

Professional Learning Record of Year 1 September 2019 – April 2020



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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
Sept 10/19	#NeverStopLearning with TVO	Leah Kearney	To provide participants with an overview of the digital resources available to them free of charge from TVO, and how they can be used both inside and outside of the classroom	<ul style="list-style-type: none"> - mPower, Mathify, and Teach Ontario - Math games to develop skills - Mathify: online free math tutoring - Many English language resources - Unfortunately, no French resources

Sept 24/19	Federation Day	<p>- Emmeret Bains - ETFO</p> <p>-Dwayne Farris;</p> <p>-Jeffery Barbar - OTF</p> <p>-Les Robinson</p>	<p>There are several partners in education that will contribute to our growth as a teacher candidate. We were introduced to the OTF and the four federations that fall under their umbrella.</p> <p>What are our roles and responsibilities as a professional?</p>	<p>- As a certified teacher in Ontario, we are a member of the OTF;</p> <p>- Teachers are always seen as ‘the teacher’ so we must be conscious of that and act accordingly;</p> <p>- Relationships – <u>Professional and Appropriate</u></p> <p>- We need to be aware of our <u>Boundaries</u>;</p> <p>- We are in a position of trust and authority and need to adhere to that.</p>
Oct 8/19	OCT & Principal/Associate Teacher Panel	<p>-Linda Lang-Bowen;</p> <p>-Paul Gotreau;</p> <p>-Gordon Vaughn;</p> <p>-Geordie Walker</p> <p>-And various other Admins</p>	<p>OCT Presentation and Principal Panel</p> <p>The Ontario College of Teachers licenses, governs and regulates the Ontario teaching profession in the public interest. This seminar informed and equipped us as future teachers in partnership with the OCT.</p>	<p>This seminar brought light to what the College does, what standards the OCT set and explained the “price to the privilege of professionalism” (OCT website). It informed us of the knowledge, commitments and aspirations of the profession, offered resources in narrowing down AQ’s for future employment advances or opportunities, and gave us resources including available scholarships.</p> <p><u>Take away:</u></p> <p>What does the College do?</p> <ol style="list-style-type: none"> 1. Certify teachers 2. Set the standards

				<p>3. Accredit teacher education programs</p> <p>4. Resolving complaints</p>
Oct 29/19	Indigenous Walk in Ottawa	<i>Jamie Koebel</i>	<p>Indigenous Walks is a walk and talk through downtown Ottawa exploring landscape, architecture, art and monuments through an Indigenous perspective.</p> <p>On the land of the Anishinabek Peoples called <i>Turtle Island</i>, the tours will guide participants on various walks through Ottawa's public spaces.</p>	<p>Jamie Koebel was great to listened to. She skillfully combined history with her personal experience. She exposed the fact that the curriculum was not being taught the way it should be. (unspoken truths) We also heard about the many stories behind many downtown monuments.</p>
Nov 12/19	<u>Session 1:</u> Managing Challenging Behaviours	<i>Jason Johnston</i>	<p>Communication/behavioral intervention to cope with difficult situations in the classroom</p>	<p>Make the classroom a positive environment; Stay calm when there are outbursts; Strategies that can be used: give me five, elbow partners, thumbs up/down.</p>
	<u>Session 2:</u> Kirpans and Peanut Butter: Why and How We Teach Critical Thinking for Social Justice	<i>Sarah Pole, Acting Director of Education, Canadian Civil</i>	<p>CCLET maintains that there are no easy answers to issues of fairness in classrooms. This session provided an opportunity for pre-service students to</p>	<p>Marginalized students face many challenges in our classrooms. How do we support them? What are the best ways to make them feel welcome?</p>

		<i>Liberties Education Trust</i>	<p>discuss and explore historical controversies, some of the conflicts they may have already experienced in their classrooms, as well as the kinds of controversial situations they may expect to see in the future. Participants learned a structural approach for working with conflicting rights and freedoms, and how to think critically about what it means to be “fair” in a democracy.</p>	<p><u>Take away:</u> As educators, how do we contribute to the fight against discrimination?</p>
<i>Jan 7/20</i>	Teachers as Treaty People	<i>Lisa Howell</i>	<p>Creating a community of belonging and reconciliation</p>	<p>As educators we need to be aware of who is in our class, we need to practice the land acknowledgements, and ‘Indigenize’ our classrooms.</p> <p><u>Take away:</u></p> <ul style="list-style-type: none"> - Indigenous Peoples face many challenges such as Education gaps, Child Welfare, Incarceration and so on. - It is vital that we teach the next generation about the situation of the Indigenous people. - We need to honor their voices, songs and stories. - What is reconciliation and as educators how do we contribute?

<i>Jan 14 /20</i>	<u>Session 1:</u> An Introduction to Culturally Relevant and Responsive Pedagogy; Why it Matters.	<i>Dr. Nicholas Ng-A-Fook, uOttawa</i>	Diversity, Hyph-E-nations and Equity	<ul style="list-style-type: none"> - Cultural backgrounds and assumptions; - Think about each individual student and their background in an equitable way; - Have an anti-elitist attitude as an educator; - Truth and Reconciliation – How do we engage into discussions in the classroom without hurting feelings? (The settler and the colonized)
	<u>Session 2:</u> Homelessness	<i>Dr. Jacqueline Kennelly</i>	A discussion led by Dr. Jacqueline Kennelly. This session examined the impact of homelessness on Ontario students, specifically with regards to secondary students.	Dr. Kennelly had three young adults who were homeless recount their experiences. As educators how do we deal with homelessness amongst young people?
<i>Jan 28/20</i>	<u>Session 1:</u> Creative Writing and Speaking Activities to Support Multilingual English Language Learners in K-12 Classrooms	<i>Jennifer Burton, uOttawa</i>	This workshop combined a variety of modes including media, technology, hands-on activities and reflective discussions to engage participants in activities that scaffold the language development of their learners across content areas. Participants in this	<u>Acronyms:</u> EFL (English as a foreign language) ELL (English language learners) <ul style="list-style-type: none"> - ELL students need a safe and welcoming classroom that does not cause anxiety about performing in English. - We can do this by creating activities that are more about expression rather than perfection

			<p>workshop (1) received an example lesson plan referencing Ontario's curricular objectives supported by language learning theories, (2) were led through a modelled writing activity using an "I am From" identity-text poem template, and (3) learned pedagogical strategies to encourage students to perform their written text guided by principles of spoken word poetry</p>	<ul style="list-style-type: none"> - What is Translanguaging Pedagogies? Translanguaging pedagogies should be understood as enriching learning across all of the languages in a student's repertoire, creating spaces for students to make connections across languages and deepening student understanding of content knowledge <p>Activities:</p> <ul style="list-style-type: none"> - Multilingual poetry: <i>I am from</i> poem - Spoken word poetry (you can <i>feel</i> it, it's emotional; for ELL's who maybe don't understand all the words, they're still able to understand the feeling) - Scribjab app (http://www.scribjab.com) <p>Lesson plan: https://tinyurl.com/twkkf2o Step guide: http://tinyurl.com/sav73al</p>
	<p><u>Session 2:</u> Second Language PLC Maths</p>	<p><i>Fatima Assaf</i></p>	<p>Focuses on language learners' participation and communication in the mathematics classroom. We will consider a shift of focus from what language learners cannot do, and instead consider the multiple resources children use to communicate</p>	<p><u>Take away:</u></p> <p>Manipulatives can be used, and math concepts can be represented through contexts.</p> <p>Problem solving can be approached in different ways; the concepts, ideas/theories, and principles are the same between cultures.</p>

			<p>mathematically. Participants were given the opportunity to work on a mathematical problem-solving activity from a grade 2/3 classroom, and explored children's mathematical thinking, meaning making, and learning experiences through examples of students' work.</p>	<p>Multiple resources such as pictures, gestures can be used.</p>
<i>Feb 4/20</i>	Mental Health in Schools	<i>OCSB staff</i>	<p>-What does mental health mean for educators? -How do we as educators help students with mental health issues?</p>	<p>As educators we are role models. Schools should focus on Mental Health issues.</p>
<i>Feb 11/20</i>	Inclusive Sexual Health Education	<i>Ceara McIntyre Education Coordinator Planned Parenthood Ottawa</i>	<p>Many of us are lucky to receive comprehensive sexual health education, even fewer of us have been so lucky to receive inclusive sexual health education. This workshop helped participants reflect on the identities and experiences left out of typical sexual health programs and were given tips to include a diverse set</p>	<ul style="list-style-type: none"> - Create a safe space for each student regardless of their gender. - Students of all body shapes and sizes, abilities, gender identities, sexual orientations, of any racial and religious backgrounds should feel accepted and free from harassment. - Canadian guidelines of Sexual Education describe how to teach; the Ontario curriculum determines what you teach

			<p>of identities and experiences when teaching sexual health in the future. This workshop paid attention to the experiences of 2SLGBTQ+ individuals, Indigenous populations, the Black community, Newcomers, Immigrants and Refugees.</p>	<ul style="list-style-type: none"> - Splitting by gender: less likely to “single out” transgender students because they feel this way if we are only making accommodations just for them (it’s usually easier for them to be given a choice – they go with the group they feel most comfortable with) - <i>Resource:</i> SIECCAN Canadian Guidelines for Sexual Health, which explains how to teach this, not just what
Feb 25/20	Individual Education Plans	<i>Dr. Sue Gooderham, uOttawa</i>	<p>This interactive workshop started with a quick review of the basic elements of the Individual Education Plan (IEP) followed by a closer look at how IEPs are used to support the learning of Identified and non-identified students.</p>	<p><i>Resource: Reach Every Student (Ministry document) and Special Education in Ontario, Policy Guide (2017)</i></p> <p>What is an IEP?</p> <ul style="list-style-type: none"> - A <i>working</i> document that outlines services to be provided to the student for their progress through the curriculum - Based on assessment and student areas of need <p>The IEP Team comprises of:</p> <ul style="list-style-type: none"> - The principal, VP, special education teaching, classroom teacher, support staff, parents and the student

				<p>Some categories of exceptionalities are:</p> <ul style="list-style-type: none">• Behaviour• Physical• Communication• Other exceptionalities <p>(These are the exceptionalities as outlined by the ministry, however some, like autism, could be categorized into several different categories)</p>
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