

Passion For Teaching and Learning
Leadership: Rita Angelotti
Building A Math Foundation

SPEAKER 1: When we were building the foundational pieces for Johnny Lombardi, it was all about tapping into the people that had the passion that wanted to share their math with everyone in the building. So we really worked hard on giving teachers an opportunity to shine in the building, and then to build for them what they needed in order to share that passion with everyone else in the building. We started with an understanding that we developed around curriculum expectations. So we started from the beginning, when it came to our planning. So with our planning, we had great team partners together, meet, really take a look at the curriculum expectations, and then look for those connections in the curriculum expectations that they could draw on across multiple strands. So instead of planning just a unit on numeracy, we looked at how numeracy could be embedded into fractions, how it could be embedded into geometry. So, when they were able to look through that lens and make those connections, it was easier for them when they went to plan large blocks of time. And when we looked at that way, we were able to really delve into the comprehensive math program, and then teachers identified what they needed more when it came to their understanding of the comprehensive math. And that's when we drew on the leaders that are in our building. And teachers really did a great job of working together to build their planning. And then we looked at opportunities to build across grades. So, Johnny Lombardi is a brand-new school. We opened September 2016. So we had very little information on our students. So, luckily, we were able to tap into our data department within the board, and they tracked our students that came from five or six different schools all across York region. And they were able to pull the data when it came to [INAUDIBLE] grade three and grade six. So we took that information and we looked specifically at some of the questions that were in the math booklet. And when we met as a team with multiple grade partners, we looked at the curriculum expectations and the skills that the students would need to have learned in grade one or two before they were capable of writing the grade three [INAUDIBLE]. So we developed a sense of shared responsibility when it came to our students, that it wasn't just the grade three teachers or the grade six teachers that were responsible for ensuring that the students had everything that they needed in their knapsack of learning in order to successfully complete the questions. When we tracked the data that way, it developed a sense of ownership within our teachers that we were all responsible for our students. But it also gave us an opportunity to readjust some of our planning when it came to ensuring that our students could be successful. One of the big opportunities that we did was a family math literacy night, where we took our community through a typical math lesson, what it would look like. We had our children working alongside our parents when it came to some of the games that we were doing when it came to math. So we really focused on helping the parents to understand the changes that have happened in math, and what we've been doing with the comprehensive math program. We sent parents away with multiple activities that they could do and work with their children at home in order to build their understanding on the new changes that have happened with math.