



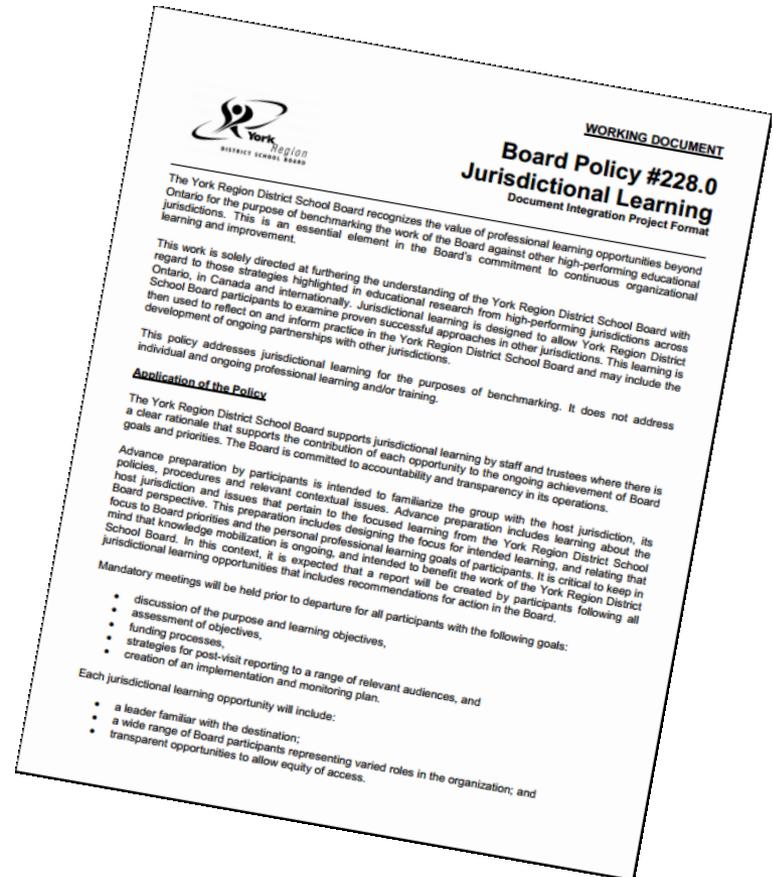
London Jurisdictional Learning

Sunday, June 28
to
Friday, July 3, 2015



Policy & Purpose

- Inform our own practice
- Learn from districts/jurisdictions who have made a difference in student learning despite challenging circumstances
- Continue the professional reciprocal learning

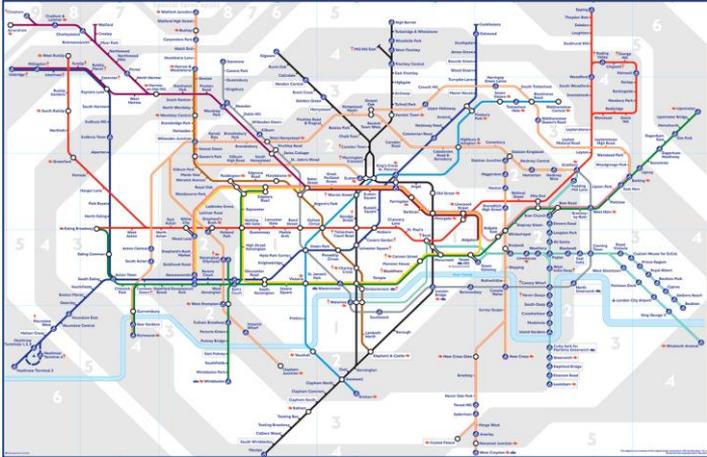


Key Components

- Clear purposes linked to board priorities
- Team interactions and reflections
- Careful preparation beforehand
- Well-organized schedules
- Process for sharing learning and shaping practice



Costs



- **Flights:**
 - Air Canada into Heathrow: \$1300.00
 - Air Transat into Gatwick: \$1150.00 (+ train into city)
- **Accommodations: Bedford Hotel**
 - Shared: \$750
 - Single: \$1100
- **Tube Pass: Zones 1 & 2:**
 - \$61.00
 - Approx. £32: 7-Day pass
- **Train to Cambridge:**
 - \$90.00

Participants

- DEBRA CAMDEN, VP AT LAKE SIMCOE PS, FORMER STUDENT SERVICES AREA CONTACT FOR THE NORTH INTERDISCIPLINARY TEAM
- DOROTHY CAMMAERT, SUPERINTENDENT OF EDUCATION (BUSINESS) (HUMAN RESOURCE SERVICES/CHIEF NEGOTIATOR)
- CAROL CHAN, YRDSB TRUSTEE, CEC C
- DEBBIE DONSKY, PRINCIPAL IN CURRICULUM AND INSTRUCTIONAL SERVICES, LEARNING DESIGN AND DEVELOPMENT AND THE ARTS
- JANINE FRANKLIN, FORMER COORDINATOR OF MATHEMATICS, CURRICULUM AND INSTRUCTIONAL SERVICES
- STEPHEN HOPKINS, STUDENT SERVICES COORDINATOR, FORMER PRINCIPAL OF HG BERNARD PS
- AMANDA LEBLANC, PRINCIPAL, MAPLE LEAF PS (FORMER STUDENT SERVICES COORDINATOR, CEC N)
- LICINIO MIGUELO, SENIOR MANAGER OF CORPORATE COMMUNICATIONS
- WANDA MUIRHEAD, CHIEF FINANCIAL OFFICER
- DAVID NIMMO, FORMER PRINCIPAL IN LEADERSHIP DEVELOPMENT (MATHEMATICS FOCUS, CEC W)
- MEGAN ROBERTS, VICE-PRINCIPAL DISCOVER PS, FORMER VP OF HG BERNARD PS
- HEATHER SEARS, SUPERINTENDENT OF CURRICULUM AND INSTRUCTIONAL SERVICES
- MICHELLE SHERIFOVSKI, JUNIOR SERT, HG BERNARD PS
- JANINE STUTT, PRINCIPAL IN LEADERSHIP DEVELOPMENT (EARLY YEARS FOCUS, CEC N)
- KATHY WITHEROW, FORMER SUPERINTENDENT OF CURRICULUM AND INSTRUCTIONAL SERVICES

