

## **Welcome, Say 'Hi' and let us know where you are connecting from**

SGDSB Team: Good morning - SGDSB joining in from Red Rock :)\_

Vince Trocchi: AMDSB team from Seaforth

Katie Carr: Good Morning Everyone!

Trillium Lakelands: Good Morning- Trillium Lakelands District School Board team joining from Bracebridge.

Katie Carr: You can find all the resources for today's session at <https://tinyurl.com/virtualspring2018sim>

YRDSB Team: Good Morning from the team at YRDSB

Jacqueline and Maria: good morning everyone and welcome!

OCSB: Good Morning from OCSB!

NPSC: Good Morning from NPSC

UGDSB: Hello from Upper Grand!

LDCSB: Good Morning from LDCSB

HWCDSD: Good Morning

HPCDSB: Good morning from HPCDSB

## **How is coherence evident in your system/school? How do you know?**

OCSB: School Coherence: Differentiating support for individuals/teams in schools. Building on the expertise in the building.. "Little and often" Multi-tiered approach to sharing and leading learning

Wilberforce Team 2: TLDSB-Wilberforce - we used our data to determine need. We embarked on a systematic process of building educator capacity focused on identified student learning needs. We co-created a continuum based on the pedagogical systems so that we would have a common language during monitoring sessions.

OCSB: Coherence-Differentiated support for math mentors in schools, mentors are sharing and building capacity in their schools

OCSB: Deep Learning Framework embedded in Improvement plans

YRDSB Team: The math learning in our board has a common theme and those schools that have participated in the learning are able to articulate the theme and how they have implemented and measured the impact of the learning

OCSB: Interdepartmental support has moved from alignment to coherence

NNDSB: We are discussing how we are on a continuum working toward greater coherence. We are not quite "there" yet but we are thinking about how to develop coherence and what intentional moves we should consider.

Vince Trocchi: AMDSB: We are trying to keep with our work grounded in content and pedagogy (frameworks) and making our moves explicit; assessing where our system understandings are and what are our next best moves to move our system forward

SGDSB Team: keeping the effective characteristics of professional learning in the forefront of our work, and consistently engaging in conversations to support the alignment of the work - one of our Board Leadership Development goals is for our leaders to be able to speak to the alignment of their work and our Board Theory of Action and our RMS goals....

Dean Burke: School level: Team developed SIPSA goals together as a staff at beginning of year based on evidence from a jointly developed needs assessment. SIPSA goals are evident in teacher ALPs, principal walk throughs are planned with intentional focus areas from the SIPSA with teachers using "Please Notice Boards" to highlight practices they're proud of. Video and evidence of student learning is brought to PLC and staff meeting tables for whole team practice of noticing, naming, and establishing next instructional steps to move students forward. Distributed leadership has placed IL at the core of mathematics learning while a team of junior teachers are driving a literacy resource support team, and SERT time is split between three teachers to capitalize on their strengths with the principal as consultant alongside. Currently, we're walking together as a staff to brainstorm next steps on shared problems of practice in math K-6.

LDCSB: Shared depth of understanding about the nature of the work - celebration of learning assemblies. The classroom practice is shared with the entire school and this is also shared with School Council. They are sharing the continuum of learning at these assemblies. At School Council 45 minutes is sharing the learning from a classroom visit by the principal, and/or teacher and students. Found it easier in secondary i.e. literacy initiatives - all departments shared accountability for the literacy learning of students. Sometimes it is challenging to have teachers meet together as we are experiencing a shortage of occasional teachers. Classroom visits by the principal to collaborate with teachers on their learning

Trillium Lakelands: As a system we engaged in Google Meet mid-year check-ins with 49 schools based on BIPSA and SIPSA goals. Schools answered 3 questions about leadership impact in relation to monitoring their own school goals. In a Family of Schools structure, Principals share their school improvement journey and there is alignment and coherence

across schools goals. Principals and Instructional Leaders are cultivating collaborative school cultures to deepen the learning happening at each school.

DPC: System Coherence - grounded in a consistent understanding of a simplex math strategy that was differentiated and supported by multiple levels of support throughout the system

YRDSB Team: Student voice and student work has been used as part of the measures of impact and being used to inform future learning opportunities

UGDSB: Schools have focussed on collaborating on urgent student learning needs, and the District Support process is focussed on capturing student voice at the elementary and secondary level. We have a system level structure that allows the Program Dept to work intensely with schools on collaborative inquiry in the area of student achievement.

### **What resonated? Challenged you? How does this fit into your local context**

OCSB: Intentionality of Actions were present in the actions

DPC: Seeing many parallels in the experiences being shared and within our local context

Wilberforce Team 2: TLDSB-Wilberforce - we wonder about the challenge/balance in self-selected learning opportunities as sometimes what we want to learn about isn't what we need to learn about to move student achievement and well-being forward

OCSB: Challenge.. How do we turn the SIP into action?

YRDSB Team: Board goals need to be specific enough to provide coherence but also general enough that allow schools to build their plans to meet their context

Pina and Tim, SNCDSB: A challenge - With a smaller staff, leads in a school becomes an issue because it is the same people taking on these roles or no one takes them. And we do not have as large a group to find "experts". so that we have diversity.

Trillium Lakelands: We have been thinking a lot about how to make job embedded learning coherent in a time when it is challenging to release people during the instructional day. How do we build coherence through existing and innovative structures- PLCs, shoulder to shoulder coaching, staff meetings, PA days?

UGDSB: Every Board is working on 'monitoring deep impact' - particularly at the central level. We'd love further examples of how this work is being done, over time and being measured. This year, we are benchmarking our students in grades 1 and 4 using the PRIME assessment tool. We're looking forward to the results...

Pina and Tim, SNCDSB: What resonated was teachers learning from teachers after school activities.

### **Insights, Reflections, Next Steps**

Wilberforce Team 2: TLDSB-Wilberforce - focusing our school improvement planning in the format as outlined in PRISA really helped us to be more precise. We discussed how we know that we have been impactful based on what we are seeing and hearing from our students and our educators and what our nexts might be based on this new data

Trillium Lakelands: Revisit SIPSA- check in with questions- Did we do what we said we would. Make SIP live document so that staff have monthly input and can provide evidence of how they are monitoring their actions and learning and their impact on student learning.

HWCDSD: Work needed to know if the data that schools are collecting is appropriate for their challenge of practice.

Vince Trocchi: AMDSB: our next steps will be to clarify and focus our vision. create some explicit anchor materials so that we can make the vision explicit for our school leaders and teachers. So everyone can "walk the talk". We feel we know what we are doing and where we are going but we do not think that our school leaders and teachers can "repeat it back to us" yet so clearly we have work to do

YRDSB Team: It might be more accessible if this was only shared as a virtual document with only the key ideas listed but linked to the supports

LDCSB: What can principals meetings look like in order to balance the operational and learning needs for the system

HWCDSD: Challenge for some schools is getting the staff ready for change.