-based, integrated library system to support implement of the Years of Action goal to “development and use of an integrated TDSB Virtual Library, with 24/7 accessibility for students, staff and parents”.

2014-2015 Highlights:

- Implemented the New Library System for 600 School Libraries and supported the transition to of a dozen central Teaching Resource collections to transition to the new integrated system
- The transition to the New Library System also included satellite sites: Holy Child, TCDSB, The Hospital for Sick Children and all other Section 23 Site Libraries
- Merging 5 learning resource databases into one has allowed the department to extensively streamline workflow to provide more consistent and efficient service to school libraries
- Supported the circulation of over 7 million items in school libraries
- Catalogued 600, 000 new resources for school libraries
- Organized a central purchase of Forest of Reading books for 173 schools and 8595 new Canadian fiction and nonfiction resources
- Supported teacher-librarians by providing on the spot quick cat service at GTA Resource Fair, meaning that books purchased could be in circulation the next day in TDSB schools
- Supported Library Instructional Leaders in the revitalization of over 100 school libraries including inventories, amalgamations and moves
- Created 20 New Library System Flashcards for all staff to access when using the New Library System
- Continued to automate the Music Library
- Distributed the annual Canadian Children’s Book Week grade one book to 38, 000 TDSB students
- Distributed 1000 books to students who participated in the Director’s Just Read It! Initiative. This year 18, 000 students participated.
- Helped support monthly central access to Les Plan for 215 schools
- Grew the TDSBLibrary YouTube account to support Teacher-Librarians using the New Library System
- Grew the @tdsblibrary account to 1100 followers
- Continued to work with TDSB Communications on the TDSBLibrary Pinterest account maintaining 27 Boards



Library Technical Services System Technicians providing onsite training in the New Library System. Teacher-Librarians are excited by the self-checkout, customizable project resource lists, direct access to eBooks, and streamlined processes for managing collections and borrowers.



Covers of books in TDSB schools, bring TDSB school library resources to life, part of the enhanced content available in our New Library System. These titles were featured for April’s Poetry Month.



GTA Resource Fair: For the third year, teacher-librarians take advantage of the “on the spot” quick cataloguing service provided by Library Technical Services, ensuring that the books purchased at the fair can be in circulation at schools, the next day.

Introducing Library Teaching Resources

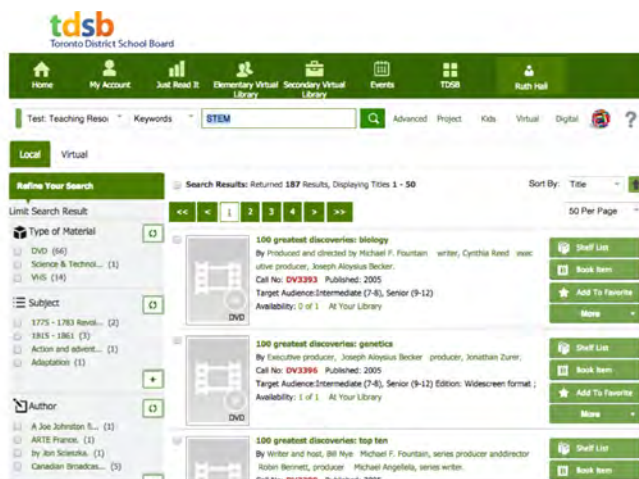
Library Teaching Resources is the new name for the Library Media Resources department. The department provides a wide variety of current, high-quality, cross-curricular differentiated resources to meet the needs of a variety of learners and to help teachers to enhance and enrich student learning. With over 130,000 titles covering resources from STEM, physical education, to economic systems these resources are available in a variety of formats including: online streaming, DVD, CD, video, audio, science kits, novel sets, visual and print. All resources are carefully selected to address the curriculum from kindergarten to Grade 12.

2014-2015 Highlights:

- This year from September to May users viewed, downloaded and borrowed 285,000 resource titles: over 35,000 physical resources were circulated and 250,000 video titles were accessed using streaming. The use of these curriculum-rich resources continues to grow as teachers increase their capacity to access and utilize video to meet their students curriculum needs.
- The Library Teaching Resources team provides support through numerous professional learning options including: school-based Lunch & Learns and workshops, integration into centrally offered professional learning modules, and e-learning sessions. Resources are promoted through ongoing communications to continue to build capacity to utilize centrally purchased Teaching Resources in all TDSB classrooms.
- Implemented Teaching Resources catalogue that provides 24/7 access to Streamed and Print resources in the new Library system available to all schools.
- Continued to expand collection of Physical and Streamed media with the addition of titles that support Years of Action in the areas of STEM, mental and physical health, inquiry, social studies, literacy and mathematics and new service providing valuable Canadian content, via CBC Curio (streaming) and CBC News in Review.



Teachers and teacher-librarian partners discuss their learning after exploring the wide range of streaming resources available from Library Teaching Resources via the Virtual Library as part of a collaborative teacher inquiry in WR3 asking “how might Virtual Library resources and tools be used to improve student learning”.



The New Library System, allows teachers to book “Teaching Resources”; access “Streamed Media”; search their school library collection, the Professional Library collection, or any TDSB resource collection through a single library catalogue interface, found on every TDSB Virtual Library site.

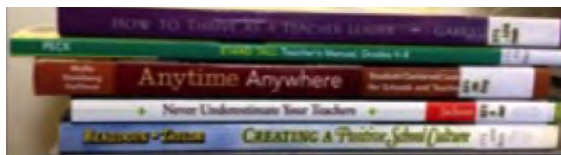
TDSB Professional Library

The TDSB Professional Library provides a specialized collection of print and electronic education resources (books, e-books, journal databases) that support the teaching, research, administrative and professional learning activities across the Board.

Our expert librarians provide a reference and information service that supports Years of Action initiatives, school-based professional learning communities, central program staff, as well as supporting individual teacher information needs, such as AQ courses or classroom practices.

2014-2015 Highlights:

- Implemented the TDSB new catalogue system for Professional Library resources, and trained/supported 5 other centrally-based, specialized department libraries in their transition to the new system;
- Implemented a cloud-based texting reference service at (647) 556-6333;
- Collaborated with the Autism Services department and received a donation of recommended current Autism books;
- Collaborated with all Library Learning Resources units to provide professional development and training opportunities via Adobe Connect webinars, workshops at conferences, schools and Tippett, including: 11 presentations featuring Virtual Library resources, 13 technology (Streamed Media and/or GAFE) training sessions, and 2 sessions highlighting PL resources for STEM instruction;
- Used Google documents/drive to increase system access to our resource lists, e.g. daily themes for Mental Health week; monthly themes for Character Education; new book lists
- Continued to build our popular social media services via the Professional Library blog (over 900 followers), Twitter (over 600 followers), and Pinterest (11 boards; 1,740 monthly viewers)



A Poem in Professional Library Book Titles

How to thrive as a teacher leader,
Stand tall,
Anytime, anywhere,
Never underestimate your teachers,
Creating a positive school culture

Services We Offer



Professional Library Services include: personalized search services for staff; presentations and onsite tours, including hosting AQ courses in our new Professional Learning Commons.

Achieving Success Together

What Resources Do We Have?



Our resources include print resources, accessible via our new online catalogue and shipped via board mail, professional eBook titles to read online or download as well as professional journals to keep staff up to date on professional dialogue and evidence-based practice.



Professional Library STEM Resources on display as part of ER18 STEM Showcase: connecting resources to people, anywhere, anytime.

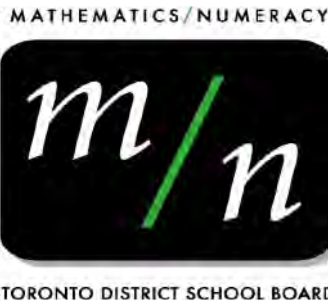
Improving Student Success In Mathematics

K-12 Mathematics Strategy

In October 2014, TDSB launched the K-12 Mathematics Strategy designed for educators with the goal of improving student achievement in math. The launch was the beginning of a system-wide focus on 4 key principles:

- Using a balance of instructional methods, including play, exploration, investigation, direct instruction and practice giving students many opportunities to develop their thinking and master skills.
- Learning and teaching through inquiry and problem-solving to expose students to different approaches to learning mathematics and opportunities to apply knowledge and skills.
- Using manipulatives, assistive technology, and appropriate modifications and accommodations to support the learning of all students at all grade levels.
- Providing effective mathematics instruction in Early Years Learning classrooms, in all strands of mathematics, including explicit instruction, learning centres rich with math concepts and mathematical thinking incorporated into every day learning situations.

Improving student success in math required a multi-layered approach. The plan included providing professional learning support to all staff teaching mathematics. The Math/Numeracy department developed professional learning resources to support teachers in providing effective and engaging math instruction to students.



The TDSB's Mathematics/Numeracy department is a team of dedicated educators that believe that a culture of co-learning and collaboration is key to powerful professional learning and student success in mathematics.

The K-12 Facilitation Guide for Professional Learning in Mathematics was designed to guide PLCs and provide learning targets, expected practices and resources specific to all groups of educators.

The department worked collaboratively with Coaches, Student Achievement Officers, Curriculum Leaders, and Administrators to provide classroom-based professional learning that aided in the implementation of learning goals, success criteria, and descriptive feedback within a three-part lesson framework.

Recognizing the important role parents play in student learning, the department was committed to providing access to information and resources through

Improving Student Success in Mathematics: K-12 Math Strategy



K-12 Math Strategy

TDSB is committed to supporting students as they develop valuable math knowledge and skills and want them to be active participants in their learning. The K-12 Math Strategy is our road map to get there.

TDSB's public website and Virtual Library. Both sites offer suggestions and links to resources to enhance student learning outside the classroom.

During Education Week May 4th – 8th, TDSB profiled staff, schools and classrooms where innovative teaching and learning practices in math are making a difference. Highlighted on the TDSB website:

- The work of kindergarten teachers Colleen Bellehumeur and Ginny Yee in creating a resource that uses literacy, technology, and hands-on materials from the classroom and the natural environment to immerse your youngest students in fun and engaging lessons.
- Westview Centennial's math team, bringing 21st century learning experiences to the math classroom through the use of technology.
- The teachers in the math department at Northern Secondary who have focused their efforts on incorporating Assessment as Learning practices into their classrooms noticing dramatic changes in student engagement and understanding.



@TDSBmath411 was launched in August 2014 celebrating all good things math in TDSB. The Twitter page offers insight into daily math happenings as well as special events and accomplishments.

Supporting Math Professional Learning Communities

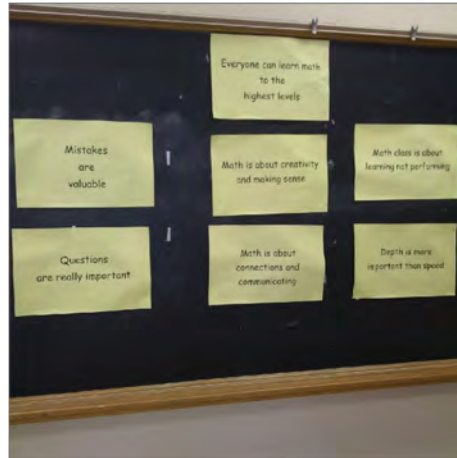
Instructional leaders supported the implementation of PLCs throughout TDSB to meet individual, school and Board needs. Each professional learning community represented a collective effort to improve student achievement, promoted job-embedded professional learning, constructed knowledge through inquiry, and analyzed and used data for reflection and improvement in an ongoing and cyclical manner. The collaborations occurred with many stakeholders throughout a variety of settings, positive and productive dispositions toward the study of mathematics where an outcome for both teachers and students achievement.

Transitions

The Mathematics/Numeracy department continued to support Transition Years initiatives in mathematics through Family of Schools work. This support took many forms including teacher collaboration, cross-panel co-teaching, curriculum study and planning. Hundreds of teachers worked together to improve math experiences for our transition years students.



Teachers learn collaboratively then share ideas, strategies and insights.



A growth mindset in mathematics teaching and learning is essential for teacher and student success.

A writing team comprised of Instructional Leaders and intermediate classroom teachers developed a series of numeracy units targeting grades 7 and 8. The units will support educators in teaching big ideas in math that will help to close gaps in understanding and help students transition successfully into high school.

LEAP Math

LEAP (Literacy Enrichment Academic Program) is a special program for students aged 11- 18 who did not have the opportunity to attend school regularly before arriving in Canada. LEAP offers these students a chance to gain English language, literacy, and mathematics skills so that they can participate fully in their classes. Teachers from across the board who support students in LEAP math reflected on how they might better support their LEAP learners in a more holistic approach. They explored a variety of instructional and assessment strategies in order to be more responsive and relevant to their learners. Time was spent digging deeper into the math curriculum to identify the big ideas needed to be successful for future math courses and everyday living in our society.

Africentric Math

The Africentric Math PLC, comprised of secondary math teachers, central staff and community members, engaged in professional readings and courageous conversations around teaching through social justice, ethnomathematics, CRRP, and Africentric education. The group co-planned and co-taught math lessons with a focus on critical pedagogy. Members of the PLC also visited the Redemption Reintegration Services and were able to have access to an extensive library of resources as well as connect and learn with other active community members who are committed to supporting our black youth.



Guest speakers provide a PLC with insight and inspiration.

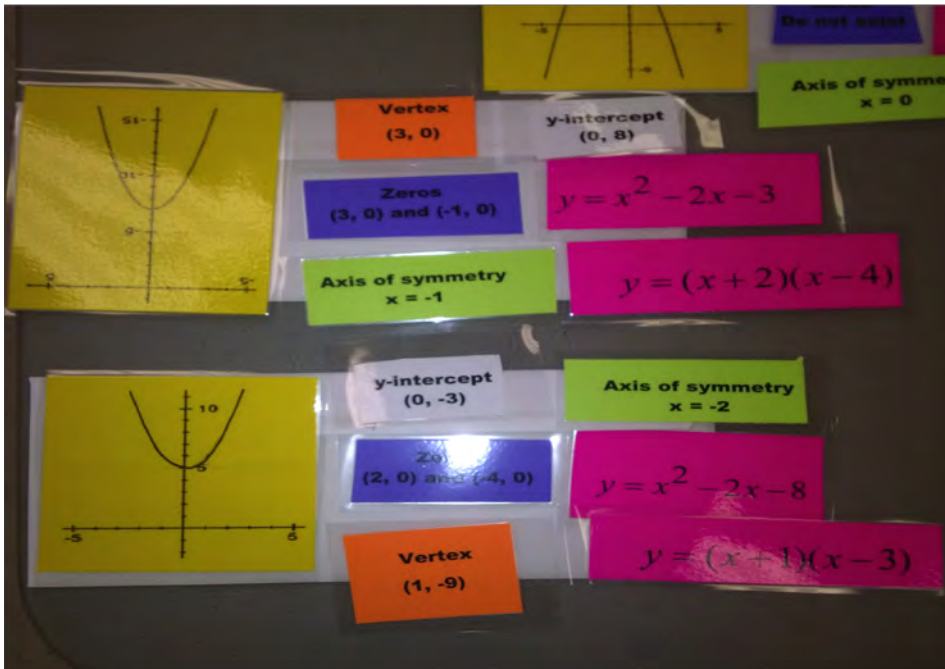
Assessment For and As Learning in Mathematics

Diagnosing and Intervening

Ninety-six teachers (48 elementary MARTs with an HSP or classroom teacher colleague) investigated the use of a research and curriculum based resource that can be used as a diagnostic and intervention tool to support students with special needs.

Teacher teams collaborated to the use Leaps and Bounds resource to identify student strengths and gaps in learning. The aim was to develop balanced math programs to help improve skills and strategies to increase student achievement.

Teachers appreciated being introduced to a mathematics intervention program that addressed student needs developmentally and provided differentiated instruction guidance including lessons, questions and activities.



Assessment data

Teachers implement and create assessment tools to find out what students know and what they need to learn.

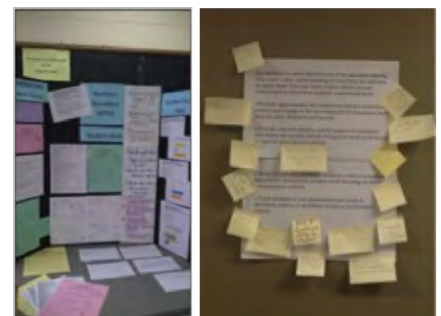
Assessment as Learning PLC

Fourteen teachers from 6 secondary schools continued their work from last year reflecting on their assessment practices and shifting their practices to empower students to be more actively engaged in their learning. The use of evidence records, self and peer assessment along with developing learning goals and success criteria with students were implemented in order to help students develop their capacity to set individual goals, monitor their own progress, determine next steps, and reflect on their own thinking and learning.

Special Education Collaboration

Teachers of students with special needs met to discuss ways in which to differentiate both instruction and assessment in integrated grade 7 and 8 classrooms. In this multi-session module, teams of teachers co-planned and co-taught lessons that focused on intervention strategies specifically targeted to support learners with an IEP. Teachers used data collected from their classrooms, school teams chose collaborative inquiry topics which ranged from using low floor high ceiling tasks to alternative assessment formats to incorporation of assistive technology. These collaborative inquiries provided teachers with valuable professional learning.

Resources such as Leaps and Bounds and GAP closing materials helped to indicate areas of strength and areas of needs for students and informed planning and supports.



Teachers share resources and ideas and reflect on next steps to continue the learning.

Teaching and Learning with Technology

iPads

The Mathematics/Numeracy department continued to investigate how the use of iPads can be maximized to enhance student and teacher learning. In the Mathematics for Young Children project teachers used iPads to capture and analyse student mathematical thinking and strategies to compare to what the research says.

In secondary classrooms, the iPads were used to not only capture student thinking, but were used by students as an assessment tool to reflect on their work and the work of others.

Through the use of the iPad, students have been able to capture, share, and reflect on their mathematical experiences in the classroom and engage in outdoor math challenges. With the continuous addition of mathematical apps, teachers are now able to choose from a wide variety of explorations to meet their curriculum needs.



Students use technology to apply and practice concepts and skills.



Teachers learn how the latest technology works by trying it out themselves.

TI Nspire Navigator Project

The TI Nspire Navigator project is now in its 6th year. Eight additional schools, which were not previously part of the project, were given the opportunity to expand their teaching practices with the addition of the TI Nspire handheld and Navigator system.

This advanced mathematical technology allowed teachers to quickly share student responses, make the students the live presenter, send and receive files and send out a quick formative assessment question. Students are able to respond in real time and explain and justify their answers using the technology.

Work from multiple students can be viewed at the same time to look for similarities in solutions and common misconceptions. The ability to check in on student progress has greatly enhanced the classroom teachers' ability to meet student needs.



Planning to integrate technology in the teaching and learning of mathematics.

Using Collaborative Inquiry to Study Math for Teaching

Instructional leaders facilitated in-school PD sessions and FOS pod work for teacher teams to engage in Collaborative Teacher Inquiry in Mathematics. Through collaborative inquiry teachers integrated new knowledge and understanding of student learning and classroom instruction into their existing knowledge of professional practice. Teachers gathered in inquiry groups to consider

their classroom and school demographics, data and student need. This provided a foundation for teachers to determine provocations for their inquiries in math that were varied, teacher directed, and relevant for their students. This collaborative process

encouraged teachers to be reflective and adaptive in their math programming. Teachers built pedagogical relationships with other teachers from their own and other schools through research, co-planning, co-teaching, and co-reflecting throughout their inquiries. Teachers dug deeply into math curriculum content and processes and identified student



Co-teachers observe and collect data to be shared and analyzed by the inquiry group.

misconceptions. They determined next steps, and developed strategies for effective classroom instruction.

Mathematics For Young Children

Math For Young Children is an initiative launched in 2011-2012 in partnership with the Institute for Child Studies focused on students in the early years. Facilitated by Math Instructional Leaders, 80 teachers of grades K-2 participated in face-to-face collaborative teacher inquiry

sessions to study mathematics content and instructional strategies. They worked in both large group sharing sessions and more focused smaller school groups to examine the developmental continuum research focused on early

learners and mathematics. Groups inquired about a variety of topics such as: instructional strategies (i.e. how to incorporate manipulatives and centres), assessment, making connections between math strands, student engagement, real world connections, the three part lesson framework—often focusing on consolidation and communication, and the math processes (problem solving). In these inquiries, teachers examined and used mathematical tasks to provide students with high quality mathematics experiences. Throughout the process they remained engaged in classroom embedded observations using a co-teaching and co-reflecting model. They captured changes in their instructional practice and evidence of the student learning as a result of the changes. This data provided impetus for further mathematical programming in these early years math classrooms. The impact on instructional practice was evident as teachers explored how they ask students questions, document student learning,



Inquiry groups share their work and findings and learn from others.

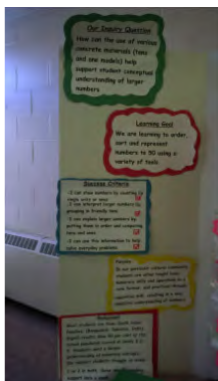
and considered the big ideas of the mathematics curriculum with Douglas Clements' Learning trajectories.

The Applied Math Strategy

AMS 9 entered its 5th year this year with 32 schools. School teams collaborated to inquire about instructional and assessment strategies and their effectiveness on student learning of mathematics. Through collaborative inquiry, teams co-planned and co-taught and co-reflecting on lessons. Teachers shared instructional and assessment strategies based on research. These inquiries allowed school teams to explore ways of developing deeper understanding of mathematics for students taking applied level mathematics.



Inquiry groups share their work and findings and learn from others.



Inquiry groups choose the area of study based on student instructional needs. Math lessons are co-planned then tried out in classrooms, teaching and learning of mathematics.

Building Leadership in Mathematics

EQAO Grade 3, 6 and 9

Using technology as a tool to look at the grade 3 and 6 EQAO assessments, approximately 80 administrators and teacher leaders came together to examine and interpret both the individual school and provincial trends of the 2013-2014 Primary and Junior grade EQAO Mathematics Assessments, and discussed ways in which they could move their schools along the continuum of learning. Through the setting of specific and targeted goals, school teams co-constructed School Improvement Plans with respect to mathematics with the support of the Mathematics/Numeracy Instructional Leaders.

One hundred and sixty grade 3 and 6 teachers were supported in a 3-part series dedicated to the utilization of the EQAO assessment as a teaching and learning tool. Through analyzing student responses and looking at the assessment questions through a 3-part lesson framework lens, teachers were able to delve deeper into the math behind the assessment in order to inform and refine their practice within their respective classrooms.

This year over 150 secondary teachers attended 2 days of professional learning centred around the EQAO grade 9 assessment of mathematics. Teachers examined their school, board and provincial results, looking for trends and areas for improvement. Based on the data, school teams co-constructed plans for implementation and improvement.

Teachers explored different ways resources provided from EQAO could be implemented in their everyday teaching. Special attention was paid to the use of multiple choice and the consolidation of the open response questions when used in instruction.

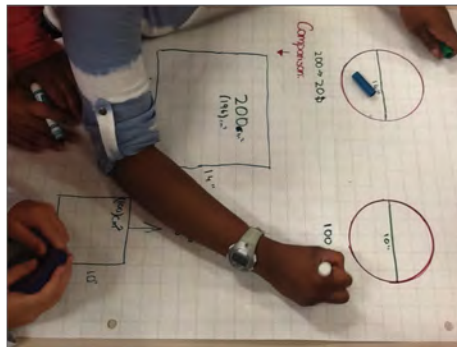
Teachers co-planned a lesson to use in their classroom, which incorporated one or more of the released questions. After the lesson, teachers co-reflected on the student work samples to determine appropriate next steps for the students and for instruction.

Secondary Math CLs/ACLs Professional Learning Network

Eighty CLs/ACLs were supported through a professional learning network where they shared, reflected and collaborated with colleagues to learn more about engaging parents and the community,



Analysis of the EQAO assessment questions and the data can provide valuable insights into mathematics teaching and learning.



Analysis of the EQAO assessment questions and the data can provide valuable insights into mathematics teaching and learning.

assessment AS learning and how they might support their teachers in their math department's with developing learning goals and success criteria with students. Through the use of Open Space, CLs/ACLs problem solved various issues relevant to their schools and leadership roles. They were also provided with the opportunity to attend the annual OAME conference at Humber College in May in order to build upon their leadership and knowledge of mathematics education.

OAME Provincial Conference

Building Mathematical Mindsets, the annual OAME provincial mathematics

conference hosted record number of delegates this year at the Humber College North Campus May 7 – 10, 2015. The Ontario Association for Mathematics Education promotes excellence in mathematics education across the province. TDSB teachers participated on multiple levels as presenters of sessions, as a culmination and consolidation of learning for the Math for Young Children Math Department Initiative, CL/ACL Symposium and as leading learners.

Keynote addresses from Dan Meyer, Marian Small and Nora Newcombe inspired the educator delegates. The hundreds of learning and sharing sessions of invigorating ideas foster educators to teach and learn to meet the exacting needs of every student.



The math curriculum leader network gathers throughout the year and is supported by Instructional Leaders.

Summer Math Learning

Math-e-Motion

Math-e-Motion is a collaborative learning community where students and educators gather together for 4 days to explore, experience and investigate exciting and rich mathematics.

Educators focus on advancing pedagogical practices in mathematics teaching and learning. Teachers study instructional strategies that guide the development of effective mathematics learning environments that are relevant, responsive and engaging specific to the Intermediate grades.

Students engage and learn in fun, interactive and challenging mathematics experiences. They consolidate and



culminate their 4 days of learning through sharing and celebrating with the parents and community members on the last day.

This engaging learning opportunity is exclusive to TDSB educators and students. The 4-day summer camp style experience is located at various school sites throughout the TDSB.



1 Innovative Teaching and Learning Practices



"I like using the different apps on the iPad to help me become a better reader in my classroom"
~ Student

iPads Level Up Early Years Learning

- As part of a new initiative this school year, 150 Model Schools received 20 iPad Minis. The next 100 schools on the Learning Opportunities Index received 10 iPad Minis
- A Grade 1 teacher from each Model School was selected to take on the role of EIL (Early Years iPad Lead Teacher) and work closely with the MSIC coach to build capacity around Early Years literacy
- iPad apps like Explain Everything, Pic Collage, ChatterPix, Story Creator and Educreations helped students document and reflect on their learning
- View a short video about the EIL role:

Watch the Video

<http://bit.ly/MSICEIL>



All innovative teaching programs and initiatives that MSIC promotes are based on the founding principles of Culturally Relevant Responsive Pedagogy.

"To educate our children, teachers need a deep understanding of where they come from and what knowledge they bring to class. We must learn who our children are—their lived cultures; their interests; and their intellectual, political, and historical legacies. In addition, teachers must be "warm demanders," meaning that they need to communicate clear, high expectations and hold students accountable for their performance, but also show care and concern."

~ Lisa Delpit, Educationalist

Leveled Literacy Intervention (LLI)

- Fifty-nine Model Schools received the Leveled Literacy Intervention (LLI) for Grade 1 students
- LLI is a small group supplementary intervention designed for students who find reading and writing difficult
- MSIC coaches facilitated LLI workshops and helped set up kits in Grade 1 classrooms
- MSIC coaches co-planned and co-taught LLI lessons with teachers

"This program has completely changed my approach to teaching reading" ~ Janet, Joseph Brant PS



Innovative Intelligence (I2Q)

- Eleven Model Schools participated in the I2Q pilot project, developed in partnership with *Ideaction*™ to teach grade 5 and 7 students to apply thinking strategies that promote innovative and creative solutions to problems
- Teachers connected the framework to rich learning tasks (e.g. STEM, Social Studies inquiries)
- MSIC and the TDSB Research Department are currently collecting survey data about the impact of the program
- A team will be writing the I2Q program for primary students in the summer
- Watch I2Q featured on CBC's The National

Watch the Video

<https://www.youtube.com/watch?v=vybNkS0Isi8&feature=youtu.be>

Developing Global Learners Through STEM (Science, Technology, Engineering, Math)

- All MSIC schools implemented inquiry based learning and pedagogical strategies that better equip students with 21st century competencies
- Learning Classroom Teachers (LCTs) and coaches met monthly within their STEM Teaching and Learning Networks to further their understanding of STEM pedagogy, the engineering process, inquiry based learning and a transdisciplinary approach to teaching
- MSIC coaches offered in-class professional learning support through co-teaching and co-planning of inquiry based, interdisciplinary units
- All MSIC schools received at least one STEM kit to support the implementation of STEM pedagogy
- STEM after school rollout sessions were provided to all teachers to deepen their understanding of STEM pedagogy and become familiar with the tools in the STEM kits, classroom set up, and safety precautions

"STEM has allowed me to push the boundaries of my learning and in turn be a better educator for my students."

~ Teacher at North Kipling JS



Learning Classroom Teachers

The MSIC Learning Classroom Teacher builds capacity at their school by:



- Being an active participant of a monthly Teaching and Learning Network (TLN) and engaging in Collaborative Inquiry with other Learning Classroom Teachers
- Exploring Innovative Teaching and Learning practices and sharing these best practices at the school level through collaboration, co-teaching, co-planning, and co-learning
- Sharing best practices that foster Culturally Relevant and Responsive Pedagogy
- View a short video about the LCT role:

Watch the Video

<http://bit.ly/MSICLCT>



After School Workshops: Professional Learning Sessions

- MSIC educators actively participated in after school professional learning that supported current initiatives and precise teaching across the curriculum
- Topics included:
 - Early Years iPads sessions
 - Early Years Adobe Connect sessions
 - Putting the STEM kits to use
 - MSIC Arduino session
 - Precise Teaching of Reading and Writing in the Early Years
 - Precise Teaching of Number Sense in the Early Years
 - Culturally Relevant and Responsive Pedagogy

Click to access resources from each session:

<http://bit.ly/1FWXHAg>

Connected to the Years of Action Goals

Student Achievement and Well-Being

- Provide professional development on Science, Technology, Engineering and Mathematics (STEM) to 100% of school and central leaders
- Enable more technology based learning tools by adding wi-fi zones and/or classrooms at 200 more schools
- Fulfill our commitment to Equity and Inclusive schools in curriculum, assessment and school climate
- Build a strong foundation for Early Years Learning and Care

2 Support Services to Meet the Social, Emotional and Physical Well-Being of Students



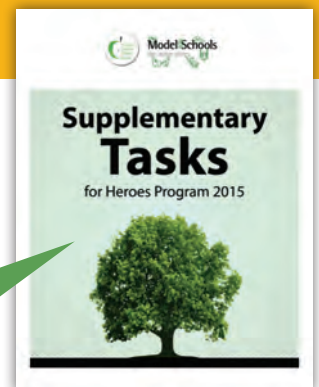
New MSIC Resiliency Program Builds on HEROES™

HEROES™ is a strength-based experiential learning program with a focus on the ongoing development of confidence, character, and integrity for adolescents. This year, supplementary tasks were developed by MSIC coaches to make the program more relevant to our students and their lived experiences.

Supplementary tasks:

- Promote equity and develop critical thinking by providing a platform to integrate multiple perspectives and guide students to challenge their beliefs and established norms
- Encourage student voice so a variety of perspectives that represent different identities can be shared
- Build resiliency in both the students and the school culture

[View Supplementary Tasks on SharePoint](#)



Community Collaborations



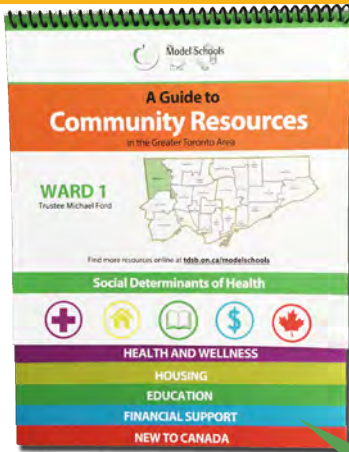
- Toronto Public Health developed and presented workshops for parents to address issues of nutrition, mental health, sexuality, relationships and more
- Toronto Public Library helped MSIC summer school students sign up for library cards and visited summer school sites with a Bookmobile
- Toronto Parks, Forestry and Recreation met with Community Support Workers to collaborate on increasing awareness of free and accessible programming for adults and children
- Each cluster developed and strengthened relationships with local community services to increase awareness of and access to resources including after school care, childhood development, nutrition and fitness, health and wellness, education services and recreational activities



Hearing and Vision

The Gift of Sight and Sound Program provides vision and hearing screening for students in Model Schools. This program has helped remove barriers for all students in MSIC to achieve success.

- A total of 15,924 MSIC students received vision assessments
- 2272 of these students were diagnosed with vision concerns and received free eye glasses
- A total of 464 Model School students received hearing assessments and follow-up assessments to diagnose and treat hearing impediments



A Guide to Community Resources for Schools

The Guide to Community Resources was developed to provide students, parents/caregivers, community members and staff with a list of resources and agencies that address the social determinants of health. Not every TDSB family or community has access to the same opportunities and social supports. Socioeconomic challenges and language barriers can affect how well students do in school. Providing access to these resources is one way Model Schools ensures that all students grow up with the positive choices and opportunities they need to thrive. The interactive Guide to Community Resources for each ward can be accessed by visiting the Model Schools section of the TDSB website. A hard copy of the Guide to Community Resources has also been sent to all TDSB schools.

A Guide To Community Resources is also online!

Check out the interactive tool at tdsb.on.ca/ModelSchoolsforInnerCities/CommunityResources

The resources and agencies have been separated into five categories:

- Health and Wellness
- Housing
- Education
- Financial Support
- New to Canada



Nutrition Programs

All Model Schools provided nutrition programs for their students. From hot meals to healthy snacks, nutrition programs exist to ensure all students are equitably prepared for learning.



Family Adventure Passports

Families across the Model Schools Program have the opportunity to visit local attractions with the Family Adventure Passport which offers discounts to exciting attractions.



Beyond 3:30

This innovative, multi-purpose after-school program has now expanded to 16 MSIC middle schools. Nearly 1,200 students take part in organized activities between 3:30 pm and 7:30 pm. Activities include Homework Club, strategies for healthy living and life skills development, cooking and arts.



Expansion of Pediatric Clinics

Six MSIC schools currently host Pediatric Clinics to allow for timely and informed access to a pediatrician. Current schools include George Webster, Sprucecourt PS, Yorkwoods PS, Gosford PS, Willow Park Jr. PS and North Albion CI.

MSIC (in collaboration with its partners) is excited to announce that the pediatric initiative will expand to two additional locations: Nelson Mandela Park PS and Parkdale Jr & Sr PS

Connected to the Years of Action Goals

Student Achievement and Well-Being

- Execute an effective Children and Youth Mental Health & Well-Being Strategy
- Fulfill our commitment to Equity & Inclusive Schools in curriculum, assessment and school climate

Education for Sustainable Development

- Strengthen Gender Equality
- Promote and implement Student Health awareness and programs
- Lead meaningful Research and Innovative Practice
- Demonstrate commitment to Responsible Citizenship programs

3 School as the Heart of the Community



Parent and Caregiver Workshops

Parents experience hands-on STEM (Science, Technology, Engineering, Math) workshops led by Model Schools' coaches to support their child's learning at home.

- At the heart of the Model Schools Program is the desire to bring parents and caregivers together to learn and grow with each other in order to develop safe and healthy communities
- Parent workshops are run in all Model Schools in collaboration with school staff and volunteers
- Topics are developed through parent feedback and aim to address current areas of interest
- Examples include: Money Management, Using iPads to Support Learning at Home, Social Media Awareness, Dealing with Stress and Anxiety and Family Fitness
- This year, Volunteer Training was a workshop offered to increase parent/caregiver engagement in school activities
- Local community groups are brought in to facilitate workshops and connect parents/caregivers with resources and information right in their own neighbourhood



Welcome to Kindergarten



- Families are invited to learn about school routines and are provided with a bag filled with resources for Kindergarten students
- Community organizations are invited to share local programming and supports for early years learning and development

Parents Reaching Out Grants

- 99% of all Model Schools applied for the Parents Reaching Out Grants (PRO)
- PRO funds support parent engagement for student achievement and well-being



Training Programs for Adults



Several Model Schools hosted training for entry to Food Processing in a nine week program for Ontario Works recipients.

- Participants received five weeks of in class training, four weeks unpaid placement and assistance with job search
- Upon completion clients received a Food Handlers Certificate, WHMIS, CPR and seven certificates from Sector Council for Food Processing
- Essential Skills Upgrading is a non-credit, adult program that helps clients improve their reading, writing, and math skills, as well as their employability and workplace skills



Cluster Parent Academy Committees, Parent Academy Conference and Training Weeks

Cluster Parent Academy Committees (CPAC) bring together parents from across the city

- Model Schools for Inner Cities has seven Cluster Parent Academy Committees that meet monthly to bring together representatives from each school in the cluster
- Representatives share best practices, resources and learn about the education system to better support parents in their school communities for the success of each student
- Monthly meetings are planned by each committee and often feature presentations on resources and topics of special interest to the representatives based on the needs identified in their schools.
- This year's topics included: Positive Parenting, Allowances, Chores and Money Skills, Cooking with your Child, Helping Students Succeed in School and Mental Health
- Representatives share these resources and information at their School Council meetings

Training Weeks

- This year, all seven MSIC Cluster Parent Academy Committees offered two training weeks for all parents/caregivers in MSIC schools
- Certification training included: First Aid/CPR, Cashier Training and Food Handling
- Free workshop topics included: Volunteering, Social Media Awareness, Nutrition, Computer Training, Financial Literacy and Restorative Practice



Parent Academy Conference

The rich and meaningful contributions that parents and caregivers add to our schools and communities came to life at the third annual Model Schools Parent Academy Conference led **by parents for parents** at Cedarbrae CI and Thistletown CI. Over 600 eager and engaged participants attended the conference and left with tools and strategies to enhance education, empowerment, and employment while

optimizing their potential as assets to their school communities. Parents and caregivers were meaningfully absorbed in a range of workshops led by parents and community partners, such as Toronto Public Library, Toronto Public Health and TDSB Welcoming Communities. Parents and Caregivers had the opportunity

to visit over 15 agencies from across the city, while their children were engaged in innovative learning experiences in STEM, led by the MSIC Coaches. Click on "Watch the Video" to see highlights of

parent and student engagement at the conference. <http://bit.ly/MSICPARENTACADEMY>

[Watch the Video](#)

Connected to the Years of Action Goals

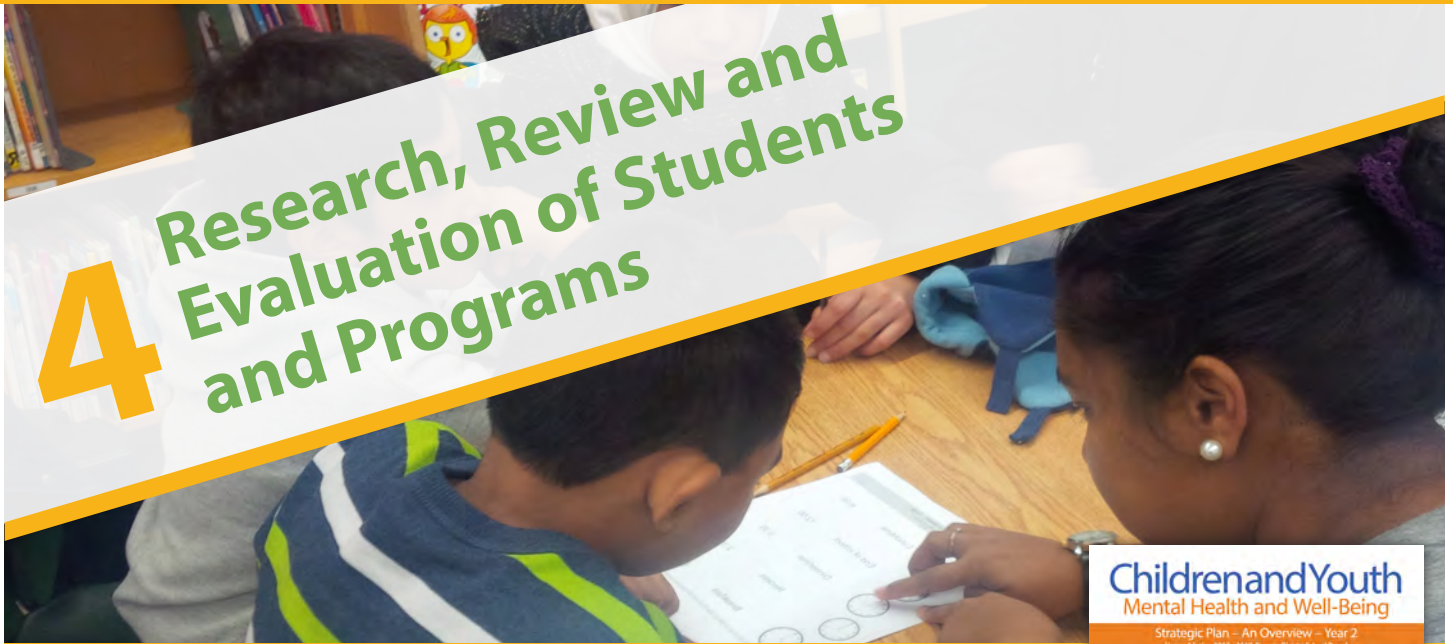
Student Achievement and Well-Being

- Execute an effective Children and Youth Mental Health & Well-Being Strategy
- Fulfill our commitment to Equity & Inclusive Schools in curriculum, assessment and school climate
 - Foster student creativity, leadership and ethical citizenship

Parent and Community Engagement

- Increase awareness of 100% of School Councils of Parents Reaching Out Grants and other grants to support their initiatives
- Help 100% of Model Schools for Inner Cities Parent Academies to make budget decisions to support training needs

4 Research, Review and Evaluation of Students and Programs



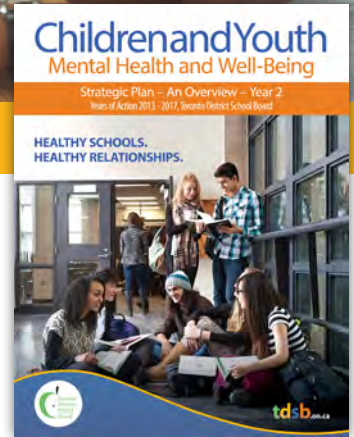
Resiliency and Mental Health

The TDSB has a Mental Health and Well-Being strategy that MSIC aligns with in support of student success. Resiliency is one significant contributing factor to student mental health and well-being. Since 2008, MSIC has collected resiliency data from all students in Grades 4 – 8 through an annual survey, generated in partnership with *Resiliency Initiatives™*.

The resulting data helps MSIC schools:

- Determine students' existing strengths and needs
- Identify students requiring more strategic support for success
- Guide allocation of school resources
- Examine baseline and progress data for each school

This year, all MSIC administrators collaboratively unpacked their school's resiliency data at their cluster meetings and planned strategic supports that reflect a tiered approach: what a school can do for all students, some students and few students based on resiliency factors outlined in their school data.



Interim Report

Each year, every MSIC school receives an Interim Report with all pertinent student, staff, community and school data. This year, MSIC coaches worked with school leadership teams and cluster administrators to unpack the Interim

The report includes:

- Results from the Early Development Instrument (EDI)
- Student Engagement, Attitudes and Skills Data
- Diagnostic Reading Assessment
- EQAO
- CAT4
- Report Card Data
- Student/Parent/Staff Perception Surveys
- Parent Census Data (where applicable)

Report and plan for school improvement in a holistic fashion, taking into account all facets of student success: well-being, achievement, school climate and engagement.

Unpacking Data Through an Asset-Based Lens



Canadian Achievement Test (CAT4)

- The CAT4 is a Canadian standardized test that focuses on basic skills in reading, writing and mathematics
- It is completed early in the school year by Grades 2-8 students in MSIC schools, providing data for teachers about their students
- Criterion and norm referenced data is used by teachers as "Assessment FOR learning", to intentionally plan and teach based on students' learning needs
 - MSIC Coaches and school staff teams unpacked CAT4 and co-planned instruction in response to the data

Data can provide important insight into the mindsets of students, staff and communities. It can also shed light on the pedagogical approaches that work best for authentic student learning. If not used constructively and through an asset-based lens, data can become yet another barrier to the success of students, reinforcing deficit mindsets that impact how students are perceived. The MSIC team worked collaboratively and diligently with all its educators to recognize the stories behind their school data and used it as a vehicle for identifying strengths, possibilities and opportunities. In November 2014, all Model Schools administrators participated in a half-day session about creating a strength-based culture in their school. They discussed that how we interpret data and what we do with the results, speaks to our views of the students, families and communities that we serve. They co-created critical questions that all school leaders must ask when interpreting school data:

- What story is the data telling us and is this a complete story? What additional pieces might create a more complete story?
- How do we identify students/stakeholders who experience barriers to success and what mindsets influence how those students are perceived?
- Why are we failing certain groups of students?
- How can we promote asset-based thinking when working with data?



Early Development Instrument (EDI)

- Children who are ready to learn at school from their first day have a better chance of doing well in school
- In MSIC schools, Junior and Senior Kindergarten teachers complete the EDI to better understand a child's readiness to learn at school, and to support communities and families in their efforts to prepare young children for school
- EDI results have helped MSIC make programming decisions like establishing a Parent Family Literacy Centre in each MSIC summer school location
- EDI results have also led to focused intervention around Early Years Literacy (e.g. LLI, iPads) in Model Schools

Connected to the Years of Action Goals

Education for Sustainable Development

- Provide all Grade 4-6 students (approx. 50,000 students) with the opportunity to participate in School Climate Surveys by June 2014
- Review the Learning Opportunities Index to better assess and respond to resource and program allocation needs

Student Achievement and Well-Being

- Ensure 100% of schools participate in School District Reviews

5 Commitment to Share Successful Practices



#GlobalLearners Virtual Showcase

- Students and staff in MSIC schools participated in the #GlobalLearners Virtual Showcase, using the Twitter hashtag #MSICGlobalLearners, to celebrate and share impactful teaching and learning during Education Week
- By sharing images, video and highlights through Twitter and Periscope, the transdisciplinary work taken on in MSIC schools was showcased for our global community
- The goal of this initiative was to share innovative practices in STEM, I2Q (Innovative Intelligence) and the Early Years (Grade 1) iPad initiative emerging from MSIC classrooms
- The lessons, projects and experiments showcased during the week highlighted relevant, authentic and real-world problems which were investigated through collaboration, critical thinking and creativity
- To view our #MSICGlobalLearners Twitter Showcase, please visit <http://bit.ly/MSICGloballearners> or scan the QR code



Collaborating with other TDSB Departments

An equitable education system relies on collaboration between all departments.

The MSIC professional development session on January 8th involved the TDSB Early Years, Literacy, Teaching and Learning With Technology and Library Services departments to focus on digital technology in Grade 1. MSIC is currently co-creating, with these departments, a series of online workshops for all teachers interested in the integration of technology in early years programming. Furthermore, our work with the STEM department resulted in the supply of STEM kits to all MSIC schools and partnerships between MSIC coaches and STEM coaches to align approaches.

Teacher Learning Networks (TLN)

This year, MSIC coaches facilitated three TLNs: STEM, Early Years and Numeracy and LCTs participated in one of these based on their school needs. LCTs participated in TLNs to:

- Build capacity and strengthen sustainable leadership at the school level supporting best practices in teaching and learning with intentionality and through the lens of equity and Culturally Relevant and Responsive Pedagogy
- Share practices and resources with colleagues in the TLN and in their school
- Collect and use relevant data, develop a theory of action, research and organize data through planned co-teaching back at their schools and in TLN meetings

Monthly Cluster Meetings for Administrators

Once a month, administrators from each Model School meet to align the BIPSA, Years of Action and SIP goals with MSIC's Essential Components. Some of these meetings are localized and bring together administrators from one cluster. Other meetings bring together all the administrators in MSIC for program-wide discussion. At these meetings:

- Family of Schools' lead administrators determine the agenda based on cluster needs and central MSIC initiatives
- MSIC coaches and administrators share best practices in schools that align with MSIC initiatives in the areas of Early Years, STEM, Numeracy and Culturally Relevant Responsive Pedagogy
- Initiatives and opportunities available to students and families within MSIC schools are shared with administrators to support their respective school communities
- Cluster administrators engage in professional learning centered around social justice, equity, Culturally Relevant and Responsive Pedagogy and unpacking data from an asset-based lens



SharePoint

SharePoint facilitates online sharing of best practices for teachers, administrators, and MSIC staff



<http://oursite.tdsb.on.ca/org/MSIC/default.aspx>

- The *Initiatives* section features information, presentations and resources regarding Exploration Classrooms, iPads and Early Literacy, leadership programs, Precise Teaching and STEM tasks
- All MSIC curriculum units written for Literacy and Math from K-9 can be found in the *Units* section
- In the *Modules* section, educators will find presentations and materials to help with all aspects of school improvement planning, such as professional learning, instruction, school culture and student engagement and achievement
 - Administrators have access to Interim Reports that contain school data on CAT4, EDI, EQAO, Resiliency Surveys and Parent/Staff/Student Surveys



Exploration Classrooms

Exploration classrooms influence change in teaching practice by providing an opportunity for teachers to learn from and with one another by engaging in authentic experiences with co-teaching. This year MSIC coaches facilitated over 20 exploration classrooms on the following:

- STEM across primary, junior and intermediate divisions
- Effective three-part math lessons based on problem solving and mathematical reasoning
- Inquiry based learning across primary, junior and intermediate divisions and across disciplines
- Early Years comprehensive literacy programs with use of digital tools
- Effective play-based kindergarten programs
- Effective learning centres that build on student interests, preferences and prior knowledge
- Innovative Intelligence (I2Q)

Connected to the Years of Action Goals

Staff Inspiration and Support

- Provide Professional Learning, Staff Development and Training programs
- Establish and implement strong Talent Growth and Succession Planning structures and processes

Education for Sustainable Development

- Support initiatives for Poverty Reduction and Sustainable Livelihoods
- Strengthen commitment and advocacy for Inner City programs for students and communities

Learning Through System-Wide Musical Performance Opportunities

Musical performances are an integral part of music education programs. Preparing for a musical performance provides students with an opportunity to demonstrate their learning to the school community. As school music programs are based in ensemble work students are able to work as a team and develop their learning skills in the areas of cooperation, problem solving and perseverance. Self-reflection is an important aspect of preparing for a musical performance and after performances students and their teachers have an opportunity to reflect on their musicianship and set new goals for musical learning.

System wide performance opportunities provided by the Music Department in Teaching and Learning included:

- TDSB Elementary Instrumental Symposium-43 elementary school instrumental ensembles and 1200 students participated in this festival and received coaching on their instrument and descriptive feedback on their playing in a large ensemble. This year's symposium welcomed distinguished clinicians Mary Ann Fratia, Dennis Beck and Bob Gray, as well as expert musicians working with students on their instruments.
- TDSB Non-Competitive Choral Festival-2700 students from 57 elementary and secondary schools participated in this two weeklong festival. This year's choral festival welcomed distinguished adjudicators Zimfira Poloz, Mitch Bondy and Brenda Uchimar.
- Panfest 2015 took place at the Bickford Centre on April 10, and 13-17 and included 651 elementary and secondary student performers in steelpan ensembles that performed for an audience of over 1900 students, teachers and families from 35 schools. The TDSB Music Department was honoured to welcome the Consul General of Trinidad and Tobago, Dr. Vidhya Gyan Tota-Maharaj to the opening day of Panfest and each day of Panfest brought an array of musical performances that ranged from classical music to the latest pop music hits. Congratulations to all students on their amazing performances at this year's Panfest!

These performance opportunities were connected to professional learning for teachers in music pedagogy as well as being opportunities to celebrate the amazing music programs that we have in the TDSB.



TDSB Elementary Instrumental Symposium
Anson Park and Timberbank participate at the Instrumental Symposium.



York Memorial Students participating at the TDSB Non-Competitive Festival with choral adjudicator Brenda Uchimar.



The Boys Leadership Academy.



Student Emcees from CTA perform.

2nd Annual esme Music Festival

C W Jeffreys hosted the 2nd Annual esme Music Festival on February 26, 2015. The festival showcased the rich diversity of musical programming running in schools across the GTA. Beginning the day was the amazing C W Jeffreys Drumline followed by a welcome to the three hundred student participants by Principal of CW Jeffreys, Monday Gala. Mr. Gala remarked to the audience that the name of the festival, an acronym for expanding success in music education, should be called, "expanding success in education because students who participate in music education programs have success in school."



CW Jeffreys drumline performs at the esme festival.



King Edward Glee Club performs at the esme festival.



Melody Village junior students perform a student created piece at esme festival.

The TDSB Choral Artistry Choir and the TDSB Community Band perform at the 13th Annual TDSB Showcase Concert

Held on February 4, 2015, the concert was the culmination of many months of musical learning for both students and teachers. The concert featured the Choral Artistry Choirs, TDSB Primary/Junior Vocal Music Additional Qualifications Teacher Choir, and the TDSB Community Band.

The Choral Artistry Choir consisted of over 100 students from 18 schools who rehearsed weekly as four separate choirs at Maple Leaf PS, Sprucecourt PS, William Burgess PS and Alexmuir PS



TDSB Primary/Junior Vocal AQ Course Candidate conducts the Community band and choirs at the Showcase Concert.

This year's festival was organized by CW Jeffreys music teacher Kayla Garrett and the TDSB Music Department and included performances by 15 ensembles from schools in TDSB, Peel District School Board and Durham. The music performed ranged from student created music and improvisation to funk, Motown, pop and classical works. The clinician for the festival was Dave Clark, a respected musician (formerly of the Rheostatics) and educator, who encouraged groups to share each other's musical ideas and play together in large ensembles with everyone in the room playing and singing together.

The TDSB Community Band consisted of 30 students and teachers from 13 schools who rehearsed weekly at Bloor CI. Also featured in the concert was a performance of Korean Drumming (Samulnori), by Humberwood Downs. This performance demonstrated the musical learning from this new addition to our TDSB global music programs.

The opportunity to perform in the beautiful George Weston Recital Hall was an inspiration to all the performers who performed a wide array of musical repertoire for all to enjoy.

Click on the following link to see a performance by [Humberwood Downs Salmunori](#) Ensemble at the show.

64th Annual Sounds of Toronto – April 9th 2015

On April 9, 2015 the Secondary Schools Music Teachers' Association presented the 64th Annual Sounds of Toronto at Massey Hall. The concert included performances by seven hundred students from twenty-seven secondary schools.

A special feature of the Sounds of Toronto Concert is the combined choirs, bands and string ensembles which are comprised of students in secondary schools from across the city. Students learn the repertoire for the combined ensembles in their home schools and then come together for rehearsals with their teachers to prepare for the concert at Massey Hall.

As well as combined ensembles, individual ensembles have an opportunity to perform with a wide cross-section of bands, choirs, and orchestras performing classical and contemporary repertoire from a variety of Canadian and international composers.

Solo performances included the CW Jeffreys Drumline, the Central Technical and Cedarbrae Combined Steel Pan ensemble, and the HumberSide Orchestra. The student performances delighted the audience of TDSB educators, trustees and parents.



Sounds of Toronto Combined Choir and Sir Oliver Mowat CI Band performing in the finale of the concert.

Spring Festival Concert at Massey Hall May 7, 2015

The Spring Festival Concert is a much loved tradition in the TDSB and this year saw the 129th presentation of student performances from elementary school music programs.



All city string ensemble rehearsal.

The concert featured one thousand children from 70 schools elementary schools from across the TDSB, performing in a massed choir, an all-city band, an all-city string ensemble and an all-city orchestra.

The audience was also treated to performances by Orff and global music ensembles, which represented the rich and varied music programs that we have in the TDSB. The concert was reflective of the diversity of our school board and city.

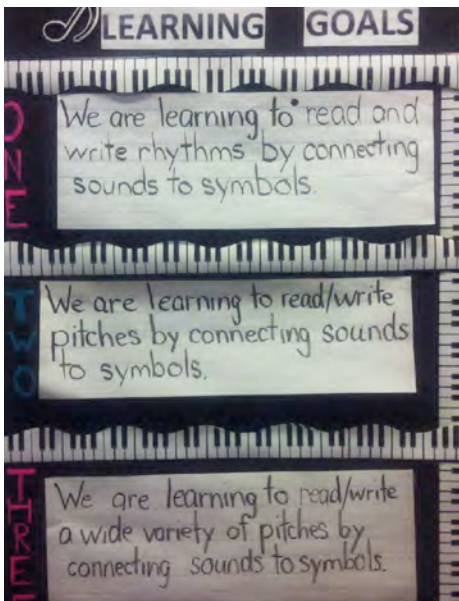
The focus on children as our city's future, as well as the importance of music education for the growth and development of all children was at the heart of this concert. See Rose Avenue students perform their original composition "[Wake Up and Run to Me](#)".

Embedded Professional Learning and the Primary/Junior Vocal Music Additional Qualification Course

The Music Department in Teaching and Learning supports teachers throughout the year through school based visits and consultations, support with Family of Schools initiatives in general pedagogy and more specifically in music pedagogy, cross-disciplinary teams that support teachers to use learning goals, success criteria and descriptive feedback to improve students achievement and through providing many opportunities for teachers to deepen and extend their understanding of music education.

