

Adult Learning Meeting Agenda

I. What We're About

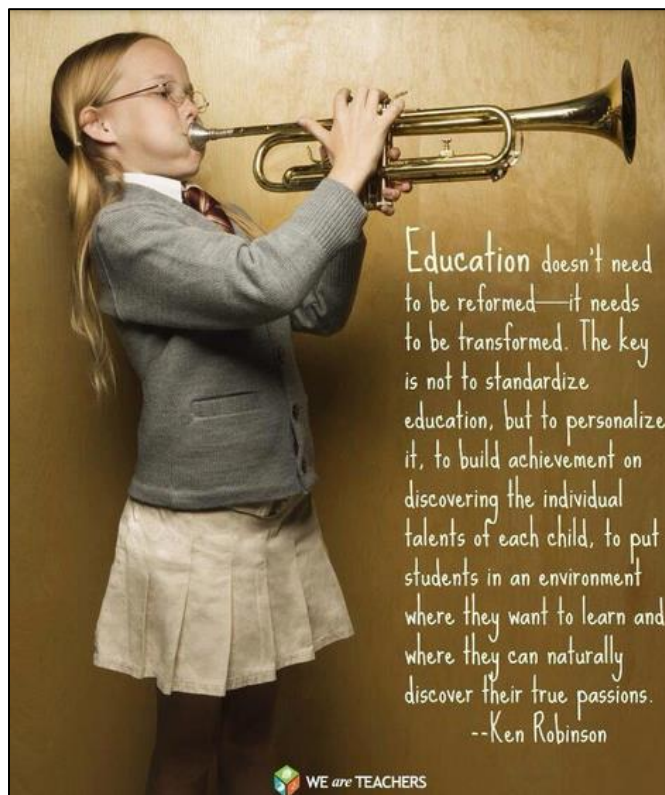
- Please feel free to read this at your leisure to remind yourself about what it is we are doing daily as we work with our learners.

II. Conversations About Learning

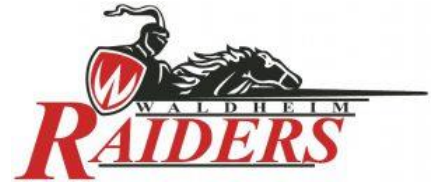
- This activity is designed to take approximately 30 minutes (maximum). It is an opportunity for you to discuss, with **two** of your colleagues, the learning you have been doing with your students.

III. Time for Planning

- Our staff meeting, which would typically run for 60 minutes, will stop after part two. Please feel free to use the remainder of the staff meeting to meet with and discuss your year plans and blended learning plans. This work can take place in any location that best suits your needs.



WHAT WILL SOMEONE LEARN
BECAUSE **YOU** ARE IN THE
ROOM?



I. What We're About!

Our focus for the year will be twofold:

1. *At Waldheim School, every adult will develop a deep and thorough understanding of every learner they work with.*
2. *At Waldheim School, every adult will be positioned to support student learning whether that be in class, remotely, or a combination of both.*

Our learning targets for our students continue to be:

1. **Improved Student Literacy**: At Waldheim School we want **every** student to be an avid, lifelong reader. Our goal is to help students build their comprehension skills and their reading stamina. Using My Prairie Spirit Classroom as a guiding strategy, we will work with our students to help them select just right books and walk beside them on their learning journey. We believe in timely, consistent reading intervention strategies and feel that the key to success is built upon a solid foundation created in the early years.
2. **Improved Student Numeracy**: A Waldheim student is confident and literate when it comes to numeracy. Our numeracy goals are structured on the K – 12 goals as set out in the provincial mathematics curriculum. The goals include:
 - I. Logical Thinking: Develop and be able to apply mathematical reasoning processes, skills, and strategies to new situations and problems.
 - II. Number Sense: Develop an understanding of the meaning of, relationships between, properties of, roles of, and representations (including symbolic) of numbers and apply this understanding to new situations and problems.
 - III. Spatial Sense: Develop an understanding of 2-D shapes and 3-D objects, and the relationships between geometrical shapes and objects and numbers and apply this understanding to new situations and problems.
 - IV. Mathematical Attitude: Develop a positive attitude towards their ability to understand mathematics and to use it to solve problems.
3. **Improved Student Engagement**: We believe it is important for **everyone** to be engaged in rigorous, relevant lessons that have been created by teachers who have a strong learning relationship with their students. At Waldheim School we strive to create programming that meets the needs of students while allowing the freedom of choice in what and how they learn. During the year we will work with the students to hear their opinions on how we are doing and how we can make our school a more engaging place to be.



