

## 2018-2019 TCDSB PROFESSIONAL LEARNING PLAN

**Department: Early Years**

BLIP Goal(s)	Central Department Initiative	Details and Timeline	G Grades	S # of schools	T # of teachers	D # of Days	Monitoring
<b>Curriculum Teaching and Learning: A Focus on Assessment: and School and Classroom Leadership: Professional Learning, Collaboration, and Engagement</b>	<b>Primary Math Support</b>  <b>Funding source: Curriculum, Leadership and Innovation</b>	<ul style="list-style-type: none"> <li>Use a collaborative inquiry professional learning approach with 8 schools to address the questions, How can we focus on the fundamentals of math learning? How can we accurately and equitably assess mathematical thinking in the early years?</li> <li>focus on the fundamentals of math by learning about the numeracy developmental continuum to explore early math strategies and foundational key ideas</li> <li>examine mathematical strategies to solve calculation problems</li> <li>use the continuum to support understanding of how numbers behave</li> <li>unpack Alex Lawson's book <u>What to Look For</u> to develop understanding of student thinking in early numeracy and gather data</li> <li>use the continuum to identify specific students with learning</li> </ul>	Grade 1 and 2	8	16	64 (16x4days)	<ul style="list-style-type: none"> <li>Pilot use the Ministry app, Spiral (in beta) to monitor success of the framework of Collaborative Inquiry</li> <li>Online pre-survey</li> <li>Exit Cards</li> <li>Online Surveys for Teachers</li> </ul>

		<p>gaps and plan next instructional steps</p> <ul style="list-style-type: none"> <li>• co-teach and co-plan</li> <li>• consider ways to build capacity at their schools by mentoring others at their school and other teachers at the Board</li> </ul> <p>Collaboration between EY and Math Dept.</p> <p>Timeline: September to Spring 2019</p>					
<p><b>Curriculum Teaching and Learning: A Focus on Assessment: and School and Classroom Leadership: Professional Learning, Collaboration, and Engagement</b></p>	<p><b>New to Combined Grade (Kindergarten and Grade 1) Support</b></p> <p><b>Funding source: Curriculum, Leadership and Innovation</b></p>	<ul style="list-style-type: none"> <li>• use Alex Lawson’s book <u>What to Look For</u> to develop understanding of student thinking and key ideas in mathematics</li> <li>• develop understanding of the early numeracy math continuum</li> <li>• focus on the child developmental continuum to build understanding of the early learner (i.e. cognition, physical, communication, language and literacy, social and emotional domains and skills</li> <li>• develop knowledge of the learning trajectory from Kindergarten to Grade 1</li> <li>• explore evidence-based pedagogical approaches like play-based learning to support</li> </ul>	<p>Combined Senior Kindergarten and Grade 1 teachers</p>	<p>22</p>	<p>22</p>	<p>44 (22x2days)</p>	<ul style="list-style-type: none"> <li>• Online pre-survey</li> <li>• Exit Cards</li> <li>• Online Surveys for Teachers</li> </ul>

		<p>equity and culturally responsive practices</p> <p>Collaboration between EY, French, Math and Literacy</p> <p>Timeline: October to March 2019</p>					
<p><b>Curriculum Teaching and Learning: A Focus on Assessment: and School and Classroom Leadership: Professional Learning, Collaboration, and Engagement</b></p>	<p><b>Introduction to STEAM PD</b></p> <p><b>Funding source: Curriculum, Leadership and Innovation</b></p>	<ul style="list-style-type: none"> <li>educators will be introduced to STEAM and Makerspace pedagogy supporting the integration of Science, Numeracy and the Arts</li> <li>using a Collaborative Inquiry approach, teachers will develop their own provocation</li> <li>use design thinking model</li> <li>explore the connection between STEAM and the new global competencies</li> <li>consider how STEAM can create equity and be culturally responsive</li> <li>consider the role of assessment and STEAM</li> </ul> <p>Collaboration between EY, STEAM, 21C , Science and Math</p> <p>Timeline: January to May 2019</p>	Grade 1	30	30	60 (30x2days)	<ul style="list-style-type: none"> <li>Online pre-survey</li> <li>Exit Cards</li> <li>Online Surveys for Teachers</li> </ul>
<p><b>Curriculum Teaching and Learning: A Focus on Assessment: and School and Classroom</b></p>	<p><b>OPAL pilot</b></p> <p><b>Funding source: <u>Student Success (approved by Board)</u></b></p>	<ul style="list-style-type: none"> <li>pilot OPAL (Outdoor Play and Learning) program at the TCDSB schools during recesses and other outdoor learning opportunities</li> </ul>	K-8	5	54	54 (54x1day)	<ul style="list-style-type: none"> <li>Online pre-survey</li> <li>Exit Cards</li> <li>Online Surveys for Teachers</li> <li>Working together</li> </ul>