Multi-part sessions of professional learning allow teachers to explore pedagogy over time. Many sessions are connected to exploration classrooms and musical performance opportunities and support an inquiry model of professional learning that continually examines the multiple ways that students learn and achieve success.

Creating Learning goals and Success Criteria in music



Music learning goals to guide student learning.

ER19 music teachers gathered together at John Buchan Senior PS for a music PLC led by Music Department Instructional Leaders. The sessions focused on the development of learning goals, success criteria and descriptive feedback in music. The session supported the understanding of how to translate curriculum expectations into achievable goals expressed in child friendly language to support student success and engagement in their music classrooms. Teachers co-created learning goals using music repertoire, created success criteria and discussed their relationship to assessment and evaluation.

Instrumental Methodology: Using the Repertoire to Teach and Learn

This learning module focused on teaching and learning through instrumental music. Teachers explored the student centered classroom using instrumental music as the catalyst for learning, exploring and creating. Teachers participated in this three session module that included demonstration classrooms at Runnymede Jr and Sr PS (routines, warm-ups and improvisation in the string classroom), George Peck PS (examining instrumental instruction for Special Education learners), and Humber Summit Middle School (using learning goals and success criteria to create student success in band). Participating teachers were also invited to participate in the TDSB Community Band. The ensemble rehearsed from October until February and offered an opportunity for teachers to further inquire into the nature of instrumental musical learning by observing and rehearsing music with students.

Student Voice: Grades 7-12

In this professional development opportunity for teachers, with the support of Instructional Leaders in Music, explored the student centered classroom in multi-grade and mixed instrumental and vocal settings. Issues that were explored included inclusive music education practices, engagement in the creative and critical thinking processes in the Ontario Arts Curriculum, and starting music education with listening, soundscape, and student creativity. Half day sessions were held with students and teachers at Etobicoke Collegiate Institutes (group improvisation and composition session), Northern Secondary School (engagement and music making in multi-grade vocal music classes) and CW Jeffreys (composing and arranging in the multi-grade instrumental music class).



Student Voice:

Students at Thistletown CI compose and improvise.

Choral Methodology

Choral methodology was a three part learning module focused on teaching and learning through choral music. Teachers explored and discussed the student centered classroom using choral music as the jumping off point for learning, exploring and creating. Teachers were encouraged to implement activities/strategies into their classrooms as the module progressed. Music Instructional Leaders supported teachers with school visits to co-teach and co-plan for continued learning. Sessions were a blend of half day sessions with after school observation sessions of Choral Artistry Choirs and online sharing of resources and strategies through AW and Google Docs. The final session of the module included a Gospel Music session with Karen Burke at the Downtown Vocal Music Academy.



Humberwood downs students at George Weston Recital Halls.

TDSB Primary/Junior Vocal Music Additional Qualification (AQ) Course-Part 1 and Part 2

The TDSB Primary/Junior Vocal Music AQ course was delivered at Maple Leaf PS and Sprucecourt PS from September until February this year. Thirty teacher candidates met weekly during that time to develop their practice in music pedagogy for elementary students. Throughout the AQ Course, teachers observed weekly children's choir rehearsals comprised of TDSB children in the Choral Artistry Choirs in order to have a practical understanding of their learning in the course in an authentic context. Teachers also participated in their own choir where they had the opportunity to develop their singing voices and learn about rehearsal planning, conducting skills and how to teach within the act of music making. Teachers who take the course continue to describe it as demanding yet very supportive for their day to day work in delivering music programs. As well, the AQ course connects teachers to the resources that are available to support musical learning in the TDSB.

Korean Percussion Music-Samulnori

The TDSB Music Department provides many global music programs: Ghanaian Drumming, Cuban-Brazilian Drumming, Indonesian Gamelan, and South Asian Vocal Music. This year we introduced a new Global music program in Korean drumming called "Samulnori". This pilot project was a unique and exciting professional learning opportunity for TDSB music teachers at Humberwood Downs, Broadlands PS, General Brock PS and William Burgess ES and their students in grades 4 to 8 to learn and perform Korean percussion in their music classes. Teachers in the project participated in after school professional learning sessions with Salmunori percussion artist Charles Hong, Artistic Director of Jeng-Yi Korean Percussion Ensemble, where they learned the music and technique for playing the Salmunori instruments. Mr. Hong also visited schools in the project so that teachers could continue their learning of the music with their students in the classroom.

Along with learning Salmunori, the students and teachers immersed themselves in learning Korean history and the cultural context in which Salmunori musical instruments are played. For many students this new learning experience exposed them to a culture that they did not know. Best of all the teachers said their students couldn't wait to get to music class to continue their learning! Music teacher at Broadlands school Caroll Kim said, "There is an incredible sense of accomplishment as we end our core piece together as an ensemble. The exciting rhythms also make listeners outside our room dance as they hear the music we are making."

Technology in the Music Classroom

If you were to make your own composition software app, what would it do? This is the question students and teachers were asked in the Technology in the Music Classroom module after they had used a variety of software applications to create their own music. Responses included, "I would make it cheap. This software would contain a tutorial and include many features...with multiple templates, examples, and even a song evaluator. No ads and it could be like a game make a song based on a certain theme and get rated!!! Or there could be like a freeplay mode where you could do whatever you want."

A central component of the Ontario Arts Curriculum is the Creative Process and in Technology in the Music classroom elementary teachers explored the use of a variety of different composition software programs and invited their students to create compositions. After using the software, students and teachers were able to reflect on how technology supported and /or limited their creative ideas. Teachers in this module received classroom visits from Instructional Leaders in Music and composer Chris Thornborrow and they worked collaboratively to inquire into the evidence of student musical learning using composition software and the creative process. The student compositions were performed by secondary school music students at Riverdale Collegiate and professional musicians from [Continuum](#) in a concert for all participating schools on March 31st.

A video about the project can be viewed [here](#).



Continuum and students from Riverdale CI performing a student composition.



Technology in the classroom: student composition.

Resources and partnerships

The Music Department in Teaching and Learning supports partnerships for musical learning in TDSB schools. These partnerships include Sistema Toronto, the Toronto Symphony, and partnerships with Global Music Artists that support our global music programs.

The music department also supports schools with music resources including the music library, global music kits, Orff kits, and choral risers for school performances. Further examples of partnerships and music resources included:

We Are One Jazz Project

This partnership engaged 250 students from 7 elementary schools in West Region 1 and their teachers, as they participated in the We Are One Jazz Project with Howard Rees and Toronto jazz musicians. Students and teachers in the project participated in weekly rehearsals at Thistletown Collegiate and on several occasions throughout the project, composer and New York jazz legend, Dr. Barry Harris travelled to Toronto to lead the rehearsals. Learning continued back at individual schools as teachers rehearsed with their students and reviewed the skills including jazz vocal technique and vocal improvisation. A culminating concert for the project took place on Wednesday, February 11, 2015 at the Toronto Centre for the Arts. Students performed with a professional jazz band, Humber College Collegiate strings and an adult jazz choir.

Music By The Lake

Music By The Lake (MBTL) is an eight day residential instrumental and vocal music camp for Toronto District School Board students in grades 6 - 8 from Saturday, May 30 through Saturday, June 6, 2015. This year 323 campers attended, assisted by 87 secondary music student councilors and a Faculty of 34 teachers, Itinerant Music Instructors and professional musicians. 71 students this year received bursary support. Music By The Lake is a life changing experience for many young musicians. Their participation in MBTL continues to develop their appreciation of music, and their musicianship; from a week of playing and singing 4 hours a day, seeing professional performances every night, and performing for the entire camp in a small ensemble concert.



TDSB Guitar students at Music By The Lake.

Humber Jazz in the Schools

In May the Humber College of Music presented 36 free concerts at TDSB schools as part of their Jazz in the Schools Program. Their high energy performance is a condensed history of jazz which illustrates the influence historical events have had on jazz and in turn, how it has impacted a variety of musical styles.

Diverse and Enriching! Outdoor Education in the TDSB



From the Toronto Islands to the western edge of Algonquin Park, the TDSB's five day and five overnight centres highlight their geography, local ecosystems and resources to provide dynamic learning experiences for more than 90,000 TDSB students each year.

United by a common goal, our highly qualified staff immerse students in safe, active and enriched learning experiences highlighting both natural and urban environments. From outdoor adventure and survival skills to 'sense of place' awareness, systems

thinking and ecological literacy; students learn through curriculum-enriched, direct experiences that cannot be duplicated within the walls of a classroom.

The value of these opportunities is recognized and supported by the TDSB – one of the few school boards in Ontario directly operating Outdoor Education Centres. This commitment ensures that all TDSB students have the opportunity to participate in programs at day and overnight centres at least once during their elementary school years.

Opportunities for students in secondary schools are available through The Collaborative Leadership Program at the Etobicoke Field Studies Centre. Some centres also offer weekend leadership experiences and special programs.

During the summer, some centres offer traditional day/overnight camp experiences with an emphasis on the environment.

Benefits of TDSB-Operated Outdoor Education Centres

Equity of access: overnight and day centre opportunities are distributed equitably to schools.

Equity of opportunity: a subsidized fee structure reflects differing demographics.

Highly qualified and knowledgeable staff: programs are developed by TDSB teachers and delivered in conjunction with TDSB outdoor education specialists.

Curriculum-based programs: content and methodologies reflect current instructional practice and are designed to support student success.

Programs geared directly to TDSB initiatives: including character development, gender-based learning, and culturally-relevant teaching.

Aligned with TDSB policies and procedures: clarity of expectations and highest standards of safe practice are ensured.



Inquiry in Toronto Outdoor Education Schools (TOES)

Learning to formulate and ask the right question can be seen as the bridge to new learning and is a key part of the experience at outdoor education centers. Opportunities for inquiry-based learning are an integral part of TOES programs. By investigating features and elements found at the site during their visit students experience the practical and authentic nature of inquiry based learning. Developing the ability to direct their own learning in a new situation is a critical part of the experiential learning process, providing personal motivation for students to further the process. The diversity of TOES sites enhances the opportunities available by putting students into safe, but unfamiliar, situations that challenge their abilities to ask questions and problem solve. Collaboration is a natural part of the process of inquiry-based learning; drawing on the strengths of fellow students and the flexibility and unique spaces encountered at TOES sites.



Professional Learning Opportunities

Learning is not just for students during visits to TOES centers. Teachers are able to enjoy the interaction with TOES staff and have the opportunity to match in-class curriculum to outdoor experiential, further developing student learning. The various sites lend themselves to PD by offering facilities that are unlike anything else found in the TDSB.

Use of GAFE

TOES staff has been able to bridge the distance between the 10 centers by using Google Apps for Education (GAFE) to share and develop new materials between the widely spread outdoor sites. Activity packages are created and edited in a collaborative manner at the various locations. "Get Outside" is just one example of this process. GAFE is being used at many centres to generate a seamless flow of student work from the sites to the classroom or anywhere a student can access the Internet. Students are able to start a meaningful and curriculum-rich presentation while visiting us using information they have acquired themselves. They are able to electronically transfer that material for editing, arriving at a point of presentation designated by their teacher.

Get Outside Month – May Calendar

"I love the quality and breadth of these lessons. I love the format, linked to a Google calendar. In creating them, you have truly given this teacher (and, I'm sure, many others like me), a great reason to take our teaching and learning out the classroom door and into the world around us." TDSB Teacher

This year, the Toronto Outdoor Education Schools (TOES) developed a valuable partnership with the TDSB's English Literacy Department in the development of the Get Outside lessons for the month of May. These lessons connect with the four strands of the Ontario Language curriculum and extend the learning environment beyond the four walls of the classroom. Using Google docs teachers were able to access the lessons for every day in the month of May and get their students out to enjoy the environment.

A result of this collaboration between Outdoor Education and the English Literacy department, 5176 teachers checked out the Get Outside May calendar –over 100,000 students engaged in outdoor learning over the month of May!



Partnerships

Again this year, the TDSB's Toronto Outdoor Education Schools (TOES) have had numerous opportunities for valuable partnerships to develop both within the TDSB and with the community beyond. Listed below are some of the highlights of this year's successful partnerships:

Aboriginal Education Centre

During the 2014/2015 school year, the Etobicoke Outdoor Education Centre (EOEC), in partnership with the Aboriginal Education Centre, moved forward to establish a three week overnight experience for self-identified First Nations, Metis and Inuit students within the TDSB. The first week of the program took place during the March Break and the culminating two weeks will see the group of students reconvene at the EOEC during the month of July. The focus of this experience is to partner outdoor education programming with traditional aboriginal education. Students attending the camp have access to Instructional Leaders within the Aboriginal Education Department, two Central Coordinating Principals as well as outdoor educators, making this an incredibly rich opportunity for all. Wisdom Keepers, Elders, musicians and First Nations Language Instructors have infused the program with authentic, curricular-based initiatives. Students from across the TDSB have been given the opportunity to meet new friends and forge bonds that will last forever. This partnership will lead to unforgettable experiences for years to come.

Council of Outdoor Educators of Ontario (COEO)

This year Mono Cliffs Outdoor Education Centre hosted COEO's two day "Make Peace with Winter" conference focused on experiential learning for educators interested in sharing the outdoors with their students.

As a host, a number of COEC members were able to facilitate and participate in the workshops. Conference highlights include: How to do meaningful hands-on debriefs; **Go Wild in the North**, sharing First Nations and Inuit culture through instruction and games; **The Yukon Bison Hunt**, demonstrating how school curriculum and culture bond with outdoor education.

Environment Canada and Meteorological Services of Canada

The past school year has seen the development of a partnership with staff from Environment Canada and Meteorological Services of Canada to produce and share high-resolution data with classroom teachers across the TDSB.



Toronto Historical Association

Toronto Urban Studies Centre has partnered with the Toronto Historical Association making regular use of their facilities in the core of the city. Visits serve to provide students with a touchstone to the past.

Scarborough Centre for Alternative Studies

Hillside partnered with Scarborough Centre for Alternative Studies (SCAS) to provide an outdoor learning program with a social communication focus for adults as well as several leadership and team building sessions for High School Special Needs classes.

Partnerships Continued

Module of Learning

To further build on their outdoor inquiry learning module, TOES partnered with a kindergarten teacher to co-facilitate a three part professional learning opportunity for teachers and Early Childhood Educators. This opportunity was offered to 10 TDSB educators. The classroom portion was hosted in a kindergarten classroom, providing authentic and practical strategies for delivering and assessing curriculum outdoors. To build capacity within our system, a network of learners was supported as teachers implemented, assessed and shared new outdoor learning practices in their classroom with their colleagues via Google Drive. This module was extremely successful, resulting in empowering participants to deliver curriculum through outdoor inquiry.



Inquiry

Learning to formulate and ask the right question can be seen as the bridge to new learning, which is a key part of the outdoor education experience. Opportunities for inquiry-based learning are an integral part of TOES programs. By investigating features and elements found at the site during their visit, students experience the practical and authentic nature of inquiry-based learning. The diversity of TOES sites enhances the opportunities available by putting students into safe but unfamiliar situations that challenge their abilities to ask questions and problem solve. Collaboration is a natural part of the process of inquiry-based learning, drawing on the strengths of fellow students and the unique spaces encountered at the TOES sites.



STEM

TOES staff worked with members of the STEM department to co-develop and run workshops specifically for the TOES staff. These hugely successful hands-on workshops were offered at Hillside Outdoor Education Centre and the Sheldon Centre for Outdoor Education. Participants were actively engaged in STEM pedagogy and activities, while learning how to efficiently and effectively incorporate STEM into current programs.

Teacher Opportunities

Learning is not just for students during visits to TOES centres. Teachers are able to enjoy the interaction with TOES staff and have the opportunity to match in-class curriculum to outdoor experiential learning. The various sites lend themselves to professional development by offering facilities that are unlike anything else in the TDSB.

Our five Day Centres continue to offer exploration classrooms in a variety of divisions. Staff are invited to participate in a day of sharing, collaborating, learning and networking as they enhance their understanding of curriculum delivery in the outdoor classroom.

At Hillside Outdoor Education Centre, inquiry-based learning focused on the Grade 3 Science Curriculum – Soils in the Environment. Seven TDSB teachers participated in this program, giving them an opportunity to witness our outdoor education programs in action. Teachers discussed incorporating these experiences into their programming.

The computer lab at TUSC has been used to host a session for teachers using the COBWEB software program. This program emulates an ecosystem inhabited by organisms that can be tailored to suit the driving question of an inquiry by student researchers.

Eco Coaching



This year marked the first full year that the TOES staff took the role of "ECO Coach" in partnership with the Sustainability Office and TDSB's ECO Schools program. As a result of a board motion, the OE department is taking on a significant role in the auditing process for Platinum level ECOSchools. This year we started with volunteer participation in the department and it was well received. Our "coaches" include staff from all employee categories: Site Supervisors, Office Staff, Program Specialists and Teachers. Feedback from schools involved in the visits have also been very positive, highlighting the opportunity to connect what is happening in schools to what is happening at our centres. As often as possible, site staff are visiting schools in their catchment area to deepen the learning and further the relationship.

Toronto Outdoor Education Schools

Day Centres



Etobicoke Field Studies Centre Where the City Meets the Country

Location: North of Toronto in the Claireville Conservation Area, Hwy 7 and Albion Rd

Students in elementary schools highlight the wonders of the natural world as seen in the rich, natural landscape and diverse population of animal life along the west branch of the Humber River; through the Collaborative Leadership Program, options are available for students in secondary school.



Warren Park Outdoor Education Centre A New Perspective on the Familiar

Location: In the Humber River Valley, near Jane and Dundas, in Warren Park Public School Kindergarten to grade 6 students engage in inquiry-based program opportunities using the Humber River parklands as an outdoor classroom setting where students, hike, snowshoeing and experience Nordic Skiing.



Hillside Outdoor Education School Helping

Others Discover the Wonders of the Rouge

Location: Scarborough, adjacent to the Rouge Park, Canada's largest urban park. Featuring programs encompassing valley ecosystems, stream studies, habitat restoration with Friends of the Rouge Watershed, fossil hunting (Whitby Beach) and observing migratory birds (Lynde Shores Conservation Area).



Toronto Urban Studies Centre Connecting the Curriculum to our City

Location: TUSC Central in Danforth CTI Featuring an urban focus with a variety of programs celebrating urban places and green spaces. Incorporating new technology and utilizing many TDSB community venues, including the TUSC Greenhouse, Century Schoolhouse, TDSB Heritage Resource Centre and various historical sites.



Forest Valley Outdoor Education Centre Where Hearts and Minds Connect with Nature

Location: Nestled in the valley of the west Don River, in a residential area just minutes from Dufferin and Finch Featuring experiential, inquiry-based programming for students in JK to Grade 8; our ecological oasis in the midst of the city includes forest, meadow, river and sugar bush habitat filled with wildlife and the wonders of nature.

Overnight Centres



Mono Cliffs Outdoor Education Centre Naturally Inspiring

Location: Niagara Escarpment, just north of Orangeville, on the edge of Mono Cliffs Provincial Park Featuring hands-on

programs designed to inspire students to challenge themselves, to be creative and to deepen their understandings of the natural environment.



Scarborough Outdoor Education School

May the Peace of the Wilderness be Preserved Forever

Location: North of Huntsville, near Kearney Featuring a remote wilderness setting where students transport themselves by boot, snowshoe, ski or canoe to the awe-inspiring forests and lakes of the Canadian Shield to engage deeply in outdoor experiential learning, Aboriginal studies and personal awareness in a team setting.



Sheldon Centre for Outdoor Education A Natural Place to "Bee"

Location: Southwest of Alliston on nearly 79 hectares of rolling hills Featuring a diverse assortment of curriculum-based programs that include experiencing how Indigenous people lived off the land, making trips to Sheldon's apiary, studying biodiversity and animal adaptation and exploring digital photography, mountain biking and leadership.



Etobicoke Outdoor Education Centre We Enjoy our Earth Carefully

Location: On the Oak Ridges Moraine, in the Albion Hills Conservation Area Featuring geography and science-based programs focusing on the maple syrup sugar bush; sustainable agriculture; forest, wetland and pond ecosystems of the Humber River; and outdoor pursuits such as hiking, snowshoeing and cross country skiing.



Island Natural Science School Where it all began!

Location: Toronto Islands, a short ferry ride from downtown Toronto Featuring cross-curricular lessons for students in Grades 5 and 6 that highlight the world outside school with a particular focus on the natural environment and the history of the Toronto Islands.

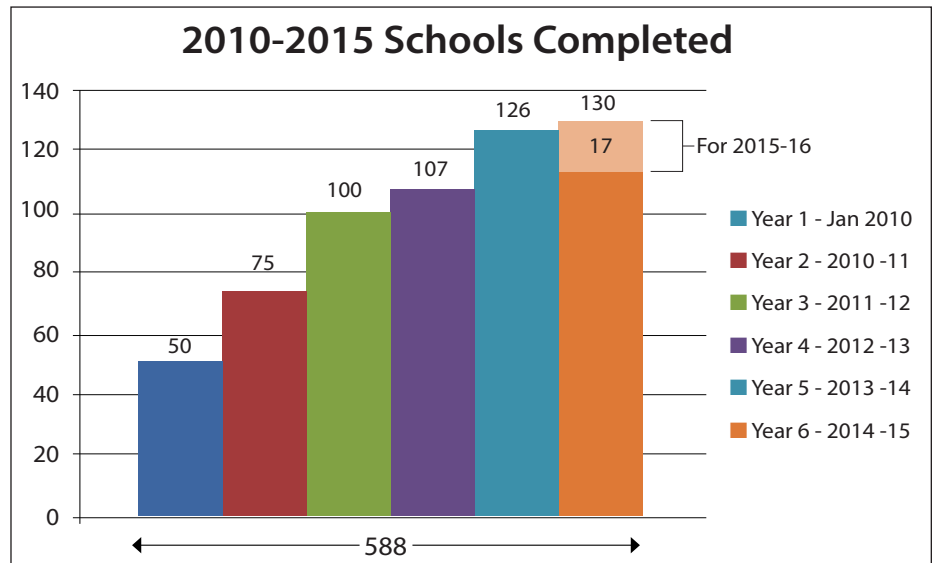
District Process

The District Process (name changed from District Review) is aligned with the Ministry of Education's School Effectiveness Framework.

Key Purposes:

- Help educators identify areas of strength, areas requiring improvement and next steps
- Act as a catalyst for shared instructional leadership through collaborative conversations
- Build coherence in and across schools and districts

All 588 TDSB schools will have had a District Process by June 2015, including six congregated special education sites. (Adjustment: May, 2015, 17 schools remaining).



District Process Timeline: 588 schools in the TDSB have been completed by June 2015 over a six year period.

Each school selected 4 indicators from the 2013 School Effectiveness Framework (SEF) to focus the feedback from the District Process Team. Brookhart and Moss suggest that we need to have "Feedback that Feeds Forward" and thus the District Process offers descriptive feedback that is timely, specific and tailored to the school's SSA and Evidence Summary.

Of the four indicators three are mandatory:

Indicator 1.4

During learning timely, ongoing, descriptive feedback about student progress is provided, based on student actions and co-constructed criteria.

Indicator 4.2

Clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school.

Indicator 4.3

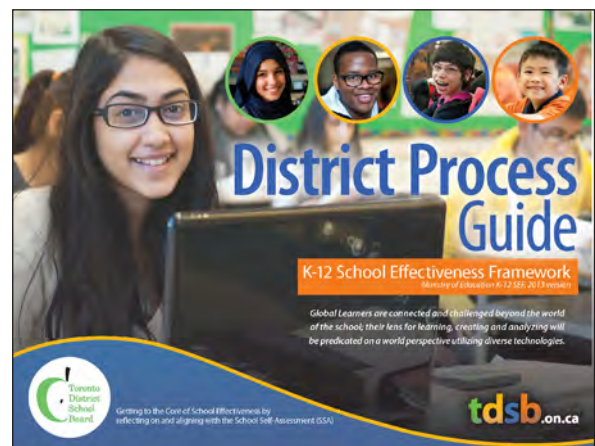
Teaching and learning in the 21st Century is collaborative, innovative and creative within a global context.



Bookmark highlighting School Effectiveness Framework components and collaborative feedback.

In addition, schools chose one of the four indicators identified below to allow for tailoring to the specific school improvement planning:

- 4.4 Learning is deepened through authentic, relevant and meaningful student inquiry
- 4.5 Instruction & assessment are differentiated in response to student strengths, needs and prior learning
- 4.6 Resources for students are relevant, current, accessible and monitored for bias
- 4.7 Timely and tiered interventions, supported by a team approach, respond to individual student learning needs and well-being



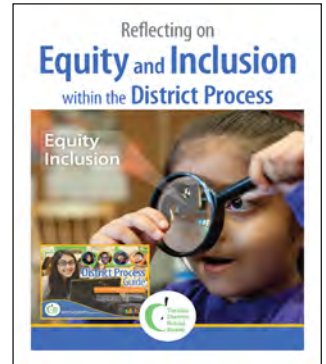
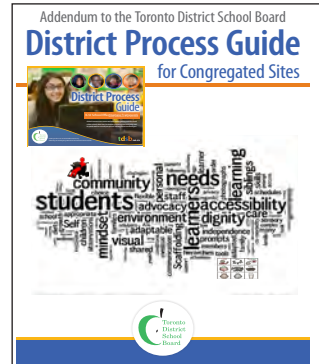
District Process Guide provides suggestions about possible sources of evidence and questions that can be useful in data collection and observations listed for each indicator.

Addendums

Two addendums were created this year to ensure Precision and Personalization are addressed.

- *Addendum to the TDSB District Process Guide for Congregated Sites*
- *Reflecting on Equity and Inclusion within the District Process*

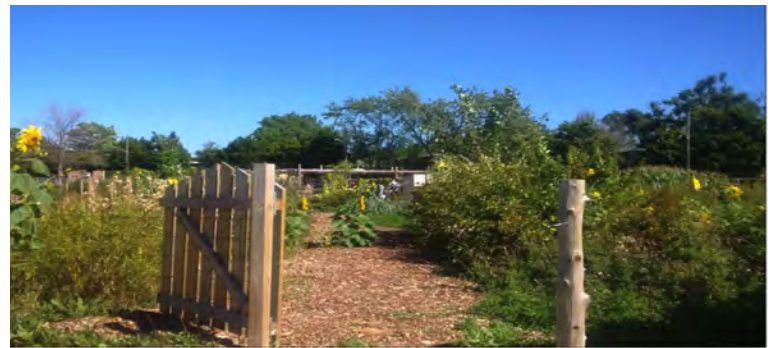
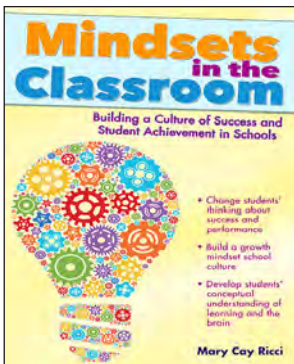
These addendums were created to compliment the District Process Guide and provide a lens for the District Process within specialized sites.



Growth Mindset

District Process incorporates Carol Dweck's work around **Growth Mindset** – demonstrating an open to learning stance with staff at schools. Resources to support Growth Mindset include the article *Mind-Sets and Equitable Education* and Mary Cay Ricci's book *Mindsets in the Classroom*.

Knowledge mobilization is maximized through The District Process. Through professional learning teams from schools involved in District Process Orientation sessions and the preparation for the District Process we are noticing common vocabulary and practices and the de-privatizing of learning spaces in schools.



John Polanyi Collegiate Institute Garden is a metaphor for an open to learning stance.

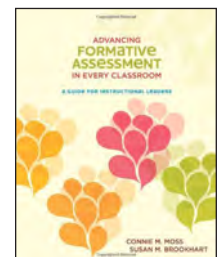
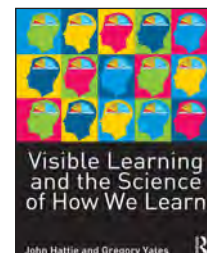
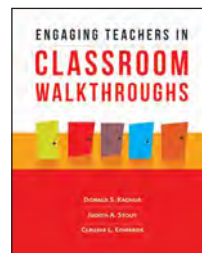
Mentor Texts

All schools involved in the District Process during the 2014-2015 school year received the following three mentor texts:

Engaging Teachers in Classroom Walkthroughs, Donald S. Kachur, Judith A. Stout and Claudia L. Edwards

Visible Learning and the Science of How We Learn, John Hattie and Gregory Yates

Advancing Formative Assessment in Every Classroom- a Guide for Instructional Leaders, Connie M. Moss and Susan M. Brookhart



School Effectiveness Resources:

Many resources are embedded in the District Process report that is given to schools. These include, print resources and books, Monographs by the Ministry of Education and Human resources within the TDSB. SEF has developed a list of mentor texts and resources that is posted on the Academic Workspace and School Effectiveness site on the Principals' page that is updated regularly.

Launching & Supporting STEM in TDSB

STEM is a trans-disciplinary approach to inquiry and problem-based learning that fosters collaboration, creativity, and innovation in all students.

TDSB's Vision

- Providing STEM education for all students.
- Moving away from teaching in silos and linking real world issues to classroom teaching and learning.
- Promoting problem-based learning and STEM skills to allow students to stay current, explore, inquire and actively engage in relevant issues of the world around them.
- Encourage scientific discovery and technological innovation to shape how future citizens work collaboratively to provide creative and viable solutions to today's and tomorrow's real-life problems.

In addition to supporting teachers and providing student learning opportunities throughout the year, the STEM K-12 department facilitated a number of professional learning events to launch and support TDSB's STEM initiative:

1. A STEM Media Launch for staff.
2. STEM kit launch to orient pilot STEM Lead Schools with their new resources.
3. Fall and Spring STEM Showcases to highlight student *'thinking process'* and *'products'*.



Testing built windmills at the 2014 STEM Kit Launch for teachers from pilot STEM Lead Schools.



An Iteration of the Food Storage Solution at the 2014 STEM Media Launch.



Fostering Collaboration.



West STEM Showcase @ George Harvey C.I., Bloor Collegiate Institute: students, staff, and STEM Learning Coach.



Fall 2014 STEM Showcase @ York Mills C. I.



Showcasing STEM in TDSB

To mark our inaugural year of STEM, our department hosted one showcase in the fall and two in the spring to highlight teacher and student STEM processes and products. All projects shared, in a marketplace style, showed students engaged in inquiry, engineering design and/or problem-based learning, with connections to real-world problems.

At our Fall Showcase, 28 secondary school teachers, over 50 of their students, and some educational partners showcased projects at various stages of the STEM continuum.

At our Spring Showcases, over 80 teachers and 250 students, representing 48 schools, presented STEM-based projects with an emphasis on student voice.

Maintaining a Culture of Safety in TDSB Schools

Safety 101 for Teachers New to Science

This year we offered two sessions for teachers new to science teaching. During the safety sessions, teachers had the opportunity to observe demonstrations of some of the more hazardous experiments in science; they had a tour of a chemical prep room where they learned about proper storage, handling and disposal of chemicals.

Safe Science Committees (Secondary & Elementary)

This year's Secondary Safe Science Committee consisted of 8 teachers from schools across the TDSB who met every 2-3 months in order to review and provide guidelines to ensure safe working conditions and practices in TDSB secondary schools. An Elementary Safe Science Committee met this year to review the use of 'kitchen' chemicals used in elementary classrooms.

Partnership with the Health & Safety Department

A poster that illustrates the TDSB safety planning framework for hands-on work in science was developed. This poster was made available for all science classrooms in our secondary schools.

A safety board for each chemical prep room was distributed. This board will house important safety documents (such as our safety document - Safe on Science, Hazardous Wastes Disposal Forms, our Chemical lists, etc.) so that these are readily available to teachers.

Power Tools Safety Training

To support STEM learning in intermediate classes, two Power Tool Safety courses were offered in the Fall of 2014. Participating teachers developed skills and confidence in delivering safe technological problem solving through the use of power tools and machines.



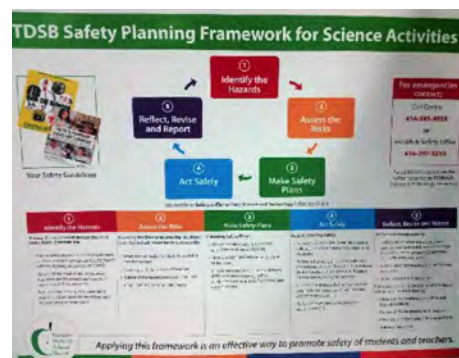
2014 Power Tools Training Session for Teachers.

"Every science teacher should take this PD. Planning is the key to a safer classroom."

- Feedback from teacher attending the safety 101 session



No Food or Drink sticker.



TDSB Safety planning Framework poster for science classroom.

Collaborating with Other Teaching & Learning Departments

Equity Department

- our department assisted the Equity Department to host a Free Your Mind: Hip Hop Education STEMposium which took place on March 27th at Eastern Commerce
- worked with the Equity department on the Africentric Education Initiative

Library & Learning

- collaborated on creating an Inquiry Question and addressing the implementation of authentic problem-based inquiry

ESL Department

- organized and facilitated a module of learning, "Hands-on Inquiry for English Language Learners (ELLs)", to provide strategies to scaffold science inquiry lessons for ELLs

Experiential Learning

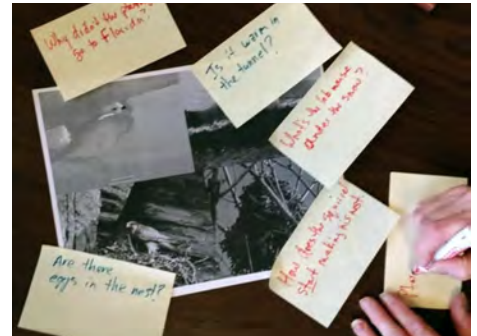
- both departments collaborated with the Society for Automotive Engineers centered around building a fuel-cell powered automobile

STEM with Outdoor Education

- collaborated with staff from Toronto Outdoor Education Sites (TOES)
- TOES staff explored problem-based learning and engineering design through the Environmental Education context, as well as Inquiry-based learning through re-framing investigable questions on a hike and investigating variables in sledding

Ecoschools, SWSH & Greenlearning

- Greenlearning.ca founder Gordon Harrison, along with other educators were brought together to brainstorm and develop a problem and inquiry-based unit for Toronto students to examine how climate impacts them locally



Toronto Outdoor Education staff engages in STEM learning through brainstorming a problem and investigating variables in their sledding designs.



SAE International Workshop- Building fuel-cell powered cars.



Students in the Open Beats workshop discovered how to use Arduino and other software to build and code their own musical beat.



Toronto Outdoor Education staff engages in STEM learning through brainstorming a problem and investigating variables in their sledding designs.

Facilitating Professional Learning & Leadership Development

a. Collaborative Learning Modules with Embedded Exploration Classroom

I. Hands-on Inquiry for English Language Learners (ELLs)

- teachers shared ideas for inquiries and explored strategies for scaffolding and teaching the necessary vocabulary to students

II. Using the lens of Equity & Social Justice to Engage all Learners in Science

- teachers learned the principles of culturally relevant and responsive pedagogy (CRRP), as a vehicle to facilitate equity, social justice and greater engagement of all students in science

III. Secondary Science and Math Connections

- teachers met to investigate opportunities, and examine examples of, connections between secondary math and science curricula
- this module helped teachers contextualize concepts in the math curriculum using science applications, and also brought math concepts to life in the science classroom

IV. Teaching with Arduino

- Teachers met to investigate opportunities of using Arduino to contextualize, provide hands-on opportunities and enrich curricula for their students

V. Integrating Technology in STEM

- A group of Gr 7-12 teachers explore effective integration of education technology (including Google Apps and Web 2.0 tools) to improve student engagement and learning in Science & STEM lessons

VI. Engaging STEM and Problem-Based Learning for Applied/Essentials

- teachers met to examine and implement problem-based learning strategies to improve student engagement and learning in STEM & Science

VII. Bridging the Gap - Engaging Gr 7-10 Students through STEM learning

- teachers analyzed the continuum of enduring understandings and big ideas that are common in Grade 7 to Grade 10 Science curriculum
- they developed a background in real-world problem based inquiry and teaching strategies, collaborated to build a problem scenario that is relevant for their school community, and scaled the activity for different age levels

VIII. Engineering Design in Grades 1-8

- teachers practiced and explored how engineering design is integrated with Technological Problem Solving, and worked in collaborative grade teams to develop, implement and share lessons
- many teachers reflected that the increase in engagement and decrease in student off-task behaviour was remarkable during STEM learning

"I have already improved many of my experiments to include inquiry-strategies with supports in place for the ELL students. I have some good ideas for how to improve inquiry learning for next year, and to share it with my colleagues as well. All of the strategies that we have developed and incorporated for ELLs will also work for native English speakers."

- Feedback from a teacher who attended the Hands-On Inquiry for ELLs Learning Module



'Teaching with Arduino' Session.



Sharing and reflecting on evidence of student learning on Day 4 of the 'Engineering Design' module of learning.

b. One-Day Exploration Classrooms

Exploration Classroom	Host Teacher	Host Teacher's School
STEM Design Challenges for Grades 7 - 10	Roberta Tevlin	Danforth T & CI
STEM Design Challenges for Grades 11 - 12	Roberta Tevlin	Danforth T & CI
Flipping your Biology Classes	Daniel Oster	Wilfrid Laurier CI
Flipping your Classes	Gillian Woodcock-Ashford	Martingrove CI
Lego Wedo Robotics	Sharon Moskovitz	Blythwood PS
Problem-based STEM inquiry in Grade 9 Science	Tram Pham	Wexford CI
Groups Work! Encouraging 21st Century Skills in the Classroom	Chris Meyer	York Mills CI
Arduino-based Culminating Activities	Vernon Kee	John Polanyi



Exploration classroom host teacher, Roberta Tevlin sharing her design projects.

c. Eureka! Conference for Secondary Science Teachers

TDSB's 8th Eureka! Conference for Secondary Science Teachers took place on February 13, 2015. This year's theme was "STEMify Learning." With over 80 workshops offered to over 400 delegates, teachers shared best practices, instructional resources, and assessment strategies that support STEM pedagogy and foster collaboration, creativity and innovation in all students.



Teachers building motorized boat during 'Design Challenges' Exploration Classroom.

d. Meetings with Science Curriculum & Assistant Curriculum Leaders

On November 27th, 2014, was an opportunity to introduce and expose our science leaders to the Board's STEM initiative.

Our Spring Celebration Meeting provided a forum for 60 of our CL/ACLs to plan, share and discuss. Topics included, Leadership in the Science Department, Effective Culminating Tasks, Assessing Higher-order Thinking Skills (HOTS), integrating STEM in the Science curriculum, Engineer-in-Residence Support to schools, and Integrating Technology in the Science Classroom.



Teachers at the 2015 Eureka! Conference.



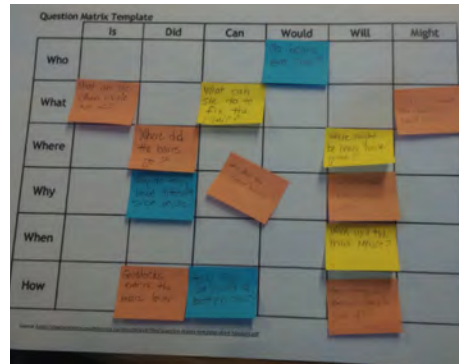
Dr. Bonnie Schmidt from Let's Talk Science delivers the 2015 Eureka! keynote address.

e. Assessment & Evaluation in STEM

Let's Talk Science in partnership with the TDSB STEM K-12 Teaching and Learning Department offered two one-day sessions to staff from pilot STEM Lead schools.

This day provided educators the opportunity to:

- Explore higher order thinking skills (HOTS) that are necessary for 21st century learning
- Engage in hands-on/minds-on age appropriate inquiry-based investigations that illustrate what HOTS looks like in STEM
- Exchange ideas, tools, and teaching/assessment methodologies that foster HOTS through STEM



Using the Q-chart to facilitate discussions around higher order thinking skills (HOTS).



Using the Engineering Design Process framework to explore real-world problems.

f. Teacher Networks

Throughout the year, three groups of teachers (Chemistry & Chocolates, Biology & Bites and the Toronto Association of Physics Teachers) met on numerous occasions to share resources and strategies that support student learning. Each of these groups allow specialist teachers to collaborate and explore issues specific to their professional practice.

Expanding Student Experiences in STEM/Science & Technology

a. Toronto Science Fair

The 2015 Toronto Science Fair was held at the U of T, Scarborough Campus on March 27, with over 500 K-12 students from across Toronto participating.

Students shared and presented their work to expert judges from academia, government, and private industry. They also participated in various physics, chemistry, and biology workshops.

Guest speaker, Dr. Damian Pope from The Perimeter Institute for Theoretical Physics entertained and educated with his lecture on the cosmos.



Ten Regional Science Fair finalists represented Toronto in Fredericton, NB, at the Canada Wide Science Fair. Seven of the finalists were from TDSB.

Participants received awards for their work and a team of 10 students, including 7 from the TDSB, was selected to represent Toronto at the Canada Wide Science Fair (CWSF) in Fredericton, NB. Two TDSB student projects brought home top honours from the CWSF, both of which include scholarship offers from Ontario universities:

1. Grade 9 student Madison Santos, from Bloor Collegiate Institute, won

a Silver Medal for her project titled "Stretch or Snap: The Effects of pH on Hair Durability."

2. Grade 12 students Evan Farrell and Max Musing, from Danforth Collegiate and Technical Institute, won a Bronze Medal for their project titled "Simulating Brains in Artificial Organisms."

b. Grade 7 & 8 Skills Challenges, Young Women's Conference, Skills @ Work Summer Camp
One hundred and twenty-four grade 7 & 8 students participated in the TDSB Skills Challenge at the Ontario Science Centre on February 24-26, 2015. Four winners from this event went to the Skills-Canada, Ontario Technological Skills Competitions in May. See the [Science & Technology AW](#) site for more information and the results of the competition.

c. Toronto Air & Space Days

The 10th annual Toronto Air & Space Day was a huge success with over 1000 grade 6 students, from all over the TDSB, learning about our solar system and simulating living and working in space.

Monarch Park Stadium and the Lakeshore Collegiate Sports Centre are the perfect venues, both simulating the International Space Station (ISS), right down to having their own airlock. Each day 60 senior TOPS students from Marc Garneau CI and Bloor CI as well as senior students from Lakeshore CI acted as program facilitators, coaching and passing on their knowledge and enthusiasm for science, technology, engineering and mathematics to the grade six students.

Over the three days we were very fortunate to have three amazing keynote speakers, Dr. Elliott Coleshill from Seneca College, Shelly Sahani from MacDonald Dettwiler (the creators of the Canadarm) and Henri van Bommel, physics teacher and amateur astronomer, talked about their experiences working on the Canadarm2, the future of Canadian space missions and how humans plan on getting to and living on Mars in the near future.

d. Mars Rover Challenge

Groups of grade 9 students from pilot STEM Lead schools participated in the 2015 Mars Rover Student Challenge held at Bloor Collegiate Institute on March 31st, 2015. The full day event:

- Facilitated robotic system design, prototyping and building for space exploration applications
- Engaged students to explore and learn the Engineering Design Thinking Process
- Promoted creativity and drive by giving students the self-confidence to succeed and pursue hands-on, inquiry-based learning.

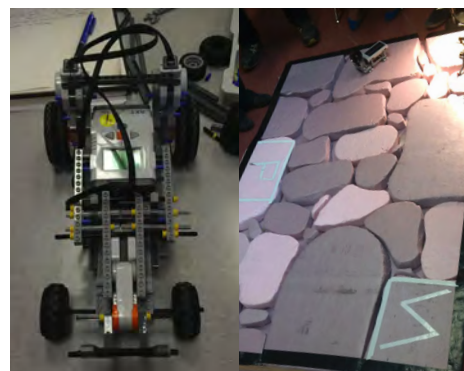
e. Atlantic Salmon Hatchery Project

This past year, students in grade 9 applied science at Bloor, CW Jefferys, George Harvey, Jarvis, Malvern, Monarch Park, RH King, Runnymede, Western T& CI, Westview Centennial SS and Winston Churchill, played host to fertilized Atlantic salmon eggs in their classrooms. Students witnessed the hatching and development of the eggs from February to May. During that time students learned about the life cycle of salmon through ongoing observations. They also learned about their migration, diet, predators and the recovery/restoration strategies that are currently in place to replenish their population in our lakes.

The culmination of this project was the release of the Atlantic salmon into the wild, which occurred between May and June at Greenwood Conservation Area in Ajax and Belfountain Conservation Area in Caledon.



(Left) A grade 6 student testing his vestibular system on a Barany chair during Space Day 2015.
(Right) Grade 6 students feeling the effects of fluid shift.



(Left) Student built Mars Rover prototype.
(Right) 'Mars Rover Challenge' Testing Station.



Toronto Zoo Representative and TDSB student releasing salmon fry.

f. Field trip to Humber College Anatomy Lab

Humber Institute of Technology and Advanced Learning offered six full day field trips, for nearly 200 TDSB students, to their Bioscience laboratory. Students from CW Jefferys, George Harvey, Emery, RH King, Runnymede, and Scarlett Heights Entrepreneurial Academy got the opportunity to participate in a full day of learning, which included observing and handling a human cadaver, testing and learning about various human systems, and participating in a bell ringer to assess their learning.

g. After-School STEM Program

This program expanded the daily STEM opportunities for 20 students within inner city communities and surrounding areas, with support from the Model Schools for Inner Cities, and the STEM K-12 Teaching & Learning department. Students from John Buchan Senior Public School and St. Margaret's Public School engaged in a hands-on inquiry-based learning environment using the engineering design process. This program was a huge success and will continue in the 2015-2016 school year.

h. School Malaise Trap Program (University of Guelph)

Using a malaise trap, students collected insects in their schoolyards and samples were analyzed at Biodiversity Institute of Ontario (BIO). Personalized reports, with DNA barcoding information, were sent to schools and data sets were made available to all participating schools across Ontario. In 2014-2015, ten TDSB schools participated in this program.

"As an educator, I found the School Malaise Trap Program valuable. It provided my students opportunities to connect newly-learned concepts of biodiversity, genetics, and evolution with the relevant study of DNA barcoding. Students appreciated the experience of contributing species, collected by themselves, to real-world genetic studies. I recommend this experience."

- Edmund Kim, TDSB teacher who participated in the School Malaise Trap Program

Increasing Usage of Digital Tools & other Technologies

Academic Workspace Pages - STEM K-12, Science Elementary & Secondary

The [AW STEM K-12 page](#) provides an online hub for teachers and STEM leaders to communicate and collaborate on STEM pedagogy. Resources and lesson ideas are shared through AW Announcements and forums. Resources from Professional Learning sessions centrally and school-based are collected and shared through the AW page so that teachers outside the groups can benefit from the resources.

[Science & Technology \(Elementary\)](#) and [Science \(Secondary\)](#) pages have also been updated to share announcements for upcoming professional learning, events and opportunities for students, and to promote and share resources specific to Science curriculum.

Virtual Researcher On-call (VROC)

The use of VROC in classes to provide students opportunities to communicate and collaborate with STEM experts in the field has continued to increase. VROC was featured at the December and Spring STEM Showcases. Brandon Zoras from Monarch Park CI, ran a live webcast to answer teacher questions about VROC in the classroom.

Arduino

Arduino microprocessors were distributed to intermediate and secondary pilot STEM Lead schools in the fall. Many teachers have begun integrating it in curricular and extracurricular opportunities for students.



Setting the Trap: Collecting insects in schoolyards. (Source: <http://malaiseprogram.ca>)



@TDSB_STEM started with 30 followers in September 2014 and grew to 1185 followers by May 2015.



Teachers across TDSB use @TDSB_STEM to celebrate their STEM implementation and share pedagogical documentation.



TDSB teacher Brandon Zoras shares the benefits of VROC in his class through his blog: <http://brandonzoras.ca/tag/science/>

Evidence of Innovative STEM Pedagogy: Partnership with the University of Toronto

Jason Foster, Senior Lecturer at the University of Toronto, collaborated with the STEM K-12 Team and the Science and Technology Resource Program to design new ways of supporting problem-based and STEM learning in TDSB classrooms. Teams of first and fourth year University of Toronto engineering students addressed three design challenges:

1. An Arduino kit suitable for loan to an intermediate elementary classroom
2. An Arduino kit suitable for loan to a secondary classroom
3. A STEM design challenge for elementary or secondary students

Each student team had to incorporate problem-based learning and STEM skills (e.g., innovation, creativity, collaboration) into their proposed design.



Fourth year University of Toronto engineering students pitching a proposed Science & Technology kit concept to the STEM K-12 Team.

Science and Technology Resource Program

Science and Technology Resource Kit Centre

The [Science and Technology Resource Kit Centre](#) distributes Science Resource kits and materials to over 500 schools in the system. In the 2014-2015 school year, the number of kits distributed to schools has continued to increase in both quantity and diversity. The Stability Resource kit (now called Strong and Stable Structures) was updated; it is now relevant, promotes accessibility and has a clear STEM focus. We are looking forward to launching, in the next school year, a variety of new kits that will support STEM, Coding and Robotics.

We directly supported STEM this year by creating, building and organizing the logistics for the 80 permanent STEM kits that are housed in the pilot STEM Lead schools. In addition, with Model Schools for Inner City staff, we built 201 permanent STEM kits that have been sent out to every Model School in TDSB.

Our department has added two new positions, the Science and Technology Resource Specialist. This will enable us to better assist teachers with STEM and to utilize and understand all of the resources available through the Resource Centre.

We had the opportunity to present at various Beginning Teacher workshops and functions, many in school lunch-and-learns and a variety of showcases and events throughout the year. This year we inaugurated our learning loft space which was used by teachers and coaches for workshops, kit presentation sessions and other learning opportunities. This provided needed information and support to teachers on STEM resources and on the Science and Technology Resource kits.

Last year, we piloted a summer school program to support STEM learning in Model Schools by delivering close to 200 kits to 10 summer school sites. Due to last year's success, we are growing the program this year to almost 250 kits at 13 summer school sites. These kits will support STEM, inquiry, outdoor investigations, and design challenges.



Our newly updated Strong and Stable Structures Kit.



The last few STEM kits before they were sent out to the schools.



Presenting Science Kits at a Beginning Teacher workshop.

The Toronto District School Bots

Throughout the 2014-15 school year, participation in various FIRST robotics programs engaged more than 2000 students from over 100 schools across the TDSB in science, technology, engineering and mathematics while they acquired the problem solving, inquiry, critical thinking and teamwork skills essential for their future and for the future of society.

Over 200 students participated in the Junior FIRST LEGO League (Jr. FLL) program for students in kindergarten to grade 3. Teams of students performed research about this year's challenge theme, constructed LEGO models, consisting of a motorized part and at least one simple machine, and created "Show Me" posters to represent their learning. As a culmination of their hard work, teams participated in one of two Jr. FLL Expos held across the TDSB where they showcased their projects to staff and students from visiting schools. These students are sure to apply their new-found knowledge and skills both in the classroom and on FIRST teams in the future.

Students from more than 60 elementary schools across the TDSB participated in the FIRST LEGO League (FLL) program for students in grades 4 – 8. Teams designed, built and programmed autonomous LEGO Mindstorm robots to complete "missions" on a themed playing surface and developed innovative solutions to a real-world problem, all in preparation for one of 4 regional tournaments held across the TDSB, where they presented their solutions and demonstrated their robots for panels of judges. Of the 18 teams who then qualified to compete at the Provincial Championships, three were recognized from among the best in Ontario for their research and teamwork skills.

Students from 20 secondary schools across the TDSB participated in the FIRST Robotics Competition (FRC) program for students in grades 9 – 12. Requiring knowledge of computer programming and of pneumatic, mechanical and electrical systems, teams had only 6 weeks to design, build and program robots to perform tasks on a themed playing field. Teams then competed and showcased their robots at one of five exciting, multi-day events across Ontario. The TDSB teams delivered some impressive results at these tournaments, earning three of the teams an invitation to compete at the world championships in St. Louis in April.

From the non-competitive atmosphere of a Jr. FLL Expo to the fiercely competitive (but still fun!) atmosphere of an FRC regional tournament, these events provide students with the opportunity to showcase and celebrate their accomplishments and to learn from one another. These events, and therefore these opportunities, would not be possible without the support of the teachers who coach the teams and the staff and student volunteers at the host sites.

In the words of FIRST founder, Dean Kamen: "the students who participate in FIRST are not only building robots; they are building character, self-respect and relationships with their peers. Winning the game is fun, but the importance of FIRST is that you'll get much more out of it than you put in, and it's going to change the rest of your life."

We look forward to continued growth in the 2015-16 school year so that students can experience the many benefits of participation in FIRST programs, both in and out of the classroom.



Students on a Junior FIRST LEGO League (Jr. FLL) team present their Show Me poster and LEGO model, consisting of a motorized part and at least one simple machine, at the Jr. FLL Expo at Victoria Park C.I. on May 8, 2015.



Students on a FIRST LEGO League (FLL) team align their robot in "base" in preparation for a "robot match" at the FLL regional qualifying tournament at Runnymede C.I. on December 13, 2014.



Students on a FIRST Robotics Competition (FRC) team make last-minute adjustments to their robot prior to a qualification match at the Greater Toronto East Regional tournament at UOIT on March 12 – 14, 2015.

Co-Learning Events for Students and Their Teachers

Over the course of the school year, the Social and World Studies and the Humanities department stages a number of co-learning opportunities for students and their teachers. This year the following student conferences were held:

The **Fundamental Freedoms Conference** held at Central Tech in December was the 18th annual conference held in co-operation with our partner, the Canadian Civil Liberties Association. Four hundred students and teachers listened and interacted with noted professors, lawyers and civil libertarians on topics that ranged from *Is There Freedom Without Privacy?*, *Show Me Your ID: Police and Profiling*, *Does Free Speech Include Hate Speech?*, and many other topics.



Students and teachers have the opportunity to interact with a panel at the Fundamental Freedoms conference.



Olivia Chow shared her family history with students at the History Meets Humanity Conference.

The **History Meets Humanity Conference** held at Central Tech in March again brought together students and their teachers ranging from Grade 10 to Grade 12 to explore issues around the war in Asia during World War II. In cooperation with our partner Toronto ALPHA students and teachers listened to a key note address by Olivia Chow and had the opportunity to attend workshops that dealt with topics that included the Nanjing massacre and the issues around the use of 'Comfort Women' by the Japanese during the war.

Law Day held at Central Tech on April 13 brought over 300 students from both the TDSB and the TCDSB together to celebrate the 32nd anniversary of the signing of the Canadian Charter of Rights and Freedoms. Students and teachers attended a range of workshops presented by various legal professionals. This day was done in cooperation with our partner the Ontario Justice Education Network (OJEN).

On April 16, a class of Workplace Law students from Danforth Collegiate and Technical Institute attended a Law Week event at the Scarborough Courthouse on Eglinton Avenue and spent the day speaking with people who perform various roles in the court and legal system.

Regional Heritage Fairs

This year marked the 12th year that the Social and World Studies and Humanities team have supported teachers as they teach their students the inquiry and discipline based thinking skills required to produce Heritage Fair projects. Students can demonstrate their knowledge and understanding using a variety of presentation formats. The two regional fairs are open to students from grades 4 – 8 and teachers from across the TDSB engage their students through the Social Studies and History and Geography curriculum.

As the 2013 Revised Social Studies Grades 1 to 6, History and Geography Grades 7 and 8 have been implemented across the Board, more and more teachers are seeing the value of the Heritage Fairs projects as the means to build the thinking and inquiry skills into their approach to teaching Social Studies, History and Geography. This is evident based on the increasing quality of the projects that are produced in the schools and are displayed at the Regional Fairs.

The Regional Fairs are conducted in cooperation with our partner, the Ontario Heritage Fairs Association.



Students present their inquiries into Canadian history, geography and heritage in many different ways including videos, models and 3 panel display boards.

Intermediate History Contest

The Intermediate History/Civics contest is open to Grade 10 students who have completed the compulsory Canadian History and Civics course in that academic year. The contest is open to both Academic and Applied level students. This year the contest took place at George Harvey Collegiate and 20 teams from 15 secondary schools took part.



Students work in teams of four to complete the six parts of the History /Civics Contest at George Harvey Collegiate.

The contest is divided into 6 parts representing the 4 units of the grade 10 history course and 2 units of the civics course. Each part of the contest is broken down based on the categories of the Achievement Chart. The questions are challenging but the students are thoroughly engaged. The contest is co-sponsored by the Toronto History Humanities and Social Sciences Subject Council.



The 2015 History/Civics Contest winning team is from Martingrove C. I.

Spatial Technologies Exploration Classrooms

This year the Geography section of SWSH ran two spatial technologies modules, each culminating with an exploration classroom experience for participating teachers.

The first module took place in the first semester over four full-day sessions made up of two days of training with spatial technologies, one day to explore a class and consolidate the learning, and a final day to work together and develop activities that could later be shared. Participating teachers were then asked to share their work with the others in the group via Google Docs for collaboration.