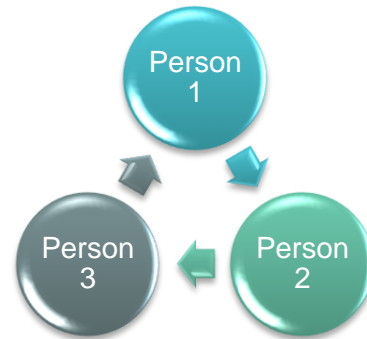
II. Conversations About Learning

Conversations for our staff meeting:

We will work together in groups of three. These will be visibly random groupings.

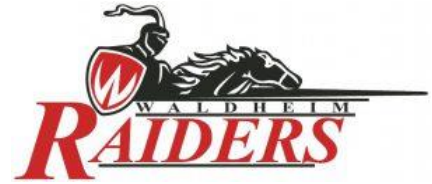
Process:

- A. Person one reads ONE question from the yellow box to person two. Person two responds to this question. Person one and two repeat this process for ONE question from the blue box and then ONE question from the green box. (6 – 8 minutes)
- B. Once person one and two have completed this, person **one and three** discuss the highlights of what they have heard. Person two can answer questions that person one and three may have. (2 – 4 minutes)
- C. Repeat this entire process with person two asking person three as person one listens on.
- D. Complete the process with person three asking person one as person two listens on.



Please be prepared to speak to the following prompts:

- ✓ What have been some successful ways you have been able to get to know your learners this month?
- ✓ If you worked with these learners last year, what changes are you noticing?
- ❖ How have you built flexibility into your short-term planning in case one, some, or all your students need to learn from a distance for a period of time longer than 5 days?
- ❖ If we had to shift to distance learning tomorrow for all students, what pieces do you have in place that give you confidence to be as effective as possible?
- When you think about your day, how are you creating opportunities for your students to:
 - Read?
 - Write?
 - Engage with numeracy?
 - Be creative?
- Think of your homeroom, or the cohort you work with most often. Which students appear to be the **most** engaged? What are the elements of **your teaching** that has caused these kids to engage so well?



III. Time for Planning

LONG-TERM PLANNING:

Your long-term plans are yours; they need to fit your needs as a teacher, but they are also necessary if there is a sudden change and someone else needs to take over your role.

Expectations:

- A general plan is created for the entire school year that includes, but is not limited to:
 - A timeline
 - A list of outcomes that will be taught
 - An overview of your assessment strategies (they will likely vary depending on the subject(s))
- Please share an electric copy (scanned and e-mailed is fine if you are a pen & paper person) of the year plans with Jesse and I, along with the location of a physical copy (if you have created one. A physical copy is not mandatory)

Please have these submitted on or before Friday, October 2nd

Strategies to Help Us Support Learning Everywhere

BLENDED LEARNING / eLEARNING PLANNING

We currently have some teachers supporting learning from home as families decide if/when they will be sending their children back to school.

As part of your long-term plans, please have a plan in place for a switch to distance learning, knowing that it will not be optional if it ever comes to that. ***We have no indication whatsoever that this will be occurring, but we do know that it is one of the options the Ministry has indicated could happen if they see a need.***

Expectations:

- A general plan for **each** class/subject you are teaching that outlines how you will support learning from a distance. The plan should include ways you are:
 - Supporting kids that have access to technology
 - Supporting kids that have limited/no access to technology
 - Utilizing your selected platform (i.e. Google Classroom, SeeSaw)
 - Assessing student work and using your assessment to guide your teaching and inform their learning
 - Prioritizing outcomes to allow for time to learn
 - Combining curricula (if applicable)
 - Including parents/guardians in the learning process while maintaining your role as classroom teacher
 - Trying to bring side-by-side learning to your class when kids are spread apart
 - Accessing our LFs and SERTs (if applicable) for their support with your kids that may be considered vulnerable learners

Please have these submitted on or before Friday, October 2nd



Please note, there is no template for this work. Some people prefer Microsoft Excel, some prefer Word, others prefer pen and paper. Make this work for you while being detailed enough that a person could jump in and have a general idea of where the learning should be.