<p><b>Leadership: Professional Learning, Collaboration, and Engagement</b></p>		<ul style="list-style-type: none"> <li>educators will be supported in uncovering literacy, science, math, thinking skills and global competencies in play</li> <li>through the OPAL program, children will engage in freely-chosen play with “loose parts” (tools, boxes, spare tires, fabric, etc.) in order to explore their imaginations, their physicality, their friendships and the world around them</li> </ul> <p>Collaboration between EY, Math, Literacy, Physical Education, 21C, STEAM and Science</p> <p>Timeline: October to June 2019</p>					<p>with Research, staff will develop a survey to take baseline data and follow-up to measure student well-being and the effects of play</p>
<p><b>Curriculum Teaching and Learning: A Focus on Assessment: and School and Classroom Leadership: Professional Learning, Collaboration, and Engagement</b></p>	<p><b>DECE Professional Development Symposium</b></p> <p><b>Funding Source: ETFO/Early Learning Program as per Ministry Transfer Payment 2017-2018</b></p>	<ul style="list-style-type: none"> <li>professional learning symposium for all DECEs</li> <li>keynote by Dr. Jean Clinton</li> <li>variety of workshops facilitated by TCDSB staff and outside experts</li> <li>learning focus Four Frames of Kindergarten Program (Demonstrating Literacy and Numeracy Behaviours, Self-Regulation and Well-Being, Belonging and Contributing, and Problem Solving and Innovating)</li> <li>topics include self-regulation, pedagogical documentation, special needs, outdoor play, math etc.</li> </ul>	<p>Kindergarten</p>	<p>all ele.</p>	<p>up to 500</p>	<p>1</p>	<ul style="list-style-type: none"> <li>Online pre-survey</li> <li>Exit Cards</li> <li>Online Surveys for Educators</li> </ul>

		<p>Collaboration between EY, ETFO and a variety of outside facilitators and TCDSB resource and classroom educators</p> <p>Timeline: December 7, 2018</p>					
<p><b>Curriculum Teaching and Learning: A Focus on Assessment: and School and Classroom Leadership: Professional Learning, Collaboration, and Engagement</b></p>	<p><b>Designated Early Childhood Educator and Classroom Teacher Partner PD</b></p> <p><b>Funding Source: Early Learning Program as per 2017-2018 Ministry transfer payment</b></p>	<ul style="list-style-type: none"> <li>• professional learning opportunity for each DECE to work with their classroom teacher partner</li> <li>• focus on the child developmental continuum to build understanding of the early learner (i.e. cognition, physical, communication, language and literacy, social and emotional domains and skills</li> <li>• focus on the <i>The Kindergarten Program, 2016</i></li> <li>• explore <i>Growing Success: The Kindergarten Addendum</i></li> <li>• explore evidence-based pedagogical approaches like play-based learning to support equity and culturally responsive practices</li> <li>• delve into the Ministry document <i>Exploring Interprofessional Collaboration and Ethical Leadership</i></li> </ul> <p>Collaboration between EY, ETFO and TCDSB teachers and ECEs</p> <p>Timeline: November to May 2018</p>	<p>Kindergarten</p>	<p>40</p>	<p>80 (40 ECE and 40 OCT)</p>	<p>240 (80x3days)</p>	<ul style="list-style-type: none"> <li>• Online pre-survey</li> <li>• Exit Cards</li> <li>• Online Surveys for Educators</li> </ul>

<p><b>Curriculum Teaching and Learning: A Focus on Assessment: and School and Classroom Leadership: Professional Learning, Collaboration, and Engagement</b></p>	<p><b>Pedagogical Leadership Series</b></p> <p><b>Funding source: Curriculum, Leadership and Innovation</b></p>	<ul style="list-style-type: none"> <li>• continue the work of this PLC series</li> <li>• in year 2, continue to look at numeracy through the lens of play</li> <li>• consider how we might build capacity for play-based pedagogy across the Early Years</li> <li>• consider how a play-based environment supports equitable and culturally responsive practices</li> <li>• use the newly-acquired Mathology resource and/or Alex Lawson's book <u>What to Look For</u></li> </ul> <p>Collaboration between EY, French, Literacy, Math</p> <p>Timeline: January to May 2019</p>	<p>Grade 1 and 2</p>	<p>6</p>	<p>6</p>	<p>18 (6x3days)</p>	<ul style="list-style-type: none"> <li>• Online pre-survey</li> <li>• Exit Cards</li> <li>• Online Surveys for Teachers</li> </ul>
				<p>279</p>	<p>708</p>	<p>481</p>	

(Sept) Total Projected Number of Code Days to be Used: 481

(June) Final Total of Code Days Used: