

Professional Learning Record of Year 2 - September 2020 – April 2021



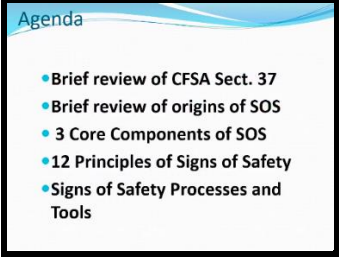
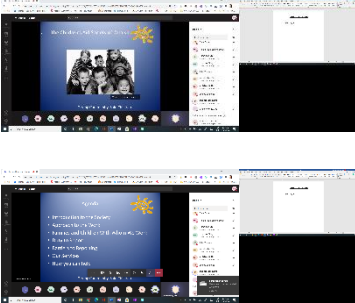
By **Ashweena K.RUMAJOGEE**

Part of the teacher candidate development as a professional is to engage in learning beyond their coursework and their CSL/practicum experiences. One of the *Standards of Practice* is the “*Commitment to Ongoing Professional Learning*”.

(After attending a professional learning community session at the Faculty or in your schools and the community, take a moment to reflect on the learning that took place)

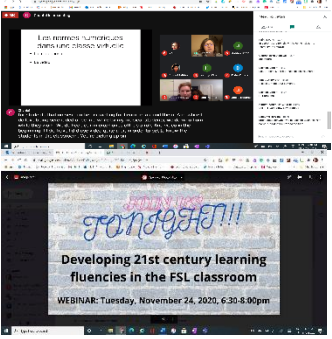
Date	Title	Location/Presenter	Description	Learning: Key points
<i>July 14/20</i>	Certificate in Classroom Strategies for Inquiry-Based Learning	<i>University of Texas, Austin (EDx)</i>	Online Course	<ul style="list-style-type: none"> • What is Inquiry based teaching? • The 5 Es • Engagement, Exploration, Explanation, Elaboration and Evaluation <p>The benefit I see of inquiry-based learning is that it enables students to take the "helm" of their learning process. Students learn as they ask and explore ideas. The teachers can be more of a "referee," ensuring students meet the objectives by constantly assessing them. Another benefit is that children can extend their learning by asking "what if" questions to determine if a different outcome could be reached.</p>
<i>July 23/20</i>	Certificat de suivi Enseigner le Français Langue Étrangère – Parcours Découverte	<i>CAVILAM - Alliance Française</i>	Online Course	<ul style="list-style-type: none"> • Principes et concepts clés de l'enseignement du FLE. • Gérer et animer la classe. • Exploiter des documents authentiques. • Construire une séquence pédagogique.

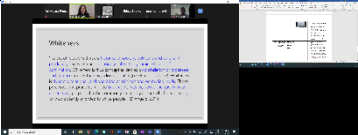
<i>July 29/20</i>	Certificate in Psychological First Aid	<i>Johns Hopkins University, (Coursera)</i>	Online Course	<ul style="list-style-type: none"> • Reflective Listening and Rapport. • Assessment and Prioritization. • Intervention and Disposition. • Self Care and Wrap up. <p>Utilizing the RAPID model (Reflective listening, Assessment of needs, Prioritization, Intervention, and Disposition), this specialized course provided perspectives on injuries and trauma that are beyond those physical in nature. The RAPID model is readily applicable to public health settings, the workplace, the military, faith-based organizations, mass disaster venues, and even the demands of more commonplace critical events, e.g., dealing with the psychological aftermath accidents, robberies, suicide, homicide, or community violence.</p>
<i>Sep 10/20</i>	What learning looks like in synchronous and asynchronous learning environments?	<i>Cameron Jones, System Leader for Experiential Learning, OCDSB (through CAS) cameron.jones@ocdsb.ca</i>	The discussion was centered mostly about Engagement and the technology that works best.	<ul style="list-style-type: none"> • How do you boost engagement? • Synchronous and Asynchronous learning strategies. • What are the strategies that work best for each of us and the way we teach?

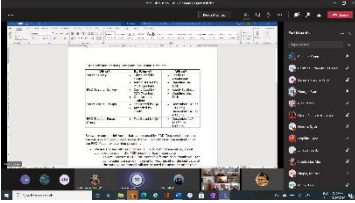

<i>Sep 11/20</i>	CAS Signs of Safety Training	Denise Barth , Supervisor at the Children's Aid Society of Ottawa	 <p>Agenda</p> <ul style="list-style-type: none"> • Brief review of CFSA Sect. 37 • Brief review of origins of SOS • 3 Core Components of SOS • 12 Principles of Signs of Safety • Signs of Safety Processes and Tools 	<ul style="list-style-type: none"> • Being careful not to make premature judgments; sometimes there's more to it! Try figure out what the bigger picture is. • The 12 principles of Signs of Safety. • Kids fearing and protecting their parents.
<i>Sep 16/20</i>	CAS 101 Training	Raina Swansburg , Supervisor Child Protection Services, Youth Section		<ul style="list-style-type: none"> • Eye opening session about procedures that take place when a call is made. • How do the CAS prepare youth when they are turning 18? • All teacher candidates should have this training. • When to make a call?
<i>Sep 24/20</i>	Career Planning	David Hogg , part time prof uOttawa, retired OCDSB principal. dhogg@uottawa.ca		<ul style="list-style-type: none"> • Learn how to use portfolio and Digital Hub • Show things that are relevant to the interview questions that are on there. • References (about 3-4) • Seniority being scrapped (good news for us) • Volunteer work is important • Ask for a debrief • Find answers to questions you didn't know • Feedback always helps. • 2-page resume is good enough and

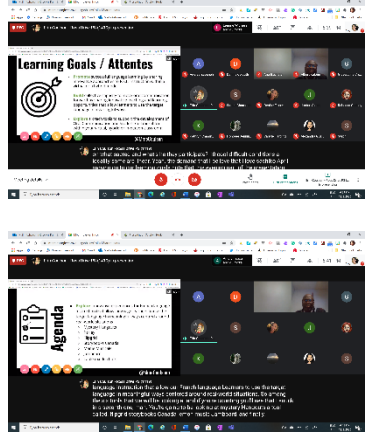
				<p>do not forget the references.</p> <ul style="list-style-type: none">• Questions:<ul style="list-style-type: none">- How did you advocate for students?- How do you plan?• The 20-point system?• Separate new teachers and experienced teachers• Wait for a call for Occasional Teachers and apply to Education• OT list first and then LTO list• Now people are being interviewed online.• Some interviews require written answers• Expect 8-9 questions• Differentiation, Unit Planning, Inclusion, BLM, Work ethics, Communication, Parents etc. <p>• Wrong Answers:</p> <ul style="list-style-type: none">- I have never had a conflict situation (always find something to say)- I will find the answer.- Do not say hmmm <ul style="list-style-type: none">• Practice interviews, Body Language, Dress code.• OCDSB has 2 lists, P.J and High School. You must interview
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				<p>separately for them.</p> <ul style="list-style-type: none"> • Intermediates can be in both. • OCDSB has a format to apply • AQs – Spec Ed, Teaching and Reading.
<i>Oct 8/20</i>	Trauma Informed Practice	<i>Jessica Whitley,</i> Professor at the Faculty of Education, uOttawa		<ul style="list-style-type: none"> • Why should we be talking about Trauma in schools? • Role of Educators and Schools • Understand Trauma in a broad and Inclusive way • Recognize the effects of Trauma on students • The 3 “Es” of Trauma
<i>Oct 15/20</i>	PARTNERS IN EDUCATION – OCT Presentation	<i>Stephanne Horace,</i> External Profession Office <i>Lise Dufour,</i> External Relations Coordinator <i>MaryAnn Tomkins,</i> Manager of Evaluation Services		<ul style="list-style-type: none"> • Video on what OCT does. • Rep public interest. • Participating actively in the college. • What falls under the college mandate? • Accreditation. • We need to start the process now. • Names, Police Check, Fees were addressed.
<i>Oct 15/20</i>	Principal Panel	<i>Tricia Scott</i> <i>Aisling O.Donnell,</i> Principals		<ul style="list-style-type: none"> • How the pandemic is affecting the schools. • How principals are struggling to keep the schools and students safe

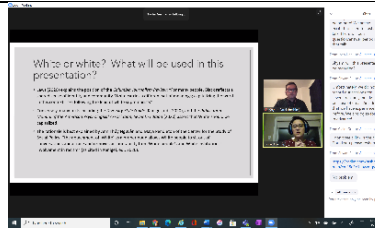
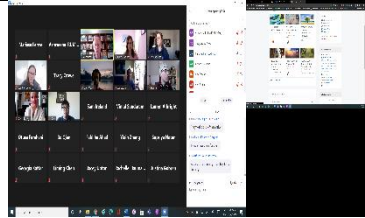
<p><i>Nov 24/20</i></p>	<p>Developing 21st Century Learning Fluencies in the FSL Classroom</p>	<p><i>Chantal Rodrigue Jordan Sloan, OMLTA</i></p>		<ul style="list-style-type: none"> • Establishing digital norms • Tips for building students 'digital skill sets • Fostering partnership and encouraging student leadership • The most important is to do a digital diagnostic of your students first, such as screen sharing. • Giving students an opportunity to put a GIF or an emoji in the chat to see how students a feeling. • The chat is a wonderful feature and allowing them sometimes to play with it regulates behavior throughout the day. • Best help to manage the use of the chat. • Use the students that are experts at technology
<p><i>Nov 26/20</i></p>	<p>Personal Leadership Resources to Build Your Resume and Succeed in the Interview</p>	<p><i>Malissa Farnham, Julie Reid, Jennifer Paziuk, Ruth Swan, Ministry of Education</i></p>		<ul style="list-style-type: none"> • What are our personal qualities? • Who inspired us? • empathy, patience, kindness • Interview questions • Social, Cognitive, Personal Categories Start to build you effective teaching experiences, personal qualities, perseverance and what you learned from a lesson that did not go as planned to start to build a story to take forward into a resume and then


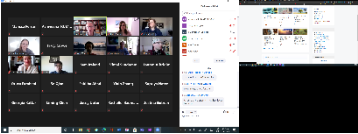
				<p>into a successful interview</p> <ul style="list-style-type: none"> • managing emotions as the classroom is a boiler for all different kinds of emotions from all different students <ul style="list-style-type: none"> - ups and downs • social -when emotions run high, angry parent at the door, cognitive <ul style="list-style-type: none"> - pedagogical - knowledge and application
Nov 26/20	Navigating Academia as a TC of Color	Dr Vidya Shah, York University		<ul style="list-style-type: none"> • Oppression • Trans identities • Race and Racism • George DEI • Ibram Kendi • The Indian Act • B I POC • Colorblindness • We all don't experience this world in the same way. • Myth of Neutrality • Many barriers for different groups • Whiteness vs White People • Rania El Mugammar's work on Beyond BLM Solidarity Statements. • BIPOC leaders who have a deep understanding of racism. - EFFECTIVE • Critical Whiteness Studies -CWS • Know the logics of White supremacy to challenge them

				<ul style="list-style-type: none"> • Look for Openings and Push • Learning to read the room – what is acceptable to say and what not • Challenge the notion of culture • Write about the contentions • Use our collective voice to make bigger changes
<i>Nov 30/20</i>	CAS Workers Roles and Responsibilities	<p><i>Evan George, Rita Perry Chrisy Tremblay Jennifer Deavy</i> Children Aid Society</p>	 	<ul style="list-style-type: none"> • What working and what's not working • We need to get feedback and see how to improve • Be accountable • Corporate presents • Meet kids where they are and seek to understand first. • These kids have had a bumpy road. • No age limit for education, no expiry date for education • Kids are sometimes confused about who they are supposed to love. • For some of the kids, school is not their priority. • As a teacher, when do we make a call to CAS?
<i>Dec 1/20</i>	CAS PLACEMENTS	<p><i>Megan Kelly,</i> Children Aid Society Acting Director</p>		<ul style="list-style-type: none"> • How do placements happen? • What's the procedure for Indigenous students? • Why are some teens in Group homes and others in Foster homes?

				<ul style="list-style-type: none"> • How about siblings? • The less they are moved the better it is.
Dec 1/20	Using Technology to support the development of Oral Communication and Collaboration in FSL	Erin Coulson, Peel Educator Google Cert Trainer Through OMLTA		<ul style="list-style-type: none"> • Peardeck • How do you leverage technology and maximise learning? • Innovate language learning.
Dec 3/20	IEPs	Linda Yan, Children Aids Society		<ul style="list-style-type: none"> • Planning for Education • 80 pages long doc from Ministry • Big Topic • Edu Gains has a lot of resources. <p>QUESTIONS</p> <ul style="list-style-type: none"> ➤ 10. What are alternate expectations and/or programs? ➤ 9. What do I have to know? ➤ 8. How many students need /have an IEP? ➤ 7. Will I have students in my classes who need IEPs?

				<ul style="list-style-type: none"> ➤ 6. What happens if I have a class of 25-30 students, who is responsible? ➤ 5. Why do kids need IEPs? ➤ 4. Why do IEPs have to be so long? ➤ 3. Who can help me with IEPs? ➤ 2. Are there programs that can help me with IEPs? ➤ 1. Where do I start? <ul style="list-style-type: none"> • Reaching out to staff and students to learn from about them • In any given year, a student has 1 IEP. • Team approach for filling in the IEP.
<i>Jan 19/21</i>	Certificate in CPI Non-Violent Crisis Intervention Training	<i>Jennifer Deavy,</i> Children Aid Society		<ul style="list-style-type: none"> • The CPI Crisis Development Model • Identify behaviors that show an escalation of behavior. • Appropriate and Effective approaches to crisis behaviour.
<i>Jan 27/21</i>	Cultural Appropriation in Canadian Classrooms	<i>Tasha Ausman,</i> Prof uOttawa		<ul style="list-style-type: none"> • What is cultural appropriation? • What are the various forms of it? • How to avoid cultural appropriation in the classroom? • How to teach about it?

				
<i>Feb 2021</i>	Certificat de suivi Enseigner le Français Langue Étrangère – Parcours Avancé	CAVILAM - Alliance Française	Online Course	<ul style="list-style-type: none"> • Enseigner le français langue étrangère aujourd'hui - Parcours avancé • Élaborer une séquence pédagogique et créer une fiche pédagogique • Concevoir votre fiche pédagogique
<i>Feb 4/21</i>	How the New Teacher Induction Program (NTIP) supports Beginning Teachers (P/J/I/S)?	Jim Strachan, Ministry of Education		<ul style="list-style-type: none"> • What is the NTIP about? • What do we want out students to remember? • Best experiences of other teachers. • What are the connections we can make with students? • https://tiny.cc/ntipebook • New Teacher Induction Program Goals <ul style="list-style-type: none"> • NTIP Induction Elements briefly • Roles & Relationships • Individual NTIP Strategy <p>http://www.edu.gov.on.ca/eng/teacher/induction.html</p>

				https://spark.adobe.com/page/Kn6BetzprCr f9/ https://spark.adobe.com/page/R9zzG8NAt2 3Q4/
Feb 4	Workplace Violence & Safety in the Workplace (OECTA)	Julie Guevremont, <i>V-P. Secondary, OECTA Ottawa- Carleton.</i>		<ul style="list-style-type: none"> • Look at the school's safety plans. • Identify the person • Look at ways to deal with it and who I can go to?
Feb 18	ETFO- Classroom management for the Occasional Teacher.	Jason Johnson, ETFO.		<ul style="list-style-type: none"> • Identify key components of an effective approach to daily occasional teaching. • Enhance positive relationships between teachers, students and other students • Increase the effectiveness of responses to student behaviour • Review and Improve behaviour interventions that support learning.