The second module which took place in the second semester followed a two-day framework. Teachers with experience using spatial technologies visited an exploration classroom on one of three sessions offered by the teachers who had taken part in the semester one module. All participating teachers then took part in a consolidation day to develop lessons and activities to share through Google Docs.

The first session worked to build capacity, interest and basic skills in a variety of spatial technologies. The second semester module worked to further develop skills and techniques on a few specific spatial technologies.



The exploration classroom, at Central Technical School focused on students utilizing spatial technology to determine the best source of food for their "100 km diet", finding food that is grown or raised within 100 km of where you live.



At Thistleton, students incorporated Spatial Technologies to map out countries involved in a global issue and to determine the type of connections that can be found around the world.

Curriculum Rollouts: Building Capacity

Social Sciences and Humanities

In June 2013 the Ministry of Education released the revised Social Science and Humanities document. Rollouts of the document took place throughout the following school year (2013/2014). In the 2014/2015 school year, writing teams were put together for the following courses: *Exploring Family Studies (grade 9 or 10)*, *Food and Nutrition (grade 9 or 10)*, *Families in Canada (grade 12)*, *Nutrition and Health (grade 12)*, *Anthropology, Psychology and Sociology (grade 11)* and *Philosophy (grade 12)*.

Writing teams consisted of subject specialists and teacher librarians. The teams wrote assessment plans for each of the six courses, and embedded the research and inquiry strand in each activity/unit that was developed. Next year, (2015/2016) these courses will be the focus of exploration classrooms, to expose more teachers to integrating the research and inquiry skills more effectively through each lesson. There will also be 6 additional writing teams that will again include a subject specialist and teacher librarian to write a number of new courses to support teachers in their classrooms.

Social Studies, History and Geography

The Social and World Studies and Humanities department continued to support the rollout of the 2013 revised SSHG curriculum. The approach was multi-pronged. Regular emails were sent to teachers and administrators who had attended our sessions going back to 2012-13 to keep them updated on current opportunities and resources related to student success. These emails were also posted on the Social Studies, Geography & History AW page.



Groups of writing teams composed of subject experts and Teacher Librarians collaborated to build capacity in the third stage of the SSH rollout.



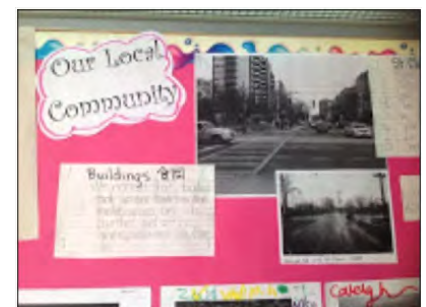
Inquiry Anchor Chart. Bulletin board with anchors for teaching inquiry.

Ideas and resources were promoted on the Problem Based Learning Blog and the Intermediate Geography & History Blog. These 21st century media tools help teachers to review and practice some of the strategies and approaches that lead to the development of inquiry skills and a better understanding of the concepts of disciplinary thinking. The department offered a series of modules designed to help teachers develop a better understanding of inquiry skills and problem based learning. The modules were entitled Problem Based Learning and Building Capacity in Social Studies History and Geography.

The problem based learning module focused on applying social studies, historical and geographical thinking concepts through a problem-based learning approach. Teachers reviewed key ideas in the revised curriculum and developed opportunities for their students address the overall expectations by solving problems.

In addition we moved to phase three of the rollout by creating an opportunity for interested teachers to model key aspects on the revised curriculum for their peers to see in exploration classrooms. The participants received support and the host teachers met to discuss and share ideas about current practices that promote student achievement. The host teachers learned from each other and then they invited other teachers from across the board to visit their classrooms and see their practice. We are focusing on making our teaching visible. The building capacity series resulted in learning opportunities for teachers from grades 1-8.

Another part of phase three is the development of the Social and World Studies and Humanities webpage. The work to support modules can now be placed on the SWSH Google Site. Teachers can access teaching ideas, strategies and resources on the webpage using the address tdsbswsh.ca.



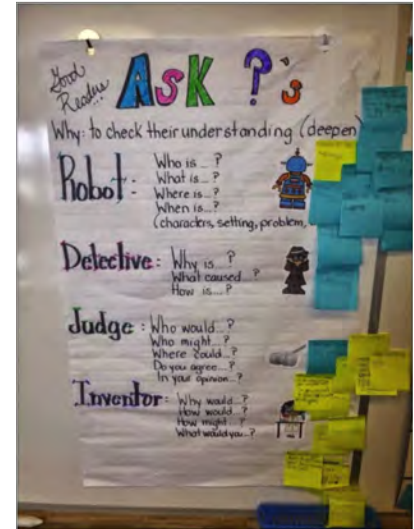
Samples of Student Work.

Visiting Schools and Supporting PLCs

To support the implementation of the 2013 revised Social Studies, Geography and history curriculum our department has participated in PLCs and other professional learning opportunities in schools. These events range from talking at a staff meeting to 1/2 release sessions for groups of teachers.

The focus of all of these events is the key elements of the revised curriculum. Rather than focusing on content, we address the process that is involved in teaching the revised curriculum. The message is the same from grade 1 to 12. We focus on the inclusion of inquiry skills and concepts of disciplinary thinking. In addition we emphasize citizenship and spatial skills. This is a change and a challenge for many teachers and our goal is to help schools develop their own understanding of the revised curriculum and the particular steps that they will take as individuals and as teams. From administrators to classroom teachers we address the process and direct individuals to supports that will aid in their progress.

In several situations we have had the opportunity to go back to schools and discuss the progress that teachers have made as they address the revised curriculum with their classes. Such ongoing support has led a number of school teams to become actively involved in the heritage fair program or for teachers to facilitate exploration classrooms for both their colleagues as well as other teachers from across the TDSB.



Types of Questions. At Diefenbaker, teachers focused on developing questions for student-based inquiry.

Canadian Geographic Education's Giant Floor Map Project

This school year marked the second year that the Giant Floor Map Project, supported by Canadian Geographic, was shared centrally around the TDSB. Schools were invited to request the use of the map for three days, not including drop off and pick up. The participating schools were able to hold onto the map for a day longer in total this year compared to last year.

Several middle and secondary schools took part in this successful program this year. Teachers taking part really enjoyed how the students interacted with the resource.

Here are a few comments from participating teachers:

"I think it was a great way to get the students out of their seats and moving around".

"While it was a benefit for all levels of geography 9, the teachers of ESL, Spec Ed., and Applied were the most pleased and excited about the availability of this resource last year and this year."

We are hoping that Canadian Geographic Education will be able to offer such a great resource again next year, and we look forward to seeing the new ways that teachers and their students engage with it.



Canadian Geographic Education's Giant Floor Map program is a free resource offered to Canadian teachers from Kindergarten to grade 12. A teacher guide with ten curriculum-linked activities helps bring the map to life.

STUDENT ACHIEVEMENT AND WELL BEING

Specialist High Skills Major

An SHSM is a ministry-approved specialized program that allows students to focus their learning in a specific economic sector while meeting the requirements to graduate from secondary school. It also assists in their transition after graduation to apprenticeship, college, university or the workplace. Recent data gathered provincially shows that students who participate in the SHSM show a significant increase in the number of credits they achieve as compared to students that are not participating in a SHSM program.

- There are approximately 1908 students registered in Specialist High Skills Major programs in 35 secondary schools in 2014-15.
- SHSM programs are offered in 15 different sectors.
- Approximately 5000 sector-recognized SHSM certifications were earned by students enrolled in SHSM programs this year.
- The Specialist High Skills Major program is included in the Provincial Report Card, Grades 9-12.
- TDSB has been approved by the Ministry of Education to offer an additional four new Specialist High Skills Major programs in 2015-16 bringing the total number of SHSM programs offered in the TDSB to 57.



My Great Lake, My Future Student Conference

Sixty students from Malvern C.I., Sir John A. MacDonald C.I. and SATEC@W.A. Porter from the Environment SHSM programs participated in My Great Lake, My Future Student Conference on May 7, 2015. The conference was the result of a partnership with the Ministry of the Environment and Climate Change, the Ministry of Education and the Toronto Regional Conservation Authority. Students heard from industry partners and presented projects they had been working on prior throughout the morning and spent the afternoon at Tommy Thompson Park participating in water testing and learning about West Nile disease.

The conference will be an annual event providing an opportunity for students to engage in experiential learning while earning training from industry partners.



Students at Northview Heights S.S. during a team building activity as part of the ICE Pilot Project.

Innovation, Creativity & Entrepreneurship (ICE) Pilot Project

On February 17, 2015, 25 students from Northview Heights S.S. Specialist High Skills Majors Hospitality Program participated in a pilot project known as the Innovation, Creativity & Entrepreneurship (ICE) program. This pilot was developed by the Ministry of Education to assist SHSM students in developing innovative and creative thinking skills. Students worked with a community organization in solving real life issues facing the organization. Feedback from these sessions conducted across Ontario will help guide the roll out of the ICE training for SHSM programs.

Skilled Trades Month

October 2014, marked the first Skilled Trades month in the TDSB. The focus of the month was to increase awareness of skilled trades, promote understanding of what skills are in demand and inspire learning of the wide variety of opportunities students have to participate in to make informed decision about future career options. Throughout the month programs and opportunities for students were highlighted, including: Specialist High Skills Major programs, Technological Education courses, Pre-Apprenticeship experiences, Dual Credit programs, reach ahead activities offered by our many industry partners as well as open houses to promote our Specialized Ontario Youth Apprenticeship Programs (OYAP) and our Accelerated Ontario Apprenticeship Programs (OYAP).



Student from Thistleton C.I. in the Hospitality and Tourism Specialist High Skills Major demonstrates skills in creativity with carving fruit.

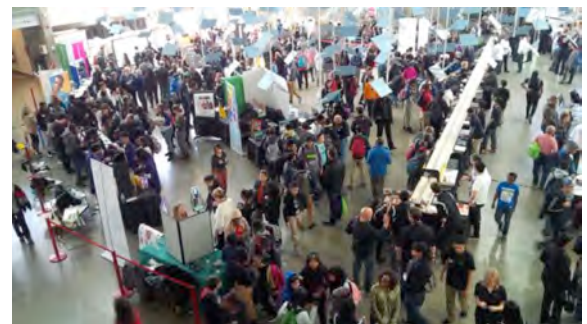


Don Mills C.I. student is working in the green house where students apply techniques and processes related to the propagation and maintenance of a variety of plant species.

Schools were encouraged to highlight the skilled trades and explore how the apprenticeship pathway aligns with classroom learning. Whether it's applying knowledge in the context of curriculum, engaging a journey person as a guest speaker or challenging our personal bias' on the societal value of work, students are able to better reflect on their skills and interests, formulate pathway choices and make solid decisions about the many post-secondary options and career opportunities available in our global economy.

Skilled Trades and Technologies Summit

On November 3, 2014, the Skilled Trades and Technologies Summit was held at the Ontario Science Centre. Over 1000 elementary and secondary school students and teachers attended and heard about the various opportunities available through the skilled trades and technologies pathway. Students were provided an opportunity to explore and experience through hands-on activities, a variety of skilled trades. All of the activities integrated concepts of STEM and made cross-curricular connections. Students also developed an awareness of courses that prepare students for a future career in skilled trades and technologies.



The culmination of Skilled Trades month in October was the Skilled Trades and Technologies Summit held at the Ontario Science Centre. The Summit was attended by over 1000 TDSB students.

Ontario Youth Apprenticeship Program (OYAP)

All students participating in co-op have the opportunity to explore 156 apprenticeship occupations and participate in OYAP in various ways. Many students who pursue OYAP programs had previously left school and have now re-entered to complete high school and pursue an apprenticeship career path; the majority of students who participate will graduate and start a career in their chosen field.

- Approximately 2000 students participated in Ontario Youth Apprenticeship (OYAP) programs in 2014-15.
- 500 students were registered as apprentices, which allows them to begin to accumulate the skills/hours they need to become certified in a specific trade.

- There are over 300 OYAP students enrolled in either Accelerated Level 1 apprenticeship Training or Specialized Programs in fields like: General Carpenter, Electrician, CDP, Hairstyling, Cook, Baker, HVAC, Plumber, Automotive Technician, Truck and Coach Mechanic.
- These students will either receive their Level 1 certification or can challenge the Level 1 exemption test associated with their trade.
- Transition events and resources for accelerated and specialized students help them to make the transition to the workplace and apprenticeship as seamless as possible.
- A new Accelerated OYAP program was created this year in partnership with LiUNA 183 with the first group of students participating in semester 2, 2016.

Accelerated OYAP Programs

Accelerated OYAP Programs, delivered through experiential learning, provide all students with the opportunity to expand their knowledge and skills, gain a deeper understanding of career development outside of the walls of the traditional classroom as well as receiving all or part of level 1 apprenticeship training.

Women in Trades

Three events were held this year to promote women in trades as possible career choices. The events assisted to dispel some of the myths that are prevalent regarding women in trades. In the fall, 80 secondary female students attended the “Skills Work! For Women Networking Dinner” to learn about trades and to network with women who are currently working in the trades. On April 8th over 300 grade 7 and 8 female TDSB students gathered at Yorkdale Holiday Inn with female industry mentors to hear, first-hand, what working in traditional trades is like for women. Another event was held at Central Technical School where current female students could meet with former students who are now licensed tradespeople.



Students hear from women about their pathway to their career as a skilled trades journey person.

Young Women’s Conference at the Ontario Skills Competition (OTSC) in Kitchener, Waterloo

The conference takes place offsite and offers young women the opportunity to explore careers in the skilled trades and technologies by participating in hands-on activities and speaking with mentors. The attendees then travel to the OTSC to view the contest areas and Career Exploration Showcase.



Students at the “Women in the Trades” Event held at Yorkdale Holiday Inn.

Future Building

On April 14-16, two thousand elementary and secondary students attended Future Building sponsored by the Ontario Construction Secretariat. Students were exposed to many of the construction trades and had an opportunity to engage in hands on activities related to the construction trades.

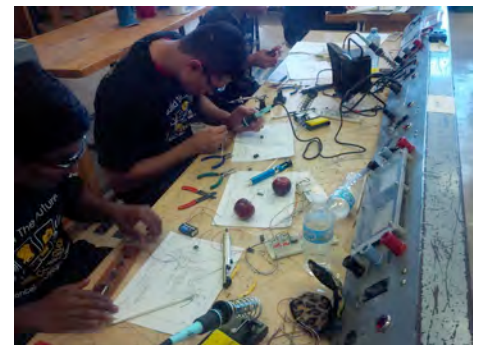
2015 TDSB Secondary Technological Skills Competitions, Ontario Technological Skills Competition, Skills Canada National Competition

The TDSB Technological Skills Competitions offer students an opportunity to demonstrate the knowledge and skills they have developed in a related Technological Education course. Students also develop a deep understanding of what it takes to be successful working in the skilled trades area that they are competing in. The winners of the TDSB Skills Competition proceed on to the Ontario Technological Skills Competitions (OTSC). Successful winners then compete as a member of Team Ontario at the Skills Canada National Competition (SCNC). These competitions typically take place over a single school day, and provide an opportunity for our students to demonstrate their skills and knowledge in a technology-related competitive process. The competitions involve the use of problem-solving, analytical skills, creativity and in some competitions team-work skills. This is a showcase for STEM!

- TDSB: 41 separate competition categories.
- 38 teacher-chairpersons to set up and run the competitions.
- 244 students participated as competitors, with many more involved in supporting roles.
- 34 secondary schools hosted competitions.
- 82 students advanced to the Ontario Technological Skills Competition.
- Ontario Technological Skills Competition Medals won by TDSB students = 4 Gold, 5 Silver, 5 Bronze for a total of 14 medals.

Financial Literacy Presentation

As part of Financial Literacy Month celebrations, The Experiential Learning Department partnered with Investor Education Fund (IEF) in delivering “Funny Money Presentation” to TDSB students. Over 600 grade 11-12 students attended this presentation on November 18, 2014 at John Polanyi C.I. This interactive presentation covered topics such as, budgeting, goal setting, debt, “needs vs. wants” and other topics relevant to those entering the work or post-secondary destinations.



STEM in Experiential Learning

STEM Interdisciplinary and Cross Panel Pilot Project

Experiential Learning, STEM, Science and Technology in partnership with SAE Foundation (<http://foundation.sae.org/>) offered 4 schools (2 secondary schools and 2 elementary schools) an opportunity to implement a pilot project where students learned that science, technology, engineering, and math (STEM) can be fun and engaging while seeing first-hand how the subjects are connected.

This pilot provided the schools with an opportunity for making community/industry connections while providing students with learning opportunities that address problem-solving, critical thinking and other 21st century competencies. The SAE Foundation provided guest speakers and/or mentors to assist in inspiring students in the engineering design process.

Students from the elementary schools visited the secondary schools where they worked collaboratively to build, test, analyze and reflect on their fuel cell car projects.

An engineer from General Motors provided support to the teachers and students. Exploring the various careers related to STEM from research and design, engineering, technicians and skilled trades was a component of this pilot.



F1 Competition – More STEM in Action!



Students from SATEC@W.A. Porter participate in the F1 Competition at Woburn C.I.

F1 in Schools is a multi-disciplinary, STEM based challenge that introduces middle and high school students to the engineering process. From business planning, design, manufacturing, analyzing, and marketing to racing, students get to participate in a true hands and minds-on activity. Groups of three to six students form a team, assume roles and prepare a business plan, develop budgets and raise sponsorships to support materials needs and team travel to regional and national competitions.

Using 3D CAD (Computer-Assisted Design) software the team designs a Formula One™ car of the future. The aerodynamics of their design is analyzed for drag co-efficiency in a Virtual Reality Wind Tunnel using CFD (Computational Fluid Dynamics) software. Then, using 3D CAM (Computer-Aided Manufacture) software, the team evaluates the most efficient machining strategy to make the car out of balsa wood using a CNC (Computer Numerical Controlled) Router.

Woburn C.I. hosted the F1 competition on March 2, 2015. A panel of 8 judges assessed the verbal presentation, portfolio, pit display, the car and the racing. The winning team will represent TDSB at the National event in Michigan in May hosted by SAE (Society Automotive Engineers). The winning team from Woburn C.I. went to Detroit in May 2015 and ranked third overall in the US & Canada and will go on to Singapore in September for the World Championship.

Business Studies Competitions for Students

Over 2000 Business Studies students board-wide participated in the various business studies competitions available through our partners including *Ontario Business Educators (OBEA)*, *Chartered Professional Accountants (CPA)* and *Developing Excellence Celebrating Achievement (DECA)*.

These competitions provide students with a diverse range of events from Accounting to Sports and Entertainment Marketing in which students experience the versatility of business know-how in various industries and apply the business curriculum to real-world cases. In each competition students are judged on specific knowledge, creativity, professionalism, and in many events, presentation skills. Each competition draws professionals from the community who act as judges, and agree to volunteer their time and expertise to give feedback to students in these educational events.

Award winning students advance to national and international competitions and have access to admission scholarships from various universities. Many of the partnering organizations also offer experiential learning opportunities, conferences, community projects, leadership programs, and international networking.



Carina Chan, Co-op student at Sunnybrook Health Science Centre's Pharmacy.

Experiential learning opportunities in healthcare are numerous for TDSB students. Placements include, major healthcare facilities such as hospitals, research organizations and long-term care facilities. All provide co-op placements for students interested in gaining insights into healthcare. Both University Health Network and Sunnybrook Health Science Centre have partnerships with TDSB and a centrally assigned co-op teacher is on-site to coordinate the experiential learning opportunities, as well as student training, enrichment opportunities and tours for students and staff.



Student readies a stretcher for a patient in the Short Stay Unit at University Health Network.



John Adjei Eshun's placement is with the Biomedical Engineering department at Sunnybrook Health Science Centre.



Learning about the proper disposal of biohazardous waste at the hospital assists this student to make connections to her biology course in school.

STAFF INSPIRATION AND SUPPORT

iPads in Cooperative Education

Thirty Cooperative Education teachers from all regions in the TDSB participated in an iPad collaborative learning module where they were used an iPad to explore digital tools (apps) and further develop blended learning opportunities, differentiated instructional strategies and purposeful assessment and evaluation tools in the pre-placement, integration and placement components of Cooperative Education programs.

This session assisted Co-op teachers in staying current with how the latest social and digital media trends and technological advances are engaging students in their learning and increasing their educational achievement results. Teachers from our session last year assisted in co-teaching and mentoring this year's group of teachers.



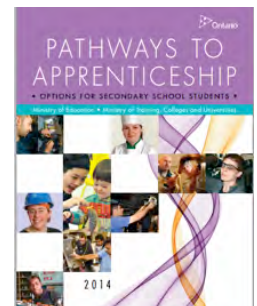
Cooperative Education teachers collaboratively learning how to use iPads.

Pathways to Apprenticeship



Teachers learning about Local 27 Carpentry Trade on the Tour of the Trades.

On October 16, 2014, Cooperative Education, Student Success and Technological Education Teachers came to collaboratively learn about skilled trades and the apprenticeship pathway. Teachers learned about the new Ministry Pathway to Apprenticeship document as well as how to promote the apprenticeship pathway within their schools, OYAP programs that were available for their students as well as how to counsel and embed apprenticeship in the careers curriculum.



In late April, Guidance Itinerant, Cooperative Education, Student Success, Technological Education teachers went on a Tour of the Trades to explore and learn about the apprenticeship opportunities offered to our students. Teachers learned about the partnerships we have with our colleges and training centres for the various trades and the benefits students can gain from our Accelerated OYAP programs.

IDC Workshop for Business Teachers

The Experiential Learning Department partnered with the Library and Learning Resources, Interdisciplinary Studies & Global Education Department and delivered a two-part module to Business Studies teachers delivering the Financial Securities and Sports & Entertainment Marketing IDC courses. On March 31st, 18 Business Studies Teachers came together at the Tippet Learning Centre to learn about the curriculum expectations of an interdisciplinary course and the experiential learning components. Part two of the module included two exploration classrooms hosted by Malvern C.I. & Earl Haig S.S. where teachers learned directly from other teacher leaders on best practices.



Technology in the Exploration Classroom

Two teachers hosted exploration classrooms in TIJ10 and BTT10 to share best practices and demonstrate student learning in the classroom setting with an emphasis on experiential learning. Participating teachers had the opportunity to see the impact of the project-based learning and the effective use of interactive digital tools embedded in the classroom.

Professional Learning for Teachers supporting Students with Developmentally Delays

This year 18 teachers participated in a three-part learning module to explore the concept of experiential learning in the classroom, school and the community. The focus was to explore ways to infuse Experiential Learning into students' daily program. Teachers observed an ideal work experience room in action, learned how to create their own work box activities and work stations that simulate specific tasks required at work, shared ideas and innovative ways to integrate experiential learning in their own programs.

PA Day "Shifting Minds: Achieving Excellence in Experiential Learning Programs"

On February 13, 2015 the Experiential Learning & Student Success teams hosted a PA Day at Danforth C&T.I. with an emphasis on the use of technology to better engage students and improve experiential learning opportunities.

The keynote speaker, Robert Martellacci from MindShare Learning, set the tone for the day and then teachers attended a total of three workshops of their choice. Some of the workshops included Google Apps, iPad for Coop, the Flipped Business Classroom. There were also workshops with third-party partnerships such as CACEE, Ash Tree Project, SAGE, Ontario Construction Secretariat, Ontario Centre of Excellence, IEF and many more.

Intuit offered a full day session rolling out their Education Program, which offers complimentary QuickBooks accounting software to educators and students. Teachers received a full demonstration of QuickBooks and its corresponding teacher's manual. QuickBooks in the classrooms allows students to apply accounting concepts through the use of industry standard software.

PARENT AND COMMUNITY ENGAGEMENT

Partnerships are critical for the delivery of quality experiential learning programs. The TDSB is fortunate to have longstanding relationships with community partners who are committed to providing a variety of experiential learning opportunities in order to complement students' academic experience and assist in preparing them for the future.

Cooperative Education and Industry Partnerships

- Approximately 500 students were provided a Cooperative Education opportunity with our "centralized placements" including, police, various GTA hospitals, the Canadian Forces, Across Experience Arts Co-op program, and the First Canadian Place Co-op program in partnership with Bank of Montreal.
- The TDSB partners with a variety of organizations which provide a wide range of learning opportunities for students. For example, Sunnybrook Health Sciences Centre and The University Health Network offered over 160 students placements in both clinical (nursing, physiotherapy, lab technician) and non-clinical (skilled trades, administration, accounting, legal) areas both organizations have also provided many students with worksite visit opportunities as well as delivering certifications and training for our Health and Wellness SHSM students.
- Exclusive partnerships with businesses and organizations related to other sectors include the following: hospitality and tourism, business/finance, retail, non-profit, health care, the environment, transportation, justice (Police Services, Ministry of the Attorney General).

- Students participating in experiential learning opportunities with our industry partners are provided the opportunity to “test drive” a career, refine, extend, apply and practice the knowledge and skills from the courses that they have taken in school.
- The Pre-Apprenticeship Cooperative Education (PACE) program in partnership with TDSB Facility Services and The Maintenance and Construction Skilled Trades Council provided 40 students an opportunity to earn

various certifications related to the construction industry and cooperative education credits. Students had an opportunity to experience 2-3 areas within the construction sector working with our TDSB Facility Services workers.

Experiential Learning - Low Incidence (ELLI) Team

The ELLI Team supports students with developmental disabilities, physical disabilities, and sensory issues related to Autism by developing their employability and life skills.

Experiential learning opportunities enrich the lives of ELLI students and enable them to realize their potential, as productive citizens and life-long learners. Worksite visits and community placements are part of the ELLI experience. In collaboration with education partners, community networks and special education teachers, we help develop appropriate transition planning from secondary school to post-secondary opportunities – the 5th pathway.

In 2014-2015, over 125 students from 24 TDSB Secondary Schools participated in community placements and celebrated their success at our Year End Celebration Banquet on May 28, 2015.



Sala Caboto Banquet Hall – Celebration

ELLI Worksite Visits

During this school year 2014-2015, ELLI students participated in three worksite visits to 2 different sites. There were 30 students involved from five secondary schools:

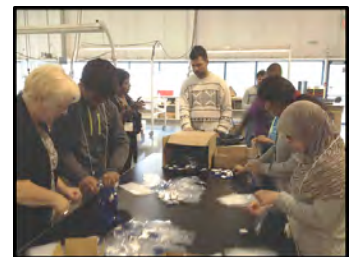
- Somerville Merchandizing – West Hill C.I. and Sir William Osler H.S.
- Quality Hotel and Suites - Nelson A. Boylen C.I., Downsview S.S. and Haney Centre



Quality Hotel and Suites – Laundry Facility – Students learned how to fold towels and prepare linens for guest rooms.

These worksite visits are organized by our Experiential Learning Student Facilitators along with the ELLI Team. The purposes of the visits are to:

- introduce students to the workplace who are presently doing an in-school work experience
- assess the readiness of individual students for potential work experience opportunities with community placements
- showcase the talents of our students to potential employers and allow the employers to learn how they can benefit from supporting the ELLI program



Somerville Merchandizing – Warehouse – Students learned how to package Lotto tags for displays.

Education Partnerships Strengthened

Goodwill's core mission is to enable work opportunities and provide skills development for people facing barriers to employment, including people with disabilities, youth, the chronically unemployed, and newcomers to Canada. Their mission is fulfilled through the collection and sale of donated goods. Goodwill continues to be a solid supporter of our Experiential Learning Program. This year ten ELLI students completed their work placements at five Goodwill Sites.

Corbrook is another long-time partner of the ELLI Team. Their mission is to help people with varying levels of abilities enhance skills, build self-esteem and become more independent. They are involved in the transition from High Schools to Post 21 opportunities. They offer students diverse opportunities and practical training to help individuals reach their goals. Corbrook provided 20 potential placement spots to our students this year.

Our newest partner with the Student Nutrition Program has resulted in wonderful work skills training for our students. Our students assisted with preparing nutritional snacks for elementary schools students. This year 20 students completed work experience placements in 6 nutrition program locations at Eastview, Cliffside, Dr. Marion Hilliard, Pauline Johnson, Charles Gordon and Guildwood Public Schools.



Ibtihal at Charles Gordon Sr. P.S. sorting oranges for snack bins.



Vincent making pizza pitas snacks for the Nutrition program at Cliffside P.S.

TDSB Teachers Participate in 3D printing Workshop at Sheridan College

On October 17, 2014 fifteen Technological Education Teachers participated in a 3D Printing Workshop at Sheridan College's Center for Advanced Manufacturing and Design Technologies (CAMDT) at the Davis Campus in Brampton. Dr. Faraz Rayegani (head of CAMDT) provided a tour of the facility and spoke to TDSB teachers about the *power of collaboration*, and incorporating a *problem based learning* approach to engage students.





