

2019-2020 TCDSB PROFESSIONAL LEARNING PLAN								
Science, Social Studies and EcoSchools								
BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	# of school	# of teachers /school	# of Days /teacher	Total # of Da	
							OVERALL	742
							TOTALS:	
1	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	SCIENCE COLLABORATIVE INQUIRY	This 3-day collaborative inquiry will explore the Science curriculum through an integrated approach to learning and will be responsive to teacher voice. T: April-May P: 50 teachers C: STEAM; 21C; Literacy; Math	7-12	50	1	3	150
2	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	DESIGN THINKING: LEARNING THROUGH INNOVATIVE PRACTICE	This collaborative inquiry will provide a 3 day professional learning opportunity to interested teachers in grades 7-12 on DESIGN THINKING. Teachers will create professional learning communities to share and support each other throughout the process. T: November-May P: 50 Teachers (7-12) C: STEAM; Literacy, 21C; Religion; Arts; French	7-12	50	1	3	150
3	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	SCIENCE DEPARTMENT HEAD SYMPOSIUM	Science Department Heads lead their own learning. This 1-day workshop will address teacher voice and focus on effective instructional strategies that support all learners. Teachers will explore best practices, assessment, lesson design and application of knowledge. T: November-February P: 40 teachers C: STEAM, 21C; Religion; Math	9-12	40	1	1	40
4	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	SOCIAL STUDIES DEPARTMENT HEAD SYMPOSIUM	Social Studies Department Heads lead their own learning. This 1-day workshop will address teacher voice and focus on effective instructional strategies that support all learners. Teachers will explore best practices, assessment, lesson design and application of knowledge. T: November-February P: 40 teachers C: FNMI; Literacy; ESL	9-12	40	1	1	40
5	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	SOCIAL STUDIES 2019 FIRST NATIONS, METIS, and INUIT STUDIES COLLABORATIVE INQUIRY	This 3-day collaborative inquiry will build educator capacity to implement the revised curriculum document and enhance and establish leadership in the schools. This collaborative inquiry will support teachers in courses in First Nations, Metis, and Inuit Studies, Grades 9-12 and focus on the deconstruction of Indigenous history through a Catholic lens. T: November - May P: 50 teachers C: FNMI; Religion; Arts; Literacy; 21C	9-12	50	1	3	150
6	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	SOCIAL STUDIES 2019 FIRST NATIONS, METIS, and INUIT STUDIES Leadership Team	This Leadership Team will develop Indigenous-focused content across the curriculum and support resource implementation. The Leadership Team will work with the Social Studies Resource Teacher to provide learning opportunities for educators. T: November - May P: 15 Teachers C: FNMI; Literacy; Religion; 21C; Elder; Indigenous Advisory Team	9-12	10	1	3	30

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7	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	SOCIAL STUDIES 2019 FIRST NATIONS, METIS, and INUIT STUDIES COLLABORATIVE INQUIRY THROUGH THE ARTS	This 3-day collaborative inquiry will enhance teacher capacity to implement the Revised Curriculum focusing on the rich diversity of First Nations, Metis, and Inuit histories, cultures, perspectives, and contributions through the Arts. T: November - May P: 50 Teachers C: FNMI; Literacy; Religion; 21C; Elder; Indigenous Advisory Team	9-12	50	1	3	150
8	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	SOCIAL STUDIES 2019 FIRST NATIONS, METIS, and INUIT STUDIES Leadership Team [Arts focus]	This Leadership Team will develop Indigenous-focused content across the curriculum and support resource implementation as well as work with the Social Studies Resource Teacher to provide learning opportunities for educators. T: November - May P: 4 Teachers C: FNMI; Arts, Literacy; Religion; 21C; Elder; Indigenous Advisory Team	9-12	10	1	3	30
9	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Secondary students' positive self image	ECO/STEAM RECYCLE MATERIAL JUNK BAND	This experiential initiative will examine real world environment issues in an effort to raise awareness about Pope Francis' Laudato Si encyclical - on care for our common home. Interested students in 1 secondary school will participate in a 10 day afterschool MakerSpace workshop that explores RECYCLING material to create a JUNK BAND. The students will design and create instruments using recycled material and create music. T: November - March P: 10 - 15 students C: Arts, STEAM; Experiential Learning	9-12	1	1	2	2
10	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	TEACHER SUPPORT IN/ACROSS SCHOOLS	Support professional learning teams to address their Urgent Critical Learning Need. This support will include: facilitating professional learning sessions; investigating and incorporating evidence based instructional strategies through an integrated framework; co-planning/teaching; and resource development. T: September-June P: ALL Schools (K-12) C: All TLC departments	K-12				