Itinerary

- **Hackney**

- School Visits (Monday & Friday)

- Early Years/Transition to School/Outdoor Learning

- Hackney Leadership Group (Thursday)

- **Cambridge** (Tuesday)

- NRICH Math Research

- Maths Hubs School Visit

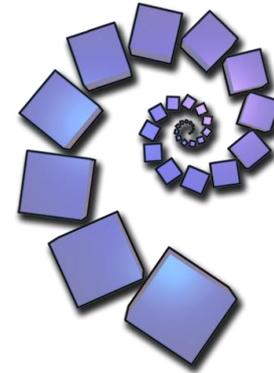
- **London** (Wednesday)

- Pearson Research

- Modern Learning



hackney
learning trust



nrich
enriching mathematics



MathsHUBS

PEARSON

Key learning- early years and equity

- Play-based learning
- Supporting Transitions in Early years (Home/Childcare/School)
- Use of outdoor learning spaces
- Ways to strengthen relationships with families (Childcare and School)
- Developmental continua to support learning with

families



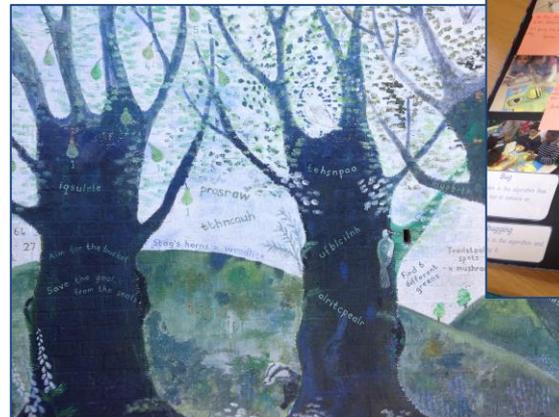
Key learning- modern learning and Innovation

- Coding embedded in the curriculum, K-12
- Collaborative goal setting in learning
- Responsive and personalized learning and teaching
- Course design to engage learners through authentic design thinking contexts
- Effective Interdisciplinary collaboration (SERT, SLP, OT, Psych, Social Work etc.)
- Experiential Learning
- Shifts in assessment practices
- Flexible learning spaces
- Critical Thinking
- Graphic Design



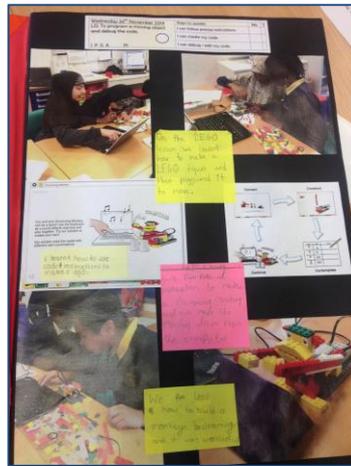
Key learning- MATHEMATICS and LEADERSHIP

- Shifts in assessment practices
 - Focus on how children learn rather than a number tied to achievement
 - Pedagogical documentation
- Role of researchers and university partners in professional learning (e.g., mathematics work through Cambridge and their ambassador program in schools)
- Monitoring strategies (e.g., school and classroom portfolios documenting learning)



Key learning- Mathematics and Leadership

- Connecting research practices to implementation
- Incorporating Early Years, Special Education supports and Mathematics Strategies into system supports (e.g., isolating more concrete entry points for learning beyond behavior/social-emotional components of schooling)



Recommendations

- Schools as community hubs including partnerships with childcare and early years preschool programs
- Encourage home visits for children with complex needs
- [Solutions](#) and [Distractions](#) documents from Hattie and Pearson to be considered/applied to practices of school improvement
- Embed coding in all levels, K-12
- Encourage outdoor learning as a component of regular classroom programming in the early years
- Exploration of how arts programming can be used as a context within applied math courses

Application of learning

- Investigated ways to effectively integrate coding into classroom practice
- Integrated NRICM mathematics resources, processes and instructional practices into professional learning and BWW math page resources
- Research-informed strategies embedded within YRDSB Math Strategy and regional leadership visioning
- Use pedagogical documentation through student math portfolios
- Developed system supports and processes for the creation of Early Years Outdoor Learning Spaces where this is a goal for school improvement
- Provided permanent shade umbrellas for all Kindergarten arrival/dismissal areas to extend classroom learning areas outside



Questions?