Serving young minds.

Student Nutrition in the Classroom

Teachers are finding excellent ways to engage students in exploring healthy nutrition habits in the classroom. A few examples include:

Golf Road J.P.S. Healthy Helpers meet once a month to talk about healthy alternatives to their favourite snacks. Students work with Parent Snack Coordinators and staff to create a healthy snack for all of the students in the school. Each student is sent home with a recipe card so that they can try the recipes at home.

Teachers have commented that creating an environment where students can make healthy nutritional choices results in students being more alert and better focused in the classroom.

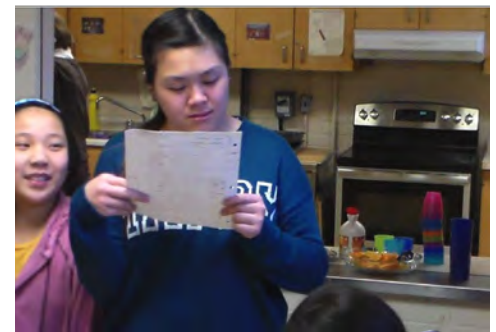
Portage Trail C.S. is experimenting with two nutrition breaks during the day as opposed to a standard timetable. Two 20 minute nutrition breaks provide students with a healthy nutritious morning meal. Students also pause early in the afternoon for a lunch. Students receive the necessary food intake to allow them to be focused and ready to learn all day long.

Humber Summit M.S. students identified revamping their cafeteria as part of a MaRS initiative. The students and staff identified menus reflective of students' cultural backgrounds that met Canada's Food Guide to Healthy Eating as well as the School Food and Beverage Policy. Students also created a wonderful ambience in the eating area including choice of paint colour and a chalk board to list special meals for the day. Students

set the meal costs based on a survey conducted to determine affordable and attractive meals.

At **Dixon Grove J.M.S.** parents, staff and students work together to serve all students healthy nutritious food at noon.

The school has been serving hot and nutritious meals for two years to all students. This is possible due to the efforts of two dynamic parents who cook and supervise staff and student leaders to help prepare meals for all students. The meals are produced in a way that students can prepare at home. The group provides lunches for all students to enjoy three times a week.



George Brown culinary student explaining menu.



Volunteer luncheon at Thistletown C.I.



N.E.L.L.I. student helping at Guildwood P.S.

Nutrition Experiential Learning Low Incidence (N.E.L.L.I.)

The opportunity to twin students from the N.E.L.L.I. program to Student Nutrition Programs has created a special learning placement experience. The success of the program has created a meaningful learning environment for students while providing valuable hands on experience on food production. A total of 20 students successfully participated in the project this year in 6 schools.



Lakeshore culinary students serving volunteers

Hospitality Programs Lend a Helping Hand

Culinary students in 7 secondary schools catered the year end workshops for 1,000 Student Nutrition Coordinators and volunteers. The events were held at each of the schools where students developed the menus, outsourced the food, supervised other students in food production and served the final dishes all as part of their culminating course activities.



Volunteers with students.

Volunteers Supporting Student Nutrition

Every year close to 2000 volunteers donate their time to support Student Nutrition Programs. Volunteers foster social and civic responsibility while at the same time encourage student learning.

Student Nutrition Program teams take on many varied roles depending on the program to contribute to their success. Volunteers cook and serve a hot breakfast for students every morning. Parents may chop and count snacks delivered to classrooms. Senior citizens may read, play board games and/or help with homework at the start of the school day. High school students serve fellow students morning meal as they arrive at school. Community members cook alongside a chef in preparation for hot lunch reflective of their country of origin.

Student Nutrition Programs provide nutritious, culturally appropriate meals to students in a manner that is universally accessible and non-stigmatizing.

Chef Training

George Brown College culinary students were placed as part of their 2nd year practicum experience in 6 of our Student Nutrition Programs. Over the course of 7 week timeframe, the student chefs-in-training are provided with a hand on food production experience as well as menu development with student nutrition coordinators.

Student Success/Learning to 18

Bi-Weekly Updates

In 2014-2015, the Student Success Learning to 18 Department produced and distributed a Bi-Weekly update for Student Success Teams to engage in professional learning, learn more about new programming to support Student Success and to make connections within the community to foster new partnerships and experiential learning.

NEW Dual Credit Application (DCA) Registration System

- SCWI Data and Student Achievement Semester 1
- Transitions Tool for Student Success Teams and SWAC Graduations
- ITE Sessions/Student Voice/Level 1 Apprenticeship (OYAP)
- **NEW** Team Teaching Dual Credit Model at Lakeshore CI
- Credit Repair/Rescue and Recovery – the **NEW** Credit Recovery Hub



Please click [here](#) to access ALL SS/L18 Bi-Weekly editions in 2014-2015.

TDSB Staff can access all Bi-Weekly Updates on the TDSBWeb under [Student Success](#).

Updates are also distributed to all SS Teachers in non-instructional and instructional roles in the District.

Investment in Teaching Excellence

This school year, The Student Success Learning to 18 Department offered Investment in Teaching Excellence (ITE) professional learning sessions in the form of a Menu of Options. This allowed school teams to focus on areas of need within their schools to support Student Success including student retention and engagement. Every secondary school in the District participated in at least one ITE session.

Please click on the links below to access the resource folders available to support the ITE Sessions.

[Menu of Professional Learning](#)

[Student Success Refresh](#)

[Credit Repair / Rescue & Recovery](#)

TDSB Staff can access all [Professional Learning](#) ITE Resources on the TDSBWeb under Student Success.

Updates are also posted on AW: Student Success.

Student Success/Learning to 18

Transition Planning and Re-Engagement

Why we enter students into the Transitions Tool?

To identify students at-risk and/or in-risk situations who require ongoing support from the Student Success Team. Student Success Teams must update the Tracking Setup and Tracking Maintenance tabs in the tool for the purpose of data collection for the District Taking Stock Report due to the Ministry of Education 3 times a year.

The Taking Stock Report is a data snapshot of students in our system who require additional support to graduate.

The Summary Appendix A to your right outlines the number of students identified "at-risk" and/or "in-risk situations" identified in the TDSB from 2013-March 2015. Page 2 of the Report outlines the significant increase in supports to ensure Student Success for all students.

The SS/L18 team supports all Secondary Schools with programming support for students who are identified at the school by the school-based Student Success Team as being "at-risk" and/or "in-risk situations". Below is a link to the Quick Reference Card used to support the data entry for Ministry Reporting.

As we move forward, significant work will be done to ensure that Pathways planning supports align with [Creating Pathways to Success](#).

Re-Engagement Initiative: Early Leavers

On August 19, 2014, School Information Services identified 2205 TDSB Secondary School students, who did not have a timetable for the 2014-15 school year, and had not graduated. These "Early Leaver" students receive direct contact and intervention for their re-engagement in school and/or alternative programming. The images to the left show the total number of Early Leavers identified, number of students who have been re-engaged, and direct contact and intervention provided by the Student Success Secondary School Placement Centre (SSPC). The "Taking Stock Report" summarizes direct contact and intervention, credit accumulation, community involvement and literacy graduation requirement data for those Early Leavers who returned at any time during the 2014-15 school years.

Re-engagement Initiative

Re-Engagement Initiative	
Semester 1 Final Report	Numbers
Total Number of Late Leavers	2,205 students
Number of Students who returned	673 students returned
Credits Achieved by all students who returned in Semester 1	399 credits achieved
Graduation Requirements met by all students who returned in Semester 1	236 students graduated
Number of students who returned Semester 1, did not graduate and continued in their studies in Semester 2	340 students have a timetable for semester 2
Semester 2	
Total Number of Late Leavers	1,665 students
Total Enrollment of re-engaged students (Feb 15, 2015)	428 students

On August 19, 2014, School Information Services identified **2,205** TDSB Secondary School students, who did not have a timetable for the 2014-15 school year, and had not graduated.

236 students graduated in Semester 1 as a result of the Re-engagement Initiative

Re-engagement Initiative Summary Report

1. Medical/ Mental/ Health Issues
2. Students with special education needs require additional support/assistance
3. Private School
4. Contact information in incorrect and students can't be reached to reengage.
5. Legal/Judicial

Stock Report

12/12+ identified "at-risk" students

Appendix A:
TDSB March Taking Stock Data Report: 2013 and 2014-15

TABLE A:	2013	2014	2015	Increase (+) / Decrease (-)
Taking Stock Report	(Final Report)	(November)	(March)	(Difference)
1. Total Number of Grade 9 students (Year 1)	16,700	16,572	16,585	+13
• # of Grade 9 students at-risk/in-risk	4,019 (24.1%)	4,114 (24.8%)	3,830 (23.1%)	-1.7%
2. Total Number of Grade 10 students (Year 2)	17,768	17,305	17,045	-60
• # of Grade 10 students at-risk/in-risk	4,071 (22.9%)	5,503 (32.2%)	3,799 (22.3%)	-9.9%
3. Total Number of Grade 11 students (Year 3)	18,529	18,011	17,995	-14
• # of Grade 11 students at-risk/in-risk	4,247 (22.9%)	5,089 (28.3%)	3,416 (19%)	-9.3%
4. Total Number of Grade 12 students (Year 4)	18,433	18,241	18,219	-22
• # of Grade 12 students at-risk/in-risk	3,918 (21.3%)	5,363 (29.4%)	3,652 (20.0%)	-12.6%
5. Total Number of 0r-12+ students (Year 5)	5,229	6,966	5,437	-1529
• # of Grade 12+ students at-risk/in-risk	2,049 (39.2%)	3,277 (47%)	1,848 (34%)	-13%
6. Total Number of students entering Grade 10 with fewer than 8 credits	3,183 (18%)	3,070 (18%)	1864 (10.9%)	-7.1%
7. Total Number of students entering Grade 11 with fewer than 14 credits	2,884 (15.4%)	2,843 (15.9%)	2,001 (11.3%)	-4.8%
8. Total Number of students entering Grade 12 with fewer than 22 credits	3601 (19.0%)	3734 (20.5%)	2726 (15.0%)	-5.5%
9. Total Number of students entering Grade 12+ with fewer than 22 credits	1753 (22.2%)	1928 (27.7%)	1336 (24.4%)	-3.3%

Re-Engagement Initiative

Semester 1 Final Report	Numbers
Total Number of Late Leavers	2,205 students
Number of Students who returned	673 students returned
Credits Achieved by all students who returned in Semester 1	399 credits achieved
Graduation Requirements met by all students who returned in Semester 1	236 students graduated
Number of students who returned Semester 1, did not graduate and continued in their studies in Semester 2	340 students have a timetable for semester 2
Semester 2	
Total Number of Late Leavers	1,665 students
Total Enrollment of re-engaged students (Feb 15, 2015)	428 students

Summary

(1 to 5 above)

- With declining enrolment, the total number of students being identified in the TDSB's Transitions Tool as being at-risk/in-risk situations has decreased for the March Report.

(6 to 9 above)

- A combined decrease of 8.8% of the total number of students entering Grade 12/12+ with fewer than 22 credits
- Student Success Teams continue to provide alternative programming options to support the strength and needs-based student profiles including education and career pathway planning supports identified in the

Click [here](#) for a full view of the Summary Report, Taking Stock March 2015 editions in 2014-2015.

Trillium Quick Reference Card
for Secondary School Student Success Teams
Transitions Tool: Access and Tracking

Why enter students into the Transitions Tool?

To identify students at-risk and/or in-risk situations who require ongoing support from the Student Success Team. Student Success Teams must update the Tracking Setup and Tracking Maintenance tabs in the tool for the purpose of data collection for the District Taking Stock Report due to the Ministry of Education 3 times a year.

A. Accessing the Transitions Tool

1. Launch Internet Explorer Browser from your desktop to arrive at TDSBweb.
2. From the TDSB Homepage go to > Teachers
3. Go to > Teachers' Toolbox and choose: Transitions Tool for Students at Risk
4. Secondary Tracking Tool for Students at Risk: Continue to use the Transitions Tool

B. Tracking Secondary Students

1. Place a checkmark in the At-Risk Transitions box to view students already flagged as "At-Risk", then click on the **Refresh** button.
2. The following screen will appear
3. Click on the **student name** to view current student information

What 2 tabs must be updated?

The Tracking Setup & Tracking Maintenance tabs must be updated for Grade 9, 10, 11, 12, and 12+ students identified at-risk and/or in-risk situations using these categories:

- Strength and needs-based student learning profile
- Individualized timetable
- Caring adult
- Education and career pathway planning supports*

***IMPORTANT UPDATE:** The education and career pathway planning supports category is currently not identified on the Transitions Tracking Tool. Information for this category must be entered under the Tracking Maintenance tab, in the Strengths and Interventions section, using the "Other" track field. See example below.

Transitions Tool school deadlines occur in October, February & June and are available on the [Student Success Learning to 18](#) website.

*Use the word "Pathways" before entering the anecdotal information in the text box.

You can find more information on the Tool on the [Student Success website](#).

Dual Credits & SWAC

In 2007, the TDSB participated in one dual credit partnership of 22 students with one school and one college on one campus. Within eight years, the program has expanded to include all TDSB secondary schools, over 65 different dual credit course offerings, over 1200 available seats and includes partnerships with four colleges on 14 different campuses.

Dual credit programs are programs approved by the Ministry of Education that allow students, while they are still in secondary school, to take college or apprenticeship courses that count towards both their Ontario Secondary School Diploma (OSSD) and a postsecondary certificate, diploma, or degree, or a Certificate of Apprenticeship.

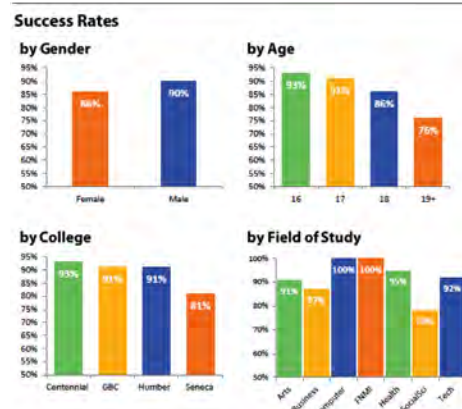
Dual credit programs are intended to assist secondary school students in completing their OSSD and making a successful transition to college and/or apprenticeship programs. The primary focus is on students who face significant challenges in completing the requirements for graduation but have the potential to succeed. This group includes disengaged and underachieving students who have the potential to succeed but are at risk of not graduating, and students who left school before graduating. Students in Specialist High Skills Major (SHSM) programs and students in the Ontario Youth Apprenticeship Program (OYAP) are also eligible to participate in dual credit programs (See [Appendix E](#) for Selection Criteria).

This year over 1200+ students participated in a Dual Credit program on one of our four partnering GTA colleges:

1. Centennial College:
 - Progress, Ashtonbee, Story Arts Centre and Morningside Campus
2. George Brown College:
 - St. James, Casa Loma, Waterfront, and Young Centre for the Performing Arts campus
3. Humber College:
 - North, Lakeshore, and Transportation Training Centre and Centre for Trades and Technology campus
4. Seneca College:
 - Newnham, Seneca @ York, Yorkgate

School Within A College (SWAC) program is a type of Dual Credit program where secondary school courses are taught by secondary school teachers, and college dual credit courses are taught by college professors or instructors, within a collaborative learning community on a college campus. These programs are also aimed at disengaged and underachieving students who have the potential to succeed but are at risk of not graduating, and students who have left school before graduating.

The TDSB SWAC program is delivered in partnership with George Brown, Centennial and Seneca College in 2014-15 with expansion to Humber College in 2015-16. Identified students participate in a comprehensive program at a college five days a week for one semester. Students take secondary school courses with a secondary teacher including GLS/GLE40 or GLN40 and complete up to 3 courses through credit recovery, along with two dual credit courses on "college readiness" taught by a college professor or instructor. In all SWAC programs, three SWAC/dual credit teachers provide supervision and support, including instruction in literacy, learning skills, and work habits. Teachers also assist students in accessing support from the college and the school board as needed.



88% Success Rate in Dual Credit Programs; 89% Success Rate in SWAC Programs. Click [here](#) to view Dual Credit/SWAC Success Data.



Semester One SWAC Graduation Class from GBC

Student Success/Learning to 18

School College Work Initiative (SCWI) – A Year in Action

The Student Success/Learning to 18 Team was invited to present at the SCWI Spring Ministry Symposium at Humber College North on May 12th, 2015. This workshop focused on learning opportunities in the TDSB to support staff and students in understanding the College/Apprenticeship pathway as it relates to the SCWI portfolio.

The presentation included information on:

- School Within A College (SWAC) programs;
- Summer SWAC
- Non-Level 1 and Level 1 APP Dual Credits,
- Parent Engagement Workshops; and
- the Skilled Trades Month in October

We reviewed our menu of Investment in Teaching Excellence (ITE) sessions and system-wide promotional strategies, student recruitment through our online registration system and models of support that promote Experiential Learning and Student Success for all!

Here is a “snapshot” of our [presentation](#) to Ontario Educators in secondary and post-secondary positions of responsibility.

Dual Credit Programs

Through the Student Success Initiative, Ontario secondary schools are offering expanded programs to help meet students' individual learning styles and interests. These programs allow students to experience their high school experience through a variety of new and enhanced learning options. These options include Dual Credits, Specialist High Skills Majors and Cooperative Education.

These programs help to meet the needs, interests and strengths of all students, engaging them in learning and better preparing them for graduation and beyond.

What are dual credit programs?

- Dual credit programs are ministry-approved programs that allow students, while they are still in secondary school, to take college or apprenticeship courses that count towards both the Ontario Secondary School Diploma (OSSD) and a postsecondary certificate, diploma, degree or a Certificate of Apprenticeship.
- Students may earn credits towards their secondary school diploma through courses delivered entirely or partially by publicly funded colleges in Ontario that are participating in a ministry-approved dual credit program. Students may earn up to four optional credits through college-delivered courses.
- There is no limit on the number or type of secondary credits they may earn through team-taught courses. These are courses delivered jointly by college instructors and secondary school teachers, in which students work on matching or similar Ontario secondary school curriculum and college curriculum at the same time.

How do dual credit programs benefit students?

Participating in dual credit programs helps students to:

- complete their Ontario Secondary School Diploma
- make a successful transition to college or an apprenticeship program

Who should be considered for dual credit programs?

- The school board or the Student Success team at the school determines, on a case-by-case basis, which students will be admitted to a ministry-approved dual credit program.
- The primary focus is on students who have the potential to succeed but are at risk of not graduating from high school, and students who left high school before graduating and are now returning to school.
- Students involved in approved Specialist High Skills Major (SHSM) programs that include a college-delivered course, and students in college-delivered Ontario Youth Apprenticeship Program (OYAP) and Level 1 Apprenticeship training may also earn dual credits.

increase their awareness of the various college and apprenticeship pathways available to them

gain greater insight into education and career planning decisions

reach every student.

For more information on School College Work Initiative please visit: www.scwi.ca

Learning Goals

Adopt “pathways thinking” to enhance every student’s outlook for success by...

- engaging in systems thinking which allows us to look both within and to the larger system for connections that will help students maximize choice
- providing a range of diverse and engaging learning opportunities, courses, and programs, both in and outside the classroom, that meet the interests, honour all postsecondary destinations – apprenticeship training, college, community living, university, and the workplace.

SS/L18 Menu of Options

High Yield Student Success Strategies

Offered in every Secondary School

14 Accelerated OYAP programs

38 Secondary Schools

56 SHSM Programs & 15 Sectors

Approx. 50% graduate with the final Seal designation

1950+ participants

1200+ participants

88% Success Rate (Dual Credits)

85% Success Rate (SWAC)

WHAT: Dual Credits

STUDENTS SELECTED BY THE STUDENT SUCCESS TEAM

GO TO COLLEGE ONE AFTERNOON A WEEK FOR 16 WEEKS

MONITORED AND TRACKED

EACH COURSE IS APPROXIMATELY 45 HOURS (15 WEEKS x 3 HOURS)

DUAL CREDIT CONTACT TEACHER IN EVERY SCHOOL

FREE TEL YKETS COLLEGE PHOTO ID ACCESS TO OIRM SERVICES/EXTENDED COUNSELLING SERVICES

CENTRALLY-ASSIGNED SS/L18 STAFF

HOW: Online Registration System

Dual Credit Application System

HOW: Dual Credit Google Site

tdsb Student Success learning to 18

Click on the college and campus menus to filter the list of courses and find a location near you.

bit.ly/tdsbDualCreditCourses

WHAT & WHO: SWAC

STUDENTS SELECTED BY THE STUDENT SUCCESS TEAM

GO TO COLLEGE EVERY MORNING FOR ONE SEMESTER

UPON SUCCESSFUL COMPLETION... Students earn...

2 DUAL CREDIT CREDITS (20 HOURS)

2 COLLEGE CREDITS & 2 SECONDARY CREDITS (4T)

3/5/0LE OR 0L/1P TO 3 CREDITS THROUGH CREDIT RECOVERY

Must be between the ages of 17-20

Must have completed 22 credits

Completed OSSD or attempted OSSD

Completed or attempted ENG4

In a graduating position by June 2016

Demonstrates evidence of independent learning skills

Demonstrates interest and commitment to the SWAC program

WHY: Evidence of Impact..

Dual Credits Semester 1 Summary

School Within A College - Semester 1 Summary

Student Voice...

Knowing yourself – How did the SWAC or Dual Credit program help you learn more about yourself?

Exploring opportunities – What opportunities were you provided with to explore pathway opportunities in this program?

Making decisions and setting goals – What made you decide to be part of SWAC or Dual Credit?

Achieving goals and making transitions – Where are you with now with your career planning goals?

Student Voice

Students as Researchers (StAR)

This year, Student Success/Learning to 18, supported by TDSB Research, worked with the Ministry of Education, Student Achievement Division, to bring together teams of teachers and students to be trained in collaborative inquiry and participatory action research. Staff from the Ontario Educational Leadership Centre (OELC) led the training by providing a day of interactive activities and opportunities for each team to discuss, plan, collaborate and reflect. This training supported the teams in carrying out a collaborative inquiry project based on their area of focus and interest when they returned to school. Students were asked to identify issues and concerns that they were interested in finding out more about. They were asked to identify why they wanted to find out more, what they would need to find out to pursue this issue and why the information they compile might be helpful for them or others in their school or the system in general. School teams were helped by TDSB Research and OELC staff to design a research question and appropriate methodologies, to prepare for and obtain research ethics approval, to collect, organise and analyse research data and to share the research results.

- Highcastle Public School
 - Bully Free Zone
- C.W. Jefferys Collegiate Institute
 - Student Engagement
- Harbord Collegiate Institute
 - Diversifying Curriculum: The need for schools to reflect their communities

The first conference, in October 2014, focused on teams identifying an area of focus for their research connected to the general theme of improving school climate, and on developing a research question and exploring the research process, including ethics, data analysis, and presenting research findings.

The second StAR conference was held on April 16, 2015 at the Courtyard Marriott Downtown Toronto, and saw three TDSB school teams share their findings with their peers and ministry officials, while taking advantage of the opportunity to network and collaborate with students around the province.

The teams will be gathering again at CW Jefferys in late May, 2015 to share their work with each other to provide feedback and plan next steps.



Teacher Cindy Tsang and the C.W. Jefferys C.I. StAR Team shared their "Incentives for Student Engagement" research results. Other provincial StAR teams were excited to learn more about the Smile Boot Camp Day the Jefferys StAR team held on February 5, 2015.



The Harbord C.I. team raised awareness around culturally relevant and responsive pedagogy in their media-rich dynamic presentation entitled "More than My Minority" with their teacher, Chris Freitas.

What is it?

Student Voice is about Ontario's students – having a voice in their learning. It's about connecting what's happening in the classroom to real-life experiences outside school and giving them ways to help achieve their goals. Student Voice is a way for students to shape their learning environment while building their skills and abilities. It helps them to be more active citizens and supports student democracy and empowerment.

Check out [this video](#) to get an idea of what's changing for Ontario students!

The SS/L18 supports schools to get involved in 3 main areas:

- 1. Ministry Student Advisory Council
- 2. Speak Up Projects
- 3. Student Forums (StAR)

For more information: [click here](#)

Student Success School Support Initiative

The Student Success School Support Initiative (SSSSI) is a strategic intervention by the Ministry of Education targeting secondary schools in the province to provide support in raising student achievement (both pass rates and level changes) in applied level grade 9 and 10 compulsory courses. There are 48 secondary schools in the Toronto District School Board involved in this Ministry initiative.

The Student Success Branch of the Ministry of Education provides funding to these 48 secondary schools to enhance principal instructional leadership capacity, teacher collaboration and professional learning.

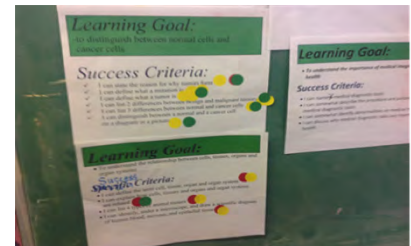
SSSSI provides supports to schools by implementing the following key research-based strategies to enhance success for students:

- Building the instructional leadership capacity of the principal
- Setting high expectations for student achievement by responding to individual student learning needs
- Providing job-embedded professional learning to transform teacher practice
- Increasing teacher use of evidence-based instructional strategies in daily instruction

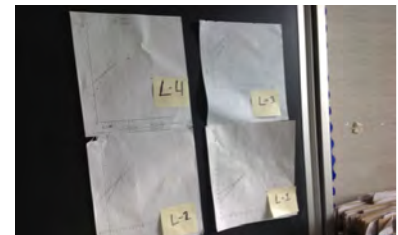
The implementation of the above strategies enhances collaboration between teachers and principals in professional learning teams.



High Order Questioning



Learning Goals and Success Criteria



Leveled Student Work / Anchor Chart

The Work of the Principal and the Professional Learning Team (PLT)

Under the direction of the principal the PLT engages in a collaborative inquiry process that involves a number of professional learning cycles. The four components of the professional learning cycle are: the plan, act, observe and reflect phases.

- In the Plan phase, the team creates and administers a pre-instruction assessment to answer the question: *What curriculum expectations (skills/ knowledge) are the obstacles to success for students in the course that I am teaching?* Using the curriculum documents, learning goals and success criteria, the PLT develops the pre and post-instructional assessments, develops the strategic/targeted SMART goal and selects evidence-based instructional strategies to improve learning outcomes for students.
- In the Act phase teachers establish achievement levels and share exemplars, anchor charts, learning goals, success criteria and a variety of differentiated assessment activities with students that allow each student to demonstrate their learning. Teachers engage in co-planning lessons together, within and across curriculum areas.

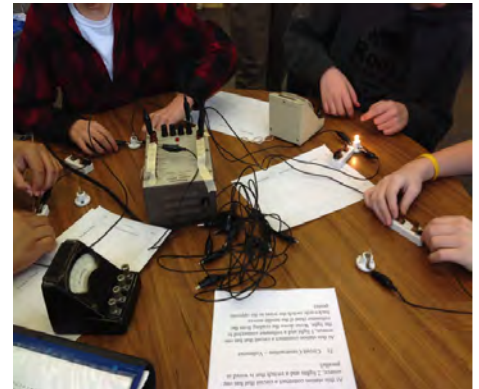


Cross Curricular Collaboration.

The Work of the Principal and the Professional Learning Team (PLT)

(continued from previous page)

- In the Observe phase teachers observe lessons in each other's classrooms. Teachers monitor the progress of student achievement for both the cohort and the target group of students, use data to document changes in achievement levels and determine next steps while providing regular, personalized and precise descriptive feedback to students and act upon student input.
- In the Reflect phase teachers debrief classroom observation of lessons and share insights and next steps with colleagues. The PLT collects and analyzes on-going quantitative and qualitative data, reviews student progress, refines instruction and assessment, and determines additional teacher professional learning if necessary. At the end of the semester and the end of the year teachers reflect on the results of the post instruction assessment with regard to level changes and achievement of SMART goals, and use the reflections to inform plans for the next cycle of teaching and learning.

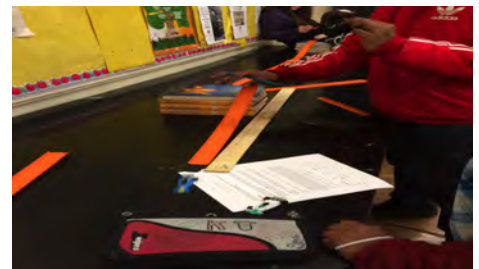


Authentic Learning.

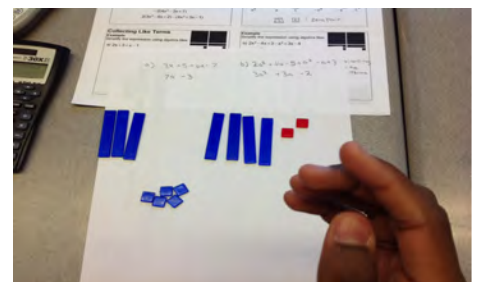
Monitoring Actions and Evidence of Impact

System Superintendents visited all SSSSI schools multiple times throughout the course of the year. The visits confirmed that the key goals of the SSSSI Initiative are being met in many schools across the district. The SSSSI superintendents have seen significant principal leadership at the school level. The principals have worked collaboratively with the learning coaches to meet the learning needs of the PLT. There has been instructional change in classroom practice in a myriad of areas. Teachers have been actively engaged in co-planning lessons, co-observing in each other's classes, co-teaching with colleagues, and have participated in instructional rounds, both subject-based and in cross-curricular teams. Teachers are using and posting learning goals, success criteria, anchor charts, word walls, exemplars and are experimenting with a variety of classroom structures (small groups, cooperative activities, reciprocal teaching). There has been an increase in the use of formative assessment to track student achievement and modify instruction based on student learning.

Inherent to the change in teacher practice has been an adoption of a growth mindset where teachers are setting high expectations for each individual learner and responding appropriately to the student learning needs. The changes in instructional practices are occurring as a direct result of greater teacher collaboration which has resulted in increased student achievement as tracked through pass rates and achievement level changes. There is also beginning evidence of greater cross subject and school collaboration among SSSSI schools and PLTs.



Activity Based Learning



Use of Manipulatives

The Urban Priority High School initiative was launched by the Ministry of Education in September 2008. The initiative is part of the Ontario government's strategy to enhance the well-being of students in high-needs neighborhoods and provide additional supports and opportunities for those students. The 15 TDSB UPHS schools are located in urban neighbourhoods where students and their families face challenges, such as poverty, lack of community resources, limited parent & community engagement and student achievement. The funding is intended to help students and their families' access supports and augment resources in the schools.

The Urban Priority High School initiative recognizes that assisting students to reach their full potential is a shared responsibility between the community and the school. The expected outcomes of this initiative include increasing student achievement, creating safer schools, increasing student engagement/leadership, increasing parent engagement, and the building of sustainable community partnerships.

The 15 TDSB UPHS schools offer programs in five key areas:

- Nutrition: breakfast and lunch programs
- Student leadership/engagement: Grade 9 orientation camps, leadership training
- Lunch time and After-School Programming: intramural sports, music ensembles, special interest clubs, summer camps
- Staffing: additional student success teachers, social workers, child and youth workers and child & youth counsellors
- Improving student achievement

Our schools provide exemplary programming to support students, examples include: transition programs for grade 8 to grade 9 students, tutoring, homework clubs, caring adult programs, financial support in the form of TTC tickets, and established partnerships with community agencies and organizations.

Through UPHS funding, schools are reaching out to students and their families to develop a safe and positive school climate.

Digital Lead Learners

The Digital Lead Learners initiative is a Professional Learning Network of volunteer elementary and secondary teachers dedicated to supporting the curricular use of technology. This network is comprised of teachers (elementary and secondary) from each FOS.

The goals of the Digital Lead Learners initiative are to:

- Build capacity in each FOS through a sustainable professional learning model
- Support TDSB and Ministry priorities through the curricular use of technology (i.e. ICT Standards, Blended Learning, Mobile Computing Strategy 2.0, Academic Workspace, Google Apps for Education)
- Foster innovative educational technologies in TDSB classrooms



During the 2014 - 2015 school year, Digital Lead Learners were involved in a number of initiatives to provide support to the system including after-school professional learning sessions and hosting a K-12 Ed Tech Marketplace.

Digital Lead Learner Ed Tech MarketPlace

On April 15th, over 500 people attended the annual Ed Tech Marketplace held this year at Victoria Park C.I. Teachers, principals and superintendents had an opportunity to experience how the Digital Lead Learners are using technology in their classrooms. Over 75 students were in attendance as co-presenters. Topics included:

- Game based learning with Minecraft
- Read & Write Gold using Google Drive
- Flipped Classroom
- ePortfolios
- Digital Citizenship
- Making Thinking Visible
- Inquiry Based Learning
- Problem Solving with 3-D Design
- Digital Storytelling with coding & Scratch

Please visit the [Digital Lead Learner](#) site for more information on the MarketPlace including links to all the presentations & ideas.



DLL Professional Learning Opportunities

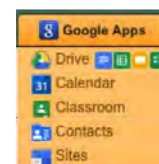
Digital Lead Learners provided over 75 after school workshops throughout the TDSB. To support system priorities, these workshops focussed on AW 3.0, TDSB Google Apps for Education, and iPads, with both beginner and advanced sessions designed to show how these tools can be used to extend and amplify teaching and learning. Through these community building workshops, over 800 teachers deepened their knowledge and expertise with Ed Tech. Several of the after school workshops were webinars run through Adobe Connect, providing attendees with access to a recording of the session for future reference.

Topic	Number of Sessions	Participants
Using iPads to Support Student Communication	11	187
Introduction to Google Apps for Education	12	148
Connecting Google Apps to the Achievement Chart	8	109
Introduction to Chromebooks	9	102
Using D2L Tools for Student Success	9	89
Growing Success & Markbook	10	77
Using Academic Workspace to Build Learning Skills & Work Habits	10	70
Understanding Student Email	9	68
Total	79	850



Google Apps for Education

Google Apps for Education is a suite of online tools including Docs, Sheets, Slides, Forms, Drive, and more. All TDSB staff and students K-12 have a Google Apps for Education account providing them with secure web-based access to these tools 24/7 anytime, anywhere.



This year Google Classroom and Sites were added to our Google Apps environment. There are currently just over 4000 teachers using Google Classroom.

Data demonstrates student and staff usage of TDSB's Google Apps has increased remarkably this school year.

Google App	June 1, 2014	June 1, 2015	% Change
Docs	137 308	621 936	+ 352
Spreadsheets	19 957	100 556	+ 403
Presentations	21 134	87 414	+ 313
Forms	4347	19 844	+ 356
Total Files	331 495	2 227 206	+ 346

Google Camp 2.0

On Saturday, November 22, 2014 over 450 elementary and secondary teachers, administrators, students, support and technical staff converged at Northview Heights S.S. to harness the power of Google Apps for Education (GAFE) as part of a Google Camp. This was TDSB's second Google Camp following the initial Camp in May 2014. There were representatives from 179 elementary and secondary schools in attendance.

Student and staff from across the TDSB led professional learning sessions that covered the entire GAFE suite of tools, including Calendar, Classroom, Drive, Docs, Drawings, Presentations, and Sheets. Attendees learned how to connect these tools to teaching and learning strategies.

Please visit www.tdsbgooglecamp.ca to view session topics and resources from the day.



ECOO Programming Competition

Every year the Educational Computing Organization of Ontario hosts a programming contest for secondary school students in Ontario.

This year on Saturday, March 28, more than 225 secondary students from across the TDSB competed in the 2015 ECOO Programming Competition at Northview Heights Secondary School. Representing their schools in teams of 2-4, students collaborated to solve four intensive coding challenges in only three hours.

Participation this year was excellent, including a near record number of all-girl teams. Students, teachers, and event organizers alike were delighted with the energy and enthusiasm that the teams brought to the day.

18 teams moved on to the Central Ontario Regionals at Sheridan College to proudly represent the TDSB. Our teams took their computational problem solving skills to the next level with 5 of moving on to the provincial finals. At the finals, our teams remained focused and determined, finishing first (Don Mills C.I.) and third (William Lyon Mackenzie C.I.) in Ontario!



Computer Studies Professional Learning

On February 13, 2015 our team delivered a workshop for Computer Studies (CS) teachers, at the Eureka Conference 2015. Our support for CS teachers focused on providing a variety of innovative computer studies activities and resources to help promote and engage learners in computer science classes.

Such as:

- The effectiveness of problem-based learning and how to better engage students.
- The use of *Growing Success* within the context of CS.
- Illustrating a variety of relevant culminating activities so that learners can better relate, personalize, and connect to their learning experiences.
- Building more community and capacity for CS educators.

We followed up with teachers and supported them in all of the topics presented during our learning module, and due to the enthusiasm and interest from our

Computer Studies educators, we offered them an entire day of professional learning on May 8, 2015.



On May 8, 2015 our team delivered a second professional learning day to 30 CS educators. The day was filled with topics which focused on the use of 21st century technology to engage learners and creating a student-centered learning experience.

Such as:

- The use of blended learning tools (e.g. Flubaroo, Flippity, and Doctopus) as it applies to CS.
- Co-creating success criteria by having educators participate in a collaborative role-playing activity.
- Hands-on tutorials on how to use the Raspberry Pi and App Inventor with a STEM focus, in solving real-world problems.
- Guest speakers presenting and discussing hot topics in Computer Science:

Steve Engels, a computer science senior lecturer at the University of Toronto
Erik Spence and Daniel Gruner, from SciNet.



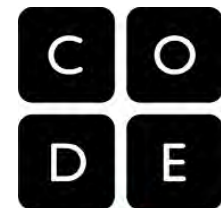
Feedback from our Computer Studies colleagues was overwhelmingly positive.



Hour of Code Week

The Hour of Code week took place December 8 - 12, 2014. Canada Learns Coding worked with Teaching and Learning with Technology and teachers from across TDSB to increase involvement in the Hour of Code within Toronto and across Canada. A week of online career talks were organized to support coding activities in schools and raise awareness of careers related to coding. Over 1200 students heard from local computer studies professionals from a wide variety of backgrounds to educate and inspire students to consider the value of computer programming in their lives and futures.

Click [HERE](#) for a few highlights of how classes and schools participated in the Hour Of Code across the TDSB.



ICS Courses for Virtual Learning Environments

In January of 2015, a team of TDSB Computer Studies (CS) teachers launched a project to create CS courses designed specifically for online or blended learning delivery (e.g. D2L). These courses are ICS20, ICS3U, and ICS4U, and plans are in place for ICS3C and ICS4C. The three priorities of this project are:

- to create course content that aligns closely with the *Growing Success* document
- to engage students through “real-world” activities and challenges
- to modularize the course content to facilitate credit recovery and to provide beginning teachers with ready-to-use lesson materials

These courses are planned to be available for all TDSB CS teachers in this upcoming academic year.

e-Learning

Desire 2 Learn

Through the Ministry of Education’s Blended Learning strategy for 2014-2015, TDSB students and teachers had the opportunity to use the provincial Virtual Learning Environment, Desire 2 Learn (D2L). D2L continued to provide students from K-12 with more choices to learn and succeed regardless of their location, abilities, or circumstances. This year our department continued to provide professional learning opportunities to help increase blended learning within the TDSB. As indicated below, usage in the TDSB has grown significantly since September of 2013.

	Total number of teachers accessing D2L	Total number of students accessing D2L
September 2013	1,200	4,000
May 2015	2,500	35,000

tdsb eLearning Day School

The e-Learning Day School program has had a successful 2014/15 school year. Students from across the TDSB had an opportunity to choose from 42 courses in two semesters. Students who experienced timetable conflicts could also consider enrolling in eLDS.

Through the e-Learning program, students experience a form of learning that embraces flexibility and self-direction. eLDS provides an opportunity for students to experience 21st century, global learning. The online classroom enables interactions from around the world. Our e-Learning teachers’ focus in both semesters was to create curriculum-based activities that teach students to be independent and self-organized. Based on eLDS achievement data in first semester, 88% of our students achieved credit.

This year our focus was on collaboration among staff members. During our monthly staff meeting, e-Learning teachers and central team members shared successful teaching practices. Some examples of the ideas that were presented are:

- Strategies for student engagement in the online classroom
- Collaboration in the construction of learning goals and success criteria
- Leveraging Adobe Connect to deliver lesson materials

Moreover, the latest updates from the Ministry of Education regarding 21st century learning skills are regularly shared through the news feed in our online staff room.

tdsb | eCredit

e-Credit 18+ program is for students who are 18 years of age and older, who are no longer attending school full time and who want to earn credits online. This year we offered 37 courses in fall, winter and spring trimesters.

In the e-Credit program, we often work with adult learners whose active participation in the online environment is less than what is needed for their success. Therefore, the three priorities of e-Credit teachers and eLCO staff this school year were to create relevant learning experiences (based on age group); to accommodate individual interests and career goals; and to add a more personal connection through orientation sessions. We worked to ensure that teachers and guidance staff supported students in outlining the benefits of undertaking the specific course, satisfied the students' need to know the "why and when", and solved potential issues before the students actively engaged in e-Credit program. Based on the e-Credit achievement data in fall trimester 74% and in winter trimester, 70% of our students achieved credit.

To support e-Credit students with even more success in spring trimester we started "Teacher Log" evidence. In addition to the Ministry Register, e-Credit teachers now document student performance five times per trimester and take follow up action(s). Thus, the eLCO can now easily access the most up-to-date data, identify students at risk, and launch preventive /supportive actions.

Be The Game Changer Speaker Series

The goal of this online speaker series was to continue to build networking opportunities with education professionals to share and explore how technology and learning can impact classroom instruction in meaningful and purposeful ways. These sessions ran every second Tuesday night at 7 pm from March 10 to June 2. This was a Boardwide, collaborative professional development opportunity sponsored by eLearning Ontario.

Series speakers included:

- George Couros** - Set the Stage: How to Connect With Other Educators
- Dean Shareski** - Why Share? Why Connect?
- Tania Avrith** - Rebranding Digital Citizenship
- Dr. Ruben Puentedura** - SAMR Model
- Dr. Jen Jensen** - Gaming in Education

Hybrid Project

The Hybrid Project is a learning environment that blends the benefits of the face-to-face environment along with the benefits of the online environment with the use of 21st century learning tools to maximize student success. The TDSB e-Learning department is currently involved in the Hybrid Project, involving the Ministry of Education and 11 other school boards.

During the current phase of this project, we are working on the use of technology to transform learning experiences by focusing on how it affects instructional design. Over the summer we will be training Hybrid educators to use these tools to effectively engage learners in a dynamic environment that offers "the best of both worlds".



Be A Game Changer Virtual Speaker Series

Please join us for an online Virtual Speaker Series that will run from Tuesday March 10th till Tuesday June 2nd. A full description of speakers, dates, times and registration information can be found here: <http://bit.ly/speakerseries1> Contact your e-Learning contact for more information.

This is a cross-board collaborative professional development opportunity sponsored by e-Learning Ontario.

Speakers listed on the poster:
Tania Avrith - Re Branding Digital Citizenship
George Couros - Setting the Stage: How to Connect With Other Educators
Dean Shareski - Why Share? Why Connect?
Wes Gerner - Game Changer
Dean Shareski - Why share? Why connect?
Jen Jensen - Gaming in Education

Logos for participating organizations: eLearning Ontario, Peel District School Board, and others.

tdsb | eSummer School

This year we are offering ALL Ontario students the opportunity to take online high school credit courses through the TDSB e-Summer school program. e-Summer School courses are offered in two sessions, July and August. We are proud to offer students a wide selection of 48 e-Learning courses -- dependent on sufficient student enrollment.

So far, our e-Summer School courses have been met with huge demand, where (currently) we have over 5500 students already approved and registered in a course, and many more are being added on a daily basis. In comparison, last year's numbers, after course registration closed, stood at approximately 3800 students approved and registered in a course. This is a clear indication of the demand and need for 21st century learning environments from our learners, as well as TDSB's ability to meet those needs.

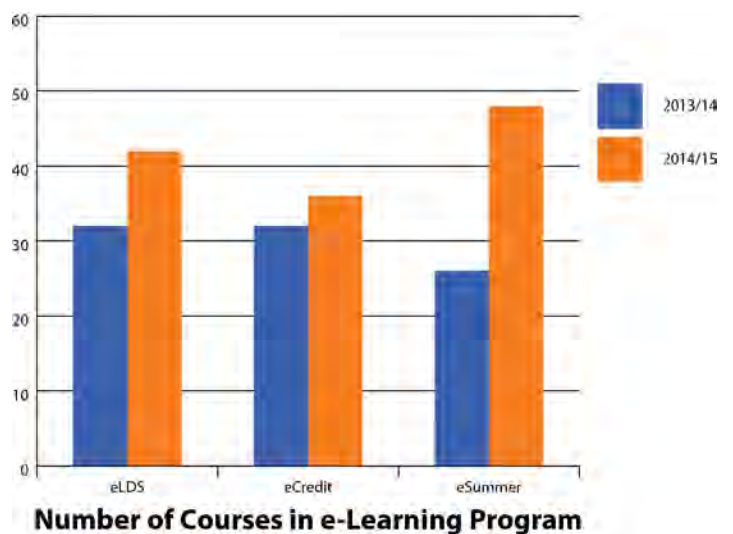
In addition, to ensure that our learners are given the best opportunities for success, we equip our educators with training in technology that embeds evidence-based pedagogy (i.e. "best practices") within the online environment. This training focused on:

- Adobe Connect, to provide for "Flipped Classroom" and collaborative learning
- Markbook, to align assessment and evaluation with the guidelines in *Growing Success*
- D2L/Moodle (Virtual Learning Environments), to provide online opportunities for descriptive feedback, differentiated instruction, and self-paced learning.

Our support for our students and educators does not end there. The e-Learning Central Office (eLCO) team is ensuring all our learners can be accommodated, from registering and enrolling learners (both inside and outside our board, within ALL of Ontario), to implementing a system which can accommodate learners participating in remote or distant locations. Our staff

are constantly striving to meet each learner's unique and diverse needs through regular updating of resources, materials and information through our website, forms, and handbooks. We look forward to making strides and improvements everyday to ensure all our e-Summer School students have the opportunity for maximum success this summer, 2015.

More information, including procedures, important dates, a list of courses and FAQ's, can be found at: www.tdsb.on.ca/eLearning



Beginning Teachers' Summer Institute and Fall Institute

Summer Institute

Our Summer Institute provides a dynamic forum for new educators to build their professional knowledge and network.

Hundreds of educators attended the full day of professional dialogue. Director of Education Donna Quan shared the TDSB Years of Action and highlighted how the motto "*Every Student. Every School. Every Day*" is actualized through educator work.

The keynote speaker was award-winning author Sharon G. Flake. She spoke about the importance of educators connecting with parents and the community to support higher levels of student motivation, creativity, learning and achievement.

Kiosks representing TDSB departments, Teacher Federations, NGOs, publishers and other education resource people were available to offer support.

Superintendents hosted a community-building lunch. They provided information on how each Family of Schools supports new teachers. Educators spent the day in a grade-based, subject-based, or topic based learning community. A practical learning resource was given as a "take-away" at each session.

Fall Institute

All beginning teachers attended a full day of professional learning at the Fall Institute at the Ontario Science Centre. Teachers spent time with Employee Services discussing vital policies and procedures and NTIP processes. Teachers also engaged in a conversation about what it means to be an equity leader. Wab Kinew, author and noted Aboriginal scholar, gave the keynote address. His focus was on indigenous knowledge and history, the importance of resilience, culture and language and the potential for all teachers to make a positive impact in the education of Aboriginal students and all students.



Beginning Teacher Fall Institute

The Ontario Science Centre auditorium was packed to hear Wab Kinew's Keynote Address.

NTIP Evaluation

The Teaching Policy and Standards Branch of Ontario Ministry of Education in collaboration with the University of Ottawa had provided each school board with an Evaluation of the New Teacher Induction Program in Practice.

In 2013, the Ministry of Education transferred this responsibility to individual school boards. With support of TDSB's Research Department, we conducted our first NTIP evaluation to collect data, analyze, evaluate and implement next steps for our own programming.

The TDSB's NTIP Evaluation is focused on identifying impact and overall perceptions of all stakeholders within the NTIP portfolio such as beginning teachers (years 1 and 2), newly hired long term occasional (LTOs), mentors and administrators. Findings from our 2013/14 Evaluation indicate 238 beginning teachers, 147 mentors and 135 administrators found NTIP to be a positive experience and are in support of the initiative overall.

A complete analysis of the findings conducted by TDSB's Research Department is in the document entitled: *Developing High-Quality Teachers Through The Toronto District School Board's New Teacher Induction Program: Perceptions Of Beginning Teachers, Mentors And School Administrators, 2013-14.*

Mentoring Supports

Mentoring is a trusting, non-evaluative, and reciprocal relationship with a focus on improving student learning and teacher learning.

Mentoring A.Q. Cohort

In partnership with York University, a third Mentoring A.Q. for teacher leaders in TDSB was held. This combined face-to-face and on-line course delves into the importance of reciprocal mentoring as a tool for trans-formative teacher practice.

Participants in this course engaged in a collaborative inquiry with their mentee and in an on-line book study that deepens their focus on student success through an in-depth discourse of Equity Education.

Graduates of the module shared their personal learning:

- The course provided me with the opportunity to explore the relationship between equity, mentorship and transformational leadership.
- The course created a space for critical reflection on our leadership practices, relationships and learning, as well as to set future goals.
- To improve teacher practice, to improve student achievement, we need teacher mentorship. Mentorship happens all the time but rarely do we give it the time it deserves.

Mentoring Conversations

TDSB mentors of new teachers and faculty of education students considered positive and learning focused reciprocal relationships at these three board-wide sessions. The importance of trust, curiosity, attentive listening and goal-setting was discussed. Mentors created a specific goal on how to increase support for their mentee that included the possible use of the Co-Learn with Mentor initiative.

Check out our new animation on TDSB web, [Mentoring in the TDSB](#).



Mentoring A.Q. Graduates

Proud graduates of the 2014-15 Mentoring Additional Qualification Course.

Co-Learn with Mentor Initiative

This initiative continues to be a favorite of our mentors as they get the opportunity to work alongside their mentee.

These are some of the ways that mentors and mentees collaborated to improve teacher practice:

- co-planning assessment strategies, inquiry learning opportunities, Culturally Relevant and Responsive activities.
- co-teaching with a focus on providing effective feedback for students.
- co-teaching with a focus on gathering pedagogical documentation.



From Theory to Practice

Participants in the Mentoring A.Q. had an opportunity to engage in reading and dialoguing about current issues in Education that supports both new teachers and students learning. Theorists such as Lisa Delpit whose work focuses on creating equitable classroom spaces was part of their discussion.

Participant Reflections

One thing that was reaffirmed for me was the importance of trust in the mentor/mentee relationship.

I feel my role as a mentor is important because it helps continue to widen a culture of learning that is inclusive to all.

One thing I've reconsidered is setting specific goals with my mentee to focus her learning.

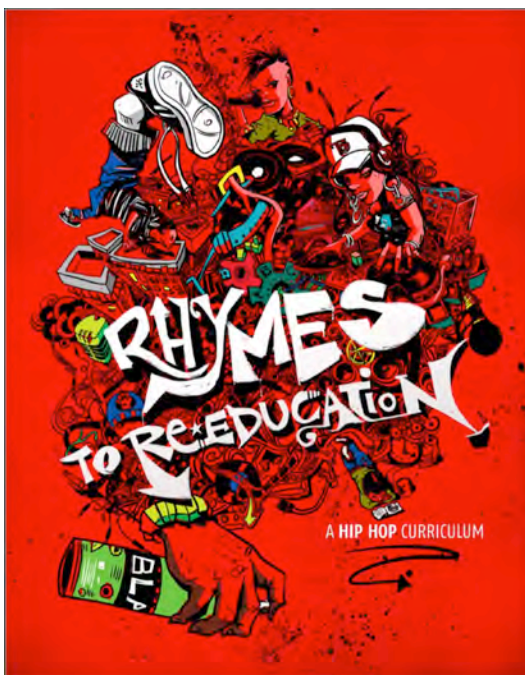
Modules of Learning: Developing Equity Leadership

Hip Hop as Critical Pedagogy

In partnership with the Equity Department, we engaged in two very exciting initiatives focusing on embedded Hip Hop Education.

In our module Hip Hop as Critical Pedagogy, new teachers and their mentors had an opportunity to explore how to utilize the pedagogy of Hip Hop to engage in learning experiences that support student engagement and achievement in the K-12 classroom.

Educators in this module had an opportunity to explore the theoretical understandings of Hip Hop Pedagogy, investigate lessons, activities and strategies within the Rhymes to Re-education resource. This resource, created collaboratively by teachers, hip hop practitioners and community-based educators, encompasses lessons that have been designed to engage students in exploring their own identities, the identities of others, and issues of power and privilege, all while meeting Ontario Curriculum expectations for grades K-12.



Rhymes to Re-Education

This resource filled with practical classroom strategies was provided to all participants in the Hip Hop as Critical Pedagogy module.



Students Mural

With support of community artists, students created a Community Mural, highlighting their vision for their school for the future.

Hip Hop as Critical Pedagogy: Leadership Network

The Hip Hop as Critical Pedagogy Leadership Network was launched as way to “promote and empower teacher leadership in the use of Hip Hop as critical pedagogy to engage school communities in the shared goal of improving student outcomes”. Educators in this network worked with community artists to develop school based initiatives focusing on Hip Hop Education. These educators also had the opportunity to learn about the skills and competencies of becoming a “Teacher Leader” with the support of the Professional Learning Unit. These workshops were designed to support them within their school based sites as they engaged in sharing their learning with their students and with their colleagues in professional learning communities.

Diversity of Voices: Developing Student Narrative

During the course of 4 months, 30 educators and over 600 students from Kindergarten to Grade 12 had an opportunity to engage in professional learning that allowed them to explore how to utilize the techniques of Art (Spoken Word and Visual Arts) as a vehicle for student voice. This module based on linking theory to practice focused on deepening the framework identified by Gloria Ladson-Billings in her work on Culturally Relevant Teaching, the tenet of Critical Consciousness.

With the support of 6 community artist teams, students obtained direct instruction to construct creative expressions through Visual Arts and Spoken Word. Students’ creative expressions represented their own narratives about who they are, their interests and their vision for their school and the world around them.

Beginning Teachers' Modules of Learning

Student Work Is The Work: Assessment

Teachers from all divisions took action in this Beginning Teacher assessment module to create a classroom climate and rich instructional tasks to support student voice and thinking.

Together they considered the questions:

1. How do we create classroom spaces where learners are partners in assessment with the teacher and with each other?
2. How can "assessment partnership" increase student ownership of their learning and promote students becoming instructional resources for each other?

The goals of the day:

- To build our understanding of the conditions needed to create collaborative, assessment-focused classrooms that promote student autonomy in learning.
- To consolidate our understanding of assessment FOR, AS and OF learning.
- To embed student voice and student work as essential components of effective classroom instruction and ongoing assessment and evaluation.
- To engage in intentional classroom work based on our new assessment understandings.

All teachers engaged in trying a new formative assessment strategy with their students to share with each other. An AW site was also used as a collaborative space so teachers could act as instructional resources for each other.

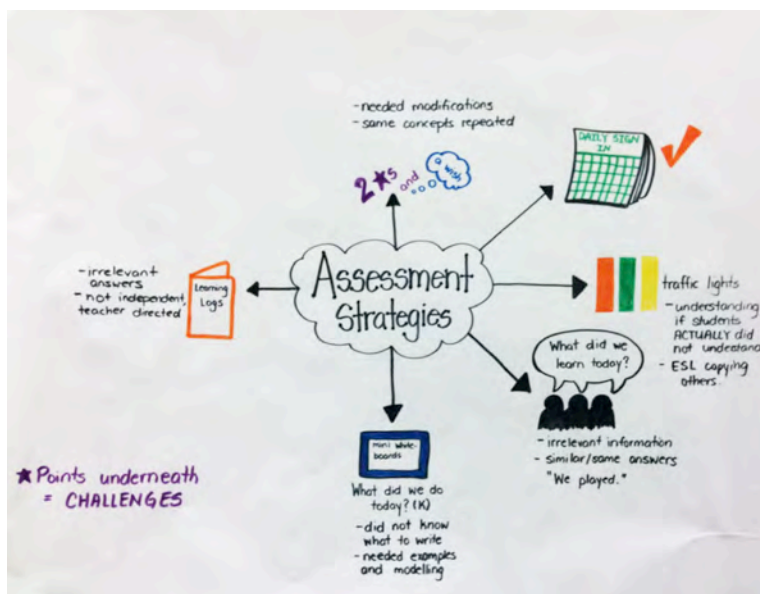


Student Work is the Work: Assessment

Beginning Teachers share formative assessment strategies they have tried in their classrooms.

Secondary Assessment Professional Development

At the board-wide secondary PD day, teachers deepened their knowledge of *Assessment For, As and Of Learning*. Participants critically examined grading practices through case studies and examination of their own assessment plans. Participants emerged with strategies for formative assessment appropriate to their subject area.



Educational Text

All participants were provided with Dylan Wiliam's *Embedded Formative Assessment* as a resource to support their work throughout the module and into their everyday practice

What Assessment Strategies did you try?

The successes and opportunities of Assessment For and As Learning are represented visually.

Interdisciplinary Teacher Leadership and FOS Partnerships

Curiosity is Key-Inquiry-Based Learning

Two teacher-leaders from each TDSB Family of Schools brought their experience, best classroom practices, and curiosities related to inquiry learning to a professional learning community charged with the task of preparing and facilitating professional growth opportunities for beginning teachers in their FOS.

The fundamentals of inquiry were explored in this two day intensive learning such as how to cultivate a curious classroom, how to pose questions as an invitation to think, and how to scaffold the inquiry process.

Participants considered strategies on how to purposeful embed assessment for and as learning into inquiry instruction, The challenges and enabling factors to inquiry based learning at all grade levels and with all learners was also explored.

These teacher-leaders left this experience prepared to share their expertise and enthusiasm in inquiry based learning with new teachers and mentors across TDSB.



Curiosity is Key: BT FOS Teacher Inquiry Leaders
Nominated teachers participate in a two day session on how to spread knowledge and skill in inquiry-based learning.

Teachers Learning and Leading

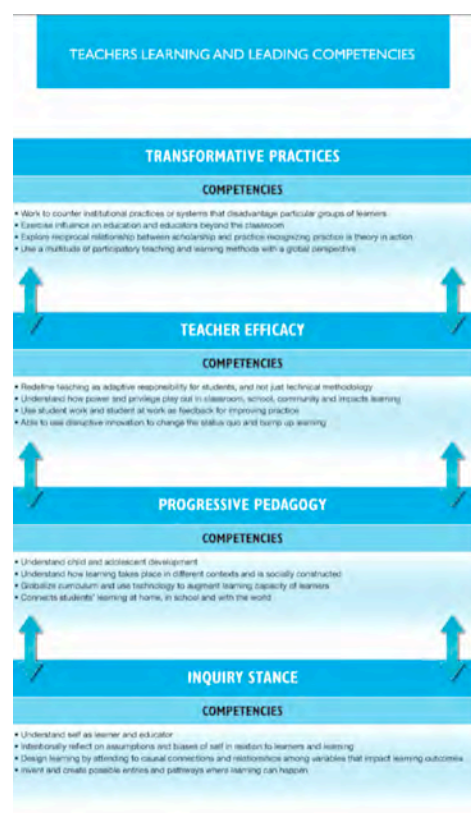
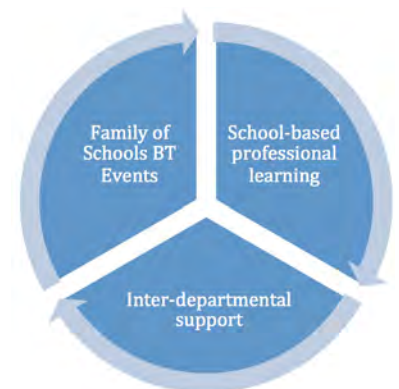
Teachers Learning and Leading continue to support individual school professional learning sessions, B.T. FOS events and conferences, and FOS meetings.

We partner with other central departments to provide inter-disciplinary focused sessions (i.e. Mentoring Co-op Students Outdoor Education, Literacy in Inquiry Learning, Inquiry Learning in Special Education).

Trans-disciplinary Modules of Learning

This year, we again had the opportunity to provide professional learning for over 60 experienced teachers.

These sessions entitled: *From Bean Bags to Ukuleles and Learning to Know, Learning to Do; Learning to Live Together: The Global Learner* facilitated by a trans-disciplinary team of instructional leaders provided two months of engaging and interactive professional learning for these educators and their students.



Teachers Learning and Leading Competencies

We support the development of educators as they move through the stages of; Inquiry stance, Progressive Pedagogy, Teacher Efficacy, Transformative Practices.

Minds-On #1: Photographic Stories

What story does this photo tell?



Global Learning: Photographic Stories

Participants were able to use photos to explore and think about issues in our local and global environments that questions issues of power, equity, voice, and the impact of our actions.

Improving the Achievement of Black Students K-1

Over the course of this year, Teachers Learning and Leading along with the Early Years Learning & Care provided a year-long professional learning series in partnership with Dr. Nicole West- Burns, from the Centre for Urban Schooling/ OISE-University of Toronto for close to 100 educators (ECE and teachers) as well as administrators.

The initiative focused on improving the achievement of Black students in K-1. This professional learning focused on three academic cornerstones: Deepening educators' knowledge on early years pedagogy; building the understandings of the strategies associated with improving the achievement of Black students; and providing participants with the opportunity to become critical practitioner researchers.

Within each professional learning module, each of the academic cornerstones was incorporated as a foundation of learning as educators utilized their individual classroom experiences and student work to generate new actions and understandings.

One fundamental component in this professional learning was to engage participants as critical practitioner researchers. The term "critical practitioner research" is an umbrella term that encompasses multiple genres and forms of critical research where the practitioner is simultaneously a researcher who is engaged in inquiry with the ultimate purpose of enriching students' learning and experiences (Cochran-Smith & Lytle, 2009). The educators in this initiative were supported to develop inquiry questions that they were seeking answers to, which would benefit their own learning and teaching, and their students beyond the particular learning modules. As educators engage in their own inquiry, we were intentional about focusing the professional learning on their thinking and practices, especially tied to the target population. An interrogation of their beliefs and thoughts was a key component in the modules tied to all aspects of the critical practitioner research as well.



Afrocentric Resources

All schools received classroom materials such as picture books, non-fiction books, art supplies, musical instruments, dolls and puppets that represent diverse African identities.

Examples of Practitioner Inquiry Questions:

- How do students see themselves in the classroom?
- What is happening when students choose not to speak their home language in front of teachers and classmates?
- What happens when I intentionally expose students to lessons/ activities that address stereotypes that are raised in the classroom?

First grade teacher shared: *"I have learned how to include all children in the learning experiences available by including their culture and language in everyday learning. I am also able to see beyond the surface of a lesson and extend the learning by listening to the children and watching for their interests. What is going on when we ask students to write about something? What do my students consider to be writing? What are the topics students are writing about? What issues aren't they writing about? I have become aware that children need to see how they are progressing and we need to show them and praise them for their learning. It is important to see themselves in the learning process (e.g., pictures, writing, clothing, toys, food, family, content and language)".*

Overall, we had an outstanding year of learning.

One early childhood educator noted: *"The key learning so far has been the fact that all students need to see themselves in the learning...It has helped me more than ever appreciate and honor what the students bring to the class each day. Through the IBSA I feel that my students are much more engaged and feel confident and prepared to contribute to the classroom community. It was not always easy or comfortable (as a teacher) to give up control, but I just remind myself to "embrace the awkwardness".*

Cochran-Smith, M., & Lytle, S. (2009). *Inquiry as Stance: Practitioner Research in the Next Generation*. New York, NY: Teachers College Press.

Student Work Study Initiative

The Student Work Study Teacher (SWST) is a role throughout the board and province that works collaboratively in classrooms with teachers and administrators on an on-going basis throughout the year. This initiative places student voice and thinking at the heart of our work in an intentional effort to capture student learning, and deepen our understanding about conditions, pedagogical approaches, and mindset for optimum social, emotional and academic growth. This year, 8 elementary SWST worked in 41 schools with over 130 collaborating teachers across TDSB. One SWST was focused on First Nations Metis and Inuit schools and another had a specific portfolio that served French immersion and French-focused programs. Throughout these schools SWST worked with in grades K-8 settings using an equity and CRRP (Culturally Relevant and Responsive Pedagogy) framework to develop and highlight a stance in teaching and learning which focused on the importance of student voice and how voice is valued in different learning spaces.

Current research was referred to and applied in order to confirm and/or counter theory and practice within the work. Through observations, pedagogical documentation and inquiry with collaborating teachers, students and administrators, a critical and collaborative approach was utilized to deepen our own professional knowledge, engage students in their learning processes and take action to address issues of student achievement in various ways.

During this current school year, our work has encompassed a variety of collaborative teacher inquiries that examined and addressed pedagogical practices to invite student achievement and well-being in TDSB schools. We explored the role student voices played in helping educators understand how to co-create innovative classroom environments that enabled all students to maximize their learning potential. In part, this required critically interrogating the current conditions of our learning spaces to better understand how to foster more equitable and democratic dialogue amongst students and with educators.

Educators reviewed and celebrated a 2014 co-write publication with collaborating teachers about classroom practice that highlighted student voice and puzzling learning moments. The 2014-15 SWST year has been one of multiple experiences, critical wonderings, collaborative opportunities with educators and administrators in search of highlighting student voice and thinking, and supporting student achievement.



Collaborative Inquiry

One collaborative inquiry focused on Investigating Water Balls in Kindergarten as students began to share their thinking as they engaged in hands on exploration.

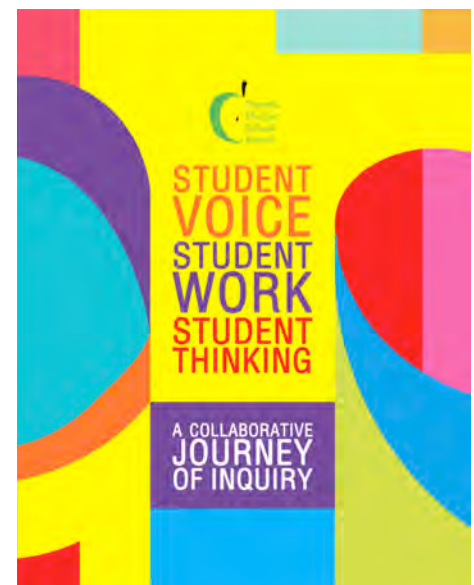
The Student Work Study initiative brought together previous and current collaborating teachers and administrators in a Hub to reflect and discuss some of the following questions:

- How does an educator position oneself as a teacher-researcher?
- How does the SWS initiative reflect and strengthen school and board wide goals and priorities?
- How did the SWST initiative impact teacher belief and practice?



SWS Network and Hub

Over 130 collaborating Teachers across all quadrants within TDSB were brought together for a day of professional learning and inquiry.



Co-Write Publication: Student Voice, Student Work, Student Thinking: A Collaborative Journey of Inquiry
Publication encompasses 11 co-written journal articles showcasing the learning taking place in our collaborating school sites.

Student Work Study and Student Success Initiative

Documenting takes place within the natural flow of a class during learning opportunities...As a result, the evidence gathered relates closely to the student's ongoing thinking and shifts in understanding. Rather than focusing on learning products, educators use documentation to learn more about their students... their interests and learning needs.

~ (Pedagogical documentation, Ministry of Education, Oct. 2012, p.3)

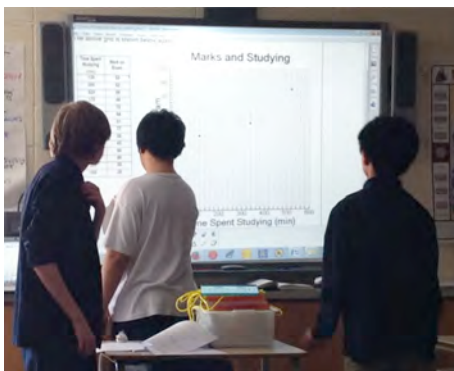
The Student Work Study Initiative is in its sixth year and in its third year aligned with the Student Success Initiative (SSI). This year, the Student Success Initiative-Student Work Study teacher (SSI-SWST) has continued a job-embedded professional learning model with the goal of supporting student achievement and wellbeing through pedagogical documentation of student thinking and learning in mathematics.

At the secondary school level, the Student Work Study teacher provides an essential role in refining teacher practice through the lens of student thinking in Mathematics. Over the past three years, the secondary SWST has been focused on Gr. 9 and Gr. 10 Applied Math classes in 5-6 schools across the Board. One way in which the secondary SWS teacher consistently communicates and provides support for teaching and learning is through monthly Observational Reports, which are provided through email to each collaborating teacher, SSI coach, principal and superintendent. Observations and student work is also shared in AW Google Drive so that collaborating teachers can reflect and identify next steps in regards to instructional strategies and their students' learning.

This year, in addition to work within Applied mathematics classrooms, the Student Work Student Teacher has been actively engaged in the Black Student Achievement initiative, a pilot program that has been implemented at seven secondary schools in the West Region. As part of the secondary BSA planning committee, as well as job embedded work in Africentric English classrooms, the SWS has collaborated with classroom teachers and supported student achievement by sharing relevant research on Africentric education and by documenting student thinking and learning in Gr.9 Africentric courses. In addition, in partnership with the English IL in West Region, the SWST was able to support an Africentric Exploration Classroom, by modeling the "in situ" transcription of student voice.

With an intentional focus on knowledge mobilization, the secondary SWS facilitated professional learning modules for K-10 classroom teachers with the Teachers' Learning and Leading department. Then, later in the autumn, the secondary SWS hosted the professional learning session, "Capturing Student Thinking: Pedagogical Documentation," in order to explore the connections between the SWS work and the work of central staff. The session included an opportunity for experiential learning in a classroom and was open to secondary teachers, central staff as well as system leaders.

The SWS work directly aligns to the TDSB Years of Action and to the Ministry's priority for student achievement in mathematics' teaching and learning. The impact of the secondary SWST work includes: sharing TDSB success stories at the Regional and Board level with Student Achievement Officers, SWST from across the region, Superintendents of Education, Principals and Vice-Principals and classroom teachers. Furthermore, the impact on teacher practice, teacher and principal learning, and student outcomes has been the focus of the SSI-SWST work over the past three years. The use of pedagogical documentation has influenced and refined teacher practice in many teaching and learning spaces.



Making Students Thinking Visible

Students in a Gr 9 Applied math class discuss the Independent and Dependent variables before plotting their solutions on the Smartboard.



"Capturing Student Thinking: Pedagogical Documentation"

Teachers have an opportunity to practice documentation before heading into classrooms in the secondary professional learning session.



Improving the Achievement of Black Students: Secondary Initiative

Students in an Afrocentric English classroom utilize the Power Triangle to explore issues of individual, institutional and systemic acts of power in society.

<http://tdsbweb/teaching&learning>

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Jim Spyropoulos – Executive Superintendent Equity & Inclusive Schools	416-397-3678
Colleen Russell-Rawlins – Executive Superintendent Early Years and Care	416-397-3929
Annie Appleby – System Superintendent School Effectiveness Framework.....	416-394-2029
Leila Girdhar-Hill – System Superintendent School Support Initiative	416-394-3911
Audley Salmon – System Superintendent School Support Initiative	416-394-3911
Vicky Branco – Model Schools for Inner Cities	416-396-9196

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Centrally Assigned Vice-Principals

Kien Luu Central Coordinating Vice-Principal e-Learning	416-396-7195
Aftab Mirza Vice-Principal e-Learning.....	416-396-8482

Program Coordinators

Tanya Senk Aboriginal Education	416-393-9381
Darlene Avis-Pottinger Early Years	416-394-7495
Sylvie Webb English/Literacy	416-396-9077
Paula Markus ESL/ELD.....	416-394-7330
Kirsten Johnston French as a Second Language, Classical and International Languages.....	416-394-6806
Meredith Austin Guidance, Career & Adolescent Development	416-394-7264
George Kourtis Health & Physical Education/Athletics & Aquatics.....	416-396-6000
Ruth Hall Library Learning Resources & Global Education	416-395-5151
Anna Jupp Mathematics/Numeracy.....	416-396-7109
Janet Bambrick Music	416-394-7281
Simona Emilian Model Schools for Inner Cities.....	416-395-6742
Robert Mewhinney Social & World Studies & the Humanities	416-396-7107
Nandaneeh Sawh STEM K-12	416-394-6398
Nancy Britton Student Engagement & Experiential Learning.....	416-396-8595
Mena Paternostro Student Nutrition Program	416-394-7435
Laura Reynolds Student Success/L18	416-396-6969
Karen Murray Teacher Learning & Leadership	416-394-7261
Kevin Bradbeer Teaching & Learning with Technology	416-396-5490
Christine Jackson The Arts	416-394-6416

Program Staff with System Portfolio

Pam Miller Ecological Literacy Instructional Leader	416-395-4615
Barbara Langenberger Aquatics Programming.....	416-394-4809
Steve Westwood Athletics Assistant Coordinator.....	416-396-7181
Centrally Assigned Teachers, Experiential Learning:	
Kathy Beckwith (ELLI)	416-550-1503
Leeanne Bouteiller (UHN)	416-340-4449
Carmy Pizzoferrato (OYAP)	416-394-7182
Peter Bovey (SWAC)	416-899-1471
Virginia Dawe (SWAC)	647-469-7004
Debora Ferrari (SWAC)	416-557-6115
Richard Lee (Accelerated OYAP)	416-396-6328
David McCormick (Dual Credits)	416-396-6328

Parenting & Family Literacy Centres

Ruth Sischy Parenting & Family Literacy Centres Manager	416-394-2067
Joanne Davis Parenting & Family Literacy Centres Asst. Manager	416-394-2144

Outdoor Education

Michelle Blackie Etobicoke Field Studies Centre	905-794-2171
Jim Graham Etobicoke Outdoor Education Centre.....	905-880-1890
Stephanie Miskew Forest Valley Outdoor Education Centre	416-395-5115
Cheryl Shannon Hillside Outdoor Education School.....	416-396-6963
Catherine Combs Island Natural Science School	416-393-1910
Brenda Carling Mono Cliffs Outdoor Education Centre	905-452-0505
Simon Francis Scarborough Outdoor Education School	705-636-5384
Andy Kennedy Sheldon Centre for Outdoor Education.....	705-435-4266
Lori Yez Warren Park Outdoor Education Centre.....	416-394-3144

EAST OFFICE

John Tancredi - Central Coordinating Principal

<http://tdsbweb/teaching&learning>

Aboriginal Education Team

Christina Breen - Instructional Leader 416-393-9402
Michelle Comeau - Student Success Teacher 416-393-9375

Child Care Manager

May Jolliffe 416-394-2072
Louise Humphreys 416-394-7369

Early Years Instructional Leaders

Vanessa Grieve 416-396-6985
Melissa Seco 416-396-6343

English/Literacy Instructional Leaders

Lesley Davidson - Elementary 416-396-3411
Heather Myrvold - Elementary 416-396-3409
Lorne Kulak - Secondary 416-394-6436

**Equitable & Inclusive Schools
Instructional Leaders**

Cristina Guerrero 416-396-7532
Ramon San Vicente 416-394-7250
Tracy Williams-Shreve 416-394-7255

ESL/ESD Instructional Leaders

Jo Nieuwkerk - Secondary 416-396-6006
Sandra Mills-Fisher - K-8 416-396-5906
Shirley Hu - Leap Assessment Teacher 416-395-5154
Cindy Do - Multilingual Team Leader 416-396-9074
Grace Wu - Multilingual Team Leader 416-396-9075

Experiential Learning Team

Ed Sedlak - OYAP/System Responsibilities 416-396-7483
Helen Ho - Grade 7-12 416-396-6289
Maria Carvalho - Grade 7-12 416-396-5249
Debbie Michailidis - Grade 7-12 416-396-5249

**French as a Second Language,
Classical & International Languages
Instructional Leaders**

Geneviève Robinson - K-12 Immersion/Extended 416-396-6004
Liliana Martins - Grade 4-12 FSL, Classical & International Languages... 416-396-7188
Sylvain Gagnon - K-12 Immersion/Extended 416-396-7798

Guidance Instructional Leaders

Claudine Tyrell - Grade 7-12 416-396-7987
Sandra MacInnis - K-8 416-396-7988

**Health & Physical Education/Athletics
Instructional Leaders**

Anne Burn - K-8 416-396-6002
Mike Mahon - K-8 416-396-6048
Wendy Luck - Grade 9-12 416-396-6740
Jennifer Brunner - Grade 9-12 HPE/Athletics East 416-396-6273
Steve Parsons - Grade 1-8 HPE/Athletics East 416-396-6005

**Library Learning Resources and Global Education
Interdisciplinary Studies Instructional Leaders**

Cindy Van Wonderen - K-8 Library 416-395-9676
Jennifer Borda - Grade 7-12 Library & Global Education 416-395-9676

Mathematics/Numeracy Instructional Leaders

Jung Choi-Perkins - Elementary 416-396-2179
Tara Cook - Secondary 416-396-2179
Nadine McKoy - Elementary 416-396-2179

Music Instructional Leaders

Emilia Hwang-Kim - K-12 416-396-6008
Aaron Gotfryd - K-12 416-396-6188

Parenting & Family Literacy Centres Program Officer

Karen Petursson 416-394-2102
Barbara Math 416-394-2146
Kim Fritz (.5) 416-394-7368

Reading Recovery Teacher Leaders

Barbara Cassar 416-529-4753
Jennifer Gillingham 416-529-4761
Liana Melnyk 416-529-9257
Paul-Andre Cousineau 416-529-4820

SSSSI Learning Coaches

Karen Doherty Ross 416-894-8939
Kerry Garnier 416-316-0754
Janice Hew 416-455-8173

STEM K-12 Instructional Leaders

Julie Vander Meij - STEM K-12 416-396-7518
Karen Johnson - Grade 9-12 416-396-4947
Pam Miller - Eco Schools 416-395-4615

Social & World Studies and the Humanities

Laura Featherstone - Instructional Leader Grade 7-12 416-396-6024

Student Nutrition Program

Durward Anthony - Nutrition Liaison Officer K-12 416-394-7303

Student Success/Learning to 18

Nancy Fernandes - Instructional Leader 416-396-5289
Andrea Brozyna - Instructional Leader 416-396-5289

Student Work Study Teachers (SWST's)

Elementary 416-394-3040
Andrea Samartzis, Cecile Robertson, Fiona Bennett,
Lee Jones-Imhotep, Melanie Wolfe, Sharron Rosen, Wendy Terro
Tamara Massey - Secondary 416-394-3040
Marilyn Maychak - First Nations, Metis, Innu (FNMI) . 416-394-3040
Ladeanne Debassige - First Nations, Metis, Innu (FNMI) 416-394-3040

Teachers Learning & Leading

Jennifer Watt - Instructional Leader 416-394-7450

**Teaching & Learning with Technology
Instructional Leaders**

Andrew Schmitt - Elementary 647-463-5507
Hugh Chamberlain - Secondary 647-460-5468
Julie Millan - Elementary 416-997-1880
Shelley Lowry - Centrally Assigned e-Learning Contact 416-579-6904
Chris Wray - e-Learning Tech & Admin Support Specialist 416-396-7484
Rick Jephson - e-Learning Tech & Admin Support Specialist... 416-396-9118
Onofrio Di Bratto - Digital Media Design Team Leader... 416-884-1473

The Arts Instructional Leaders

Naomi Savage - K-8 Drama and Dance 416-396-8532
Debbie Cheng - K-12 Visual & Media Arts 416-396-7510
Lisa Morneau - Drama Co-op Teacher

WEST OFFICE

Tracy Hayhurst - Central Coordinating Principal

<http://tdsbweb/teaching&learning>

Aboriginal Education Team

Christina Breen - Instructional Leader 416-393-9402
Michelle Comeau - Student Success Teacher 416-393-9375

Child Care Manager

May Jolliffe 416-394-2072
Louise Humphreys 416-394-7369

Early Years Instructional Leaders

Margaret Da Silva 416-394-6208
Jan Samulewitsch 416-394-6208
Wency DeSousa 416-394-6383

English/Literacy Instructional Leaders

Rachel Cooke - Secondary 416-394-7289
Arpita Ghosal - Elementary 416-394-3845
Stephen Dow - Elementary 416-394-3845

Equitable & Inclusive Schools Instructional Leaders

Cristina Guerrero 416-394-7532
Ramon San Vicente 416-394-7250
Tracy Williams-Shreve 416-394-7255

ESL/ESD Instructional Leaders

Ann Woomert - K-8 416-394-7271
Magda Kalinowska - Grade 9-12, Secondary 416-394-6470
Shirley Hu - LEAP Assessment Teacher 416-395-5154
Gabriela Monosesz - Multilingual Team Leader 416-394-7241
Irene Bimman - Multilingual Team Leader 416-394-3897

Experiential Learning Team

Clenton Morrison - Grade 7-12 416-396-5251
Jim Corbett - Grade 7-12 416-394-2080

French as a Second Language, Classical & International Languages Instructional Leaders

Luc Gélinas - K-12 Immersion/Extended 416-394-6244
Deborah Zamin - K-12 Immersion/Extended 416-394-7195
Paul Leclerc - Grade 4-12 FSL, Classical & International Languages 416-394-6418

Guidance Instructional Leaders

John McPhee - Grade 7-12 416-394-7263

Health & Physical Education/Athletics Instructional Leaders

Nicki Keenlside - K-8 416-394-7300
Wendy Luck - Grade 9-12 416-396-6740
Steve Parsons - Grade 1-8 HPE/Athletics West 416-396-6005
Brad Barker - Grade 9-12 HPE/Athletics West 416-396-6499

Library Learning Resources and Global Education Interdisciplinary Studies Instructional Leaders

Fran Potvin-Schafer - K-8 Library 416-395-9676
Jenifer Borda - Grade 7-12 Library & Global Education 416-395-9676

Mathematics/Numeracy Instructional Leaders

Jane Silva - Elementary 416-394-7968
Krista Burgess - Elementary 416-394-7968
Charlotte Cutajar - Secondary 416-394-7968

Music Instructional Leaders

Alkiviadis Leontarakis - K-12 416-394-7274
Doug Friesen - K-12 416-394-7966

Parenting & Family Literacy Centres Program Officer

Karen Petursson 416-394-2102
Barbara Math 416-394-2146
Kim Fritz 416-394-7368

Reading Recovery Teacher Leaders

Barbara Cassar 416-529-4753
Jennifer Gillingham 416-529-4761
Liana Melnyk 416-529-9257
Paul-Andre Cousineau 416-529-4820

SSSSI Learning Coaches

Margaret Greenberg 416-316-3076
Anastasia Reid 416-455-5690
Daniela Wilk TBD

STEM K – 12 Instructional Leaders

Annelies Groen - K-8 416-394-7258
Frank DeLeo - K-12 416-394-7244
Pam Miller - Eco Schools 416-395-4615
Annika Pint - FIRST Robotics Administrator 416-394-6419

Social & World Studies and the Humanities Instructional Leaders

Byron Stevenson - K-8 416-394-7266
Ewan Geddes - Grade 7-12 416-394-7269

Student Nutrition Program

Angela Dozzi - Nutrition Liaison Officer 416-394-7159

Student Success/Learning to 18

Nancy Fernandes 416-396-5289
Andrea Brozyna - Instructional Leader 416-396-5289

Student Work Study Teachers (SWST's)

Elementary 416-394-3040
Andrea Samartzis, Cecile Robertson, Fiona Bennett,
Lee Jones-Imhotep, Melanie Wolfe, Sharron Rosen, Wendy Terro
Tamara Massey - Secondary 416-394-3040
Marilyn Maychak - First Nations, Metis, Inuit (FNMI) ... 416-394-3040
Ladeanne Debassige - First Nations, Metis, Inuit (FNMI) 416-394-3040

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Jennifer Watt 416-394-3040

Teaching & Learning with Technology Instructional Leaders

Andrew Schmitt 416-396-8481
Hugh Chamberlain 647-460-5468
Julie Millan 416-997-1880
Shelley Lowry - Centrally Assigned e-Learning Contact 416-579-6904
Andrea Brozyna - Centrally Assigned Teacher - Learning & Guidance Support 416-396-8484
Chris Wray - e-Learning Tech & Admin Support Specialist 416-396-7484
Rick Jephson - e-Learning Tech & Admin Support Specialist... 416-396-9118
Onofrio Di Bratto - Digital Media Design Team Leader... 416-884-1473

The Arts Instructional Leaders

Lorraine Sutherns - K-12 Drama and Dance 416-394-4809
Lisa Sanders - K-12 Visual & Media Arts 416-394-7296

Our Mission

is to enable all students to reach high levels of achievement and to acquire the knowledge, skills, and values they need to become responsible members of a democratic society.

We Value

- Each and every student
- A strong public education system
- A partnership of students, schools, family and community
- The uniqueness and diversity of our students and our community
- The commitment and skills of our staff
- Equity, innovation, accountability and accessibility
- Learning environments that are safe, nurturing, positive and respectful

Strategic Directions

- Make every school an effective school
- Build leadership within a culture of adaptability, openness and resilience
- Form strong and effective relationships and partnerships
- Build environmentally sustainable schools that inspire teaching and learning
- Identify disadvantage and intervene effectively



Years of Action 2013-2017

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