

# SJASD

## Instructional Support Team Newsletter

Volume 1, Issue 1

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### What is Instructional Coaching in SJASD?

*Instructional coaching is a confidential partnership entirely focused on making it easier for teachers to meet the needs of their students.*  
~ Jim Knight

Participants will be learning and working together to:

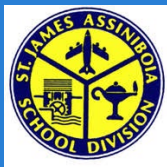
1. Establish learning partnerships, strengthen collective teacher efficacy and build professional capacity. (Ref: J. Knight, J. Hattie)
2. Experience classroom structures and strategies that support personalized professional learning while meeting the diverse needs of students. (Ref: J. Katz, J. Hattie)
3. Use evidence of student learning to guide planning, instruction, and assessments. (Ref: B. Wellman, M. Fullan)
4. Refine skills and professional practice around the gradual release of responsibility. (Ref: R. Routman)
5. Reflect deeply about themselves as lifelong learners and their impact on student learning. (Ref: J. Hattie)

**Because...** Research indicates that when teachers challenge previous assumptions, use evidence of student learning as the central purpose of professional growth and engage in experimental, ongoing, collaborative professional learning (with choice), student engagement and achievement increases.

#### **What teachers are saying:**

How has this professional learning supported your classroom practice? *“This professional learning makes our learning more intentional and planned through using teaching sprints. I enjoyed looking through the supports and resources during our Intensive Learning Days. I learned more about hands-on and ways to integrate ideas.”*

*“Students can be assessed, and individual learning goals created in a step-by step manner. There is rarely a “what do I do next?” question because that has all been identified during our planning time.” SJASD teachers.*



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For additional contact information,  
see last page.



### *What to expect during a coaching cycle...*

#### **Teachers will:**

Receive job-embedded periods of support for planning in-class support and reflection time.

Engage in Intensive Learning days during their coaching cycle. During these sessions, teachers will be engaged in the process of refined instructional goal setting, identifying best teaching strategies to be implemented, and ways to measure and monitor progress towards teacher learning goals.

Build on personal self-efficacy with coach support and guidance with the goal of improving student learning.

Choose an area of teaching practice to improve upon and that will have the most impact on student learning.

Develop a deeper and more proficient understanding of the Teaching Sprints process.

Source out good problems, rich tasks, resources, design good questions, extensions, and develop effective assessments.

Participate in various forms of self-reflection based on feedback from the coach.

Reflect on their professional practice and journey of continuous improvement.

# LITERACY AND NUMERACY HIGHLIGHTS

## *What to expect during an Intensive Learning Day session*

- ✓ Engaging learning experiences intended for teacher professional learning and practice development.
- ✓ Choice in the “what” and “how” of teacher professional learning.
- ✓ Prepared resources and materials to meet the individual needs of teacher participants.
- ✓ Protected individual meeting time with assigned instructional coaches.
- ✓ Opportunities for cross school collaboration, sharing and planning.
- ✓ Opportunities for learning about and using data graphic organizers, and discussions related to varied sources of learning evidence.
- ✓ Time for planning using templates and tools for next steps in instructional decision making.
- ✓ Modelling of transformational practices intended to help support student learning outcomes.
- ✓ Sessions facilitated by passionate, knowledgeable, caring teacher colleagues.



### **Core Methods of Transformational Teaching**

*Establishing a shared vision.*

*Providing modelling and mastery experiences.*

*Intellectually challenging and encouraging students.*

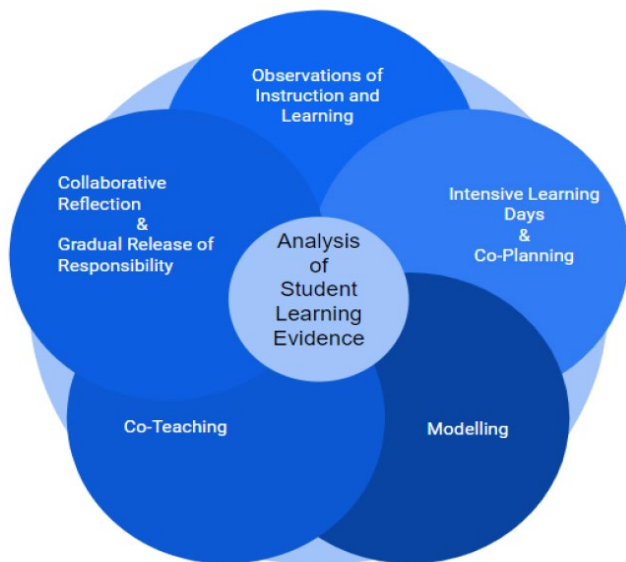
*Personalizing attention and feedback.*

*Create experiential lessons that immerse students in a topic.*

*Promote prefection and reflection so that educational activities and exercises are translated into meaningful, sustainable change in students' lives.*

# What can I expect from Instructional Coaching?

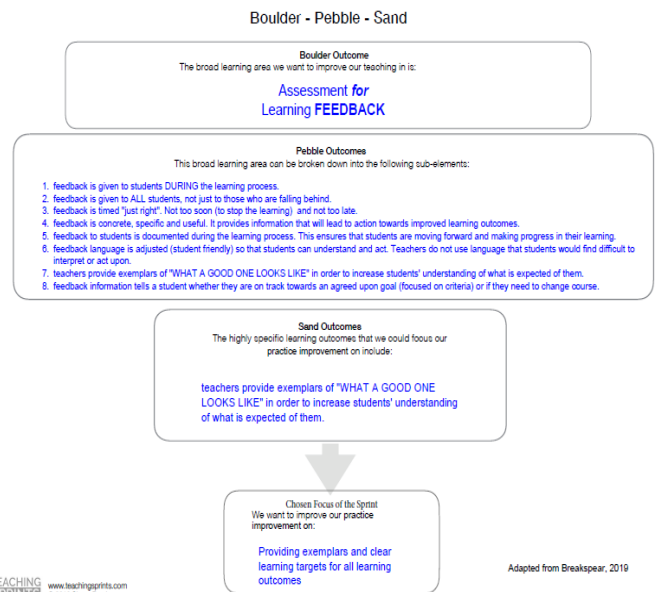
Many teachers may be wondering what to expect from the support of an instructional coach. Coaching support is different for everyone based on what area of practice the teacher wants to work on. We have built choice, voice, and clear intentions into the coaching process. Although coaching support and focus will look different for each teacher, based on their personalized professional learning goals, the central and common element to all coaching cycles is that it is grounded in learning outcomes and evidence of learning from students.



Coaches will spend time in classrooms, observing what and how students are learning. Together, teacher and coach will plan for best practices and strategies to help improve student learning challenges. Ultimately, the partnership between teacher and coach is intended to refine teacher practice with the final goal of improved student learning and performance.

Coaches will guide teachers through the planning process using common tools to help organize and plan. Once the teaching and learning goals have been defined, the next step is to design a plan that will help to serve the learning target. At this point teacher and coach determine and plan for the instructional moves best suited to support the learning goal.

Coaches will use the Breakspear Teaching Sprints tools to help with planning of the coaching cycle. Some of these tools include; **Boulder Pebble Sand**, **Outcomes Heat Map**, the **Empathy Square** and the **Deeper Reason tool**. For the next step, the design phase, coaches will model the use of tools such as; **Must do**, **Could do** and the **Strategy Sort tool**. For Example:



Click here for teaching sprints videos: <https://teachingsprints.com/videos> Click here for templates of all the tools mentioned above: [https://teaching\\_sprints.com/tools](https://teaching_sprints.com/tools)

Click here for completed examples of Boulder Pebble Sand tools: <https://bit.ly/2EhbHNx>

## Excellence

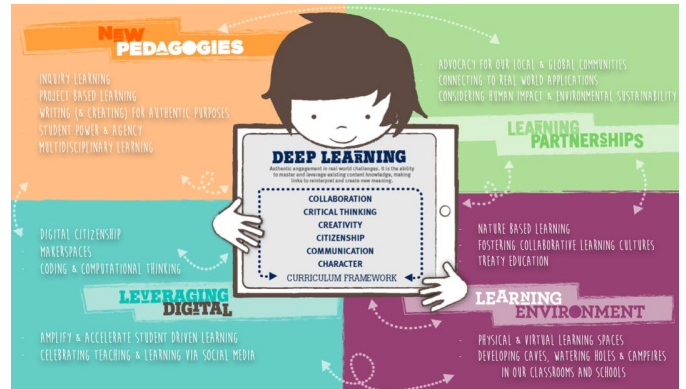
We believe student achievement is based on individual abilities. The growth and professional development of our employees along with inclusive, innovating and engaging programs and services increase the potential of all students.



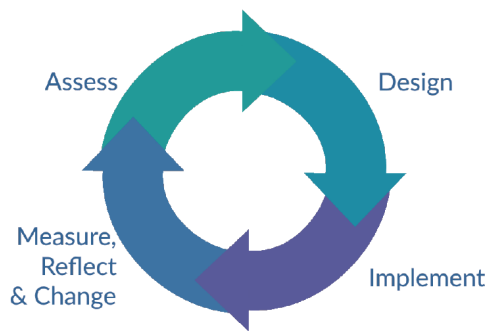
# What is Coaching in the area of Deep Learning?

What can teachers expect from the support of a deep learning coach? As with other coaching support, deep learning coach support is different for everyone based on the area of practice the teacher is interested in developing. The coaches will spend time in classrooms, observing what and how students are learning. Teacher and coach will work collaboratively and plan for best practices to help support progress of student learning outcomes and to design ways to achieve learning at deeper levels of understanding. The deep learning coaches will design professional learning through the collaborative inquiry process.

Planning with the deep learning coaches will focus on the 6 C's as well as the four elements; **pedagogies**, **learning partnerships**, **leveraging digital** and **learning environments**.



## Collaborative Inquiry Cycle



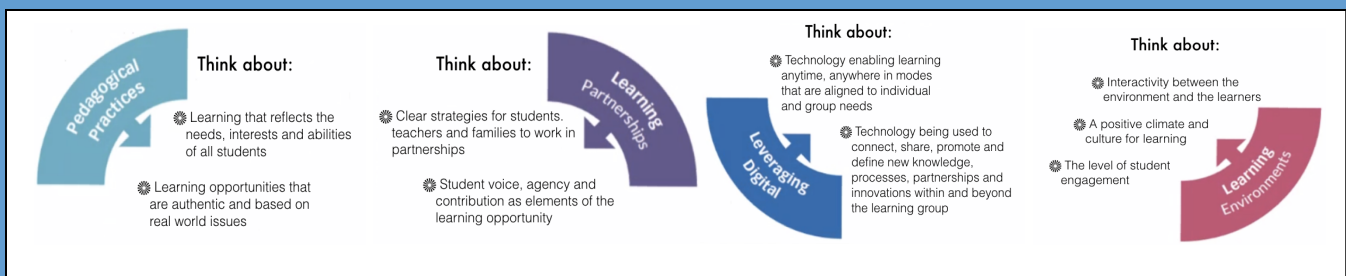
Deep Learning:  
Engage the World Change The World  
Michael Fullan et al ©2017

Together, deep learning coach and teacher will assess current strengths and needs. Next, they will design a strategy for change. This step is followed by the implementation phase where the agreed upon strategy is implemented and formative assessment data is collected in order to monitor and adjust. The final step in this cycle is to measure, reflect, and change by using evidence of progress to evaluate success and inform next steps.

## Defining the Six Global Competencies for Deep Learning

DEEP LEARNING IS THE PROCESS OF ACQUIRING THE SIX GLOBAL COMPETENCIES

- Character**
  - ✦ Proactive stance toward life and learning to learn
  - ✦ Grit, tenacity, perseverance & resilience
  - ✦ Empathy, compassion and integrity in action
- Citizenship**
  - ✦ A global perspective
  - ✦ Commitment to human equity and well-being through empathy and compassion for diverse values and worldviews
  - ✦ Genuine interest in human and environmental sustainability
  - ✦ Solving ambiguous and complex problems in the real world to benefit citizens
- Collaboration**
  - ✦ Working independently as a team
  - ✦ Interpersonal and team-related skills
  - ✦ Social, emotional and intercultural skills
  - ✦ Managing team dynamics and challenges
- Communication**
  - ✦ Communication designed for audience and impact
  - ✦ Message advocates a purpose and makes an impact
  - ✦ Reflection to further develop and improve communication
  - ✦ Voice and identity expressed to advance humanity
- Creativity**
  - ✦ Economic and social entrepreneurship
  - ✦ Asking the right inquiry questions
  - ✦ Pursuing and expressing novel ideas and solutions
  - ✦ Leadership to turn ideas into action
- Critical Thinking**
  - ✦ Evaluating information and arguments
  - ✦ Making connections and identifying patterns
  - ✦ Meaningful knowledge construction
  - ✦ Experimenting, reflecting and taking action on ideas in the real world



## Indigenous Education

Teachers might be wondering what the support of an Indigenous education teacher might look like. The divisional Indigenous education team will support teachers at all levels, in all curriculum areas, to incorporate Indigenous perspectives in the classroom. Some themes we have worked with in the past: The 7 teachings, the medicine wheel, residential schools, ceremony, outdoor education, music, storytelling, water, and human rights. The Indigenous education teachers will work alongside classroom teachers to plan, teach and assess student progress over multiple blocks of time.

Additionally, the team can support cultural learning experiences through a participatory blanket exercise, talking circles, and smudging. The team will also support schools with Indigenous programming, connecting to Elders and knowledge keepers and assisting with student Indigenous leadership groups.



The Indigenous Education team can also provide teachers with resources including picture books, novels, videos, kits, and online resources.

For more resources on supporting Treaty Education in your classroom, click here: <http://www.trcm.ca/treaty-education-initiative/background/>. The TEI learning outcome is that all Manitoba students should be expected to demonstrate knowledge of topics, concepts and understandings of the Treaties and the Treaty Relationship by the end of grade 12.

## English as Additional Language

The EAL team will provide support to schools with staging and programming needs for those learners whose first language is a language or dialect other than English and who require additional support to assist them to develop proficiency in English.

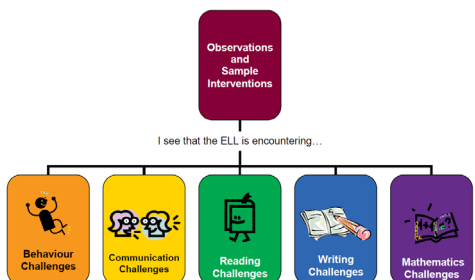
The EAL instructional support team collaborates with classroom and resource teachers on identifying strategies and approaches that will support the English language learners within the classroom. An important first step when working with EAL learners is to develop caring and empathetic relationships. Teachers who plan and design effective instruction for EAL students consider the following components: Cultural responsiveness, explicit language instruction, and personalized learning. The EAL instructional support team provides teachers with resources and instructional strategies that will help serve both EAL learners and all students in the classroom.

In addition to division-wide support for identified EAL learners by the divisional instructional support team, Dina Coutris-Hrousalas is the Literacy Academics and Language (LAL) classroom teacher at George Waters Middle School / St. James Collegiate.

The LAL program is intended for students with limited or no prior schooling who enter the school system in the Middle and Senior Years. The key to their identification as LAL learners is their limited or interrupted previous formal schooling experience.

### Examples of how to support EAL learners within the classroom:

- ✓ Focus on engagement and developing awareness of sounds and language.
- ✓ Posting routines and a visual schedule, referring to those routines frequently, especially during transition times
- ✓ Using gestures and actions
- ✓ Providing ample and generous opportunities to practice oral language throughout the day (one on one, small group, pairs, large group)
- ✓ Pairing with first language English speakers.



### Complex English Language Learners (CELLS): A tool to support learning teams

For more ideas on supporting the EAL learners in your classroom, click here: <http://www.teachingrefugees.com/wp-content/uploads/2015/02/CELLS-February-2015.pdf>



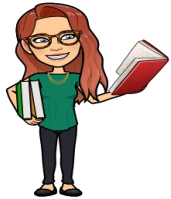
# THIS IS US! Meet the PSDC Instructional Team...

## Deep Learning Team



**Andy McKiel**

Andy is a Deep Learning Coach and a self-professed geek. He's always looking for creative & innovative ways to leverage digital tools that impact teaching and learning.



**Tara McLauchlan**

Tara is a Deep Learning Coach, cat lady and book nerd. Check out [msmclauchlan.com](http://msmclauchlan.com) for your next great read.

## Indigenous Education Team



**Richelle Scott**

Aaniin! My name is Richelle North Star Scott (Giiwediniing Anong). I am of Anishinaabe decent and my ancestors are from Chief Peguis Reserve. I am a Mide woman, pipe carrier, water carrier and Sun Dancer. My traditional beliefs guide me on my daily journey when working with Elders, children, parents and colleagues. I have recently completed my Masters, I prefer "Mystery" in Land based Education.



**Cindy Swampy**

Tansi! My spirit name is Blue Turtle Woman. I'm from the Opaskwayak Cree Nation, Treaty Territory #5

I enjoy History, especially Canada's history and Indigenous studies. I love sharing my stories of the area I grew up on, and living off the land (Land Base Education). This is my first year with St. James Assiniboine School Division and look forward to providing indigenous perspectives to the lessons when needed!

## Numeracy Team



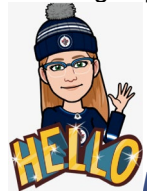
**Heather Jones**

Heather has spent her 19 years of experience playing in all levels of K-9 Mathematics. She is passionate about helping all students find the mathematician within them!



**Lisa Page**

Lisa strives to make math engaging and enjoyable for teachers and students alike! She has over 27 years of teaching experience, the past 5 years in SJASD.



**Dayna Quinn-LaFleche**

Dayna, mom, wife, dog lover and Winnipeg Jet fan! Dayna brings enthusiasm to her work to ensure that teachers and students understand math.

## Indigenous Education Team



**Meagan Manimtim**

Hello, Boozhoo! My spirit name is Wombedi Weyah which means Eagle Woman in the Dakota language and although I am Ojibwe, Filipino and French, I grew up learning the cultural ways of the Dakota people. It is my first year in this role and my first year with SJASD. I am extremely passionate about Indigenous education and enjoy learning from the land alongside teachers and students. I like to collaborate and strive to help teachers see how they can incorporate Indigenous perspectives into the awesome things they are already doing.

## Literacy Team



**Susan Atcheson**

Susan is originally from the West Coast. She can often be found curled up on the second floor of McNally Robinson relishing her favourite picture books. She is a die-hard Jets fan, and her favourite authors include Dr. Seuss, Kate DiCamillo and Robert Munsch. Susan is a champion of kids' best interests.



**Jennifer Stark**

Jen is a former military brat whose experience at the early, middle and high school environments has made her flexible and responsive. She is a lover of words and reads extensively. Jen is a decorated Ultimate Frisbee enthusiast and passionate athlete; however, she can also be found meditating to find her zen.



**Rolande Galka**

Rolande is a home-grown prairie kid and collector of meaningful quotes who can never find enough time to read. She works with French Immersion and English track teachers to make literacy learning powerful and engaging for all.

## EAL Team



**Dina Coutris-Hrousalas**

Current graduate from U of M with Post Baccalaureate in Education with an emphasis on English as an Additional Language and Special Education Certification. This lady speaks Greek, English, French and Spanish. Currently, teaching English and Math to Newcomers to Canada at George Waters Middle School and St. James Collegiate

## EAL Team



**Tracey Gluska**

Tracey Gluska has 22 years of teaching experience in Early and Middle Years, in Manitoba and Alberta. She has a Post Baccalaureate in TESL, a Special Ed Certification and a Masters in Second Language Acquisition.



**Lori Ostermann**

Lori has been teaching 23 years at a variety of levels. Her passion for working with multilingual students began when she was a resource teacher. She particularly enjoys learning about different cultures and hearing the journeys of the students she works with.



**Daria Orloff**

Daria began her career with the St. James School Division and has 20 years of teaching experience at the early year's level. Teaching and travelling through Asia sparked an interest in the field of EAL, which led to the completion of her Masters degree in Second Language Acquisition.



**Norm Gould**

Norm is the newest member of the divisional English as an Additional Language team. He brings a depth and breadth of experience from living and working in Japan as an English language instructor. Prior to joining our team Norm was serving the teaching profession as the president of The Manitoba Teachers' Society.