



# The Insider

## The Official IPSF E-Bulletin



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### A Message from the Director, Dr. Ronnie Miller:

Collaborative and cooperative learning will be the central theme of our Summer Institute for 2017. Many of our school members emphasize in their school calendar that they teach their students the necessary skills needed to succeed in the 21 century workplace. While previously emphasis has been put on the students' ability to compete in real world situations, today educators go one step further, they teach students how to collaborate. Collaboration is the essential ingredient in moving up from simple one dimensional tasks to complex multi-faceted inquires. The new 21 century classroom embraces methodologies which promote collaboration, multi-faceted inquiries and the use of technology. The IPSF members who attend the 2017 Summer Institute will discuss, reflect and learn how to teach student collaboration in their respective classrooms.

The never ending changes in educational practices make our work both challenging and invigorating. Recently, Ministry inspectors have placed greater emphasis on English Language Learners and their initial assessment, grade placement and instructional methodologies to help them succeed in their studies.

IPSF member schools will soon receive a thorough in-service with respect to this new emphasis. Resources which have been developed solely for publicly funded schools will be examined by our school members and hopefully pursued by all our schools. Collaboration amongst our school members will allow implementation of best practices.

There are a few changes in our Board structure and they will be presented during our first IPSF breakfast meeting next year, to be held on September 28, 2017.

*Ronnie Miller, M.Ed.; Ph.D.*

*IPSF Executive Director*

### Upcoming Events

#### Next IPSF Meeting

The next meeting of the 2016/17 IPSF membership will be held on Sept. 28, 2017

See Page 7 for details

*Article Summary:*

## ***Making Learning Visible***

*Summarized from Jessica Lander: Harvard Graduate School of Education*

Ms. Lander, who is a high school teacher, first began her analysis of the benefits of displaying student work as she was placing on display original 3D structures her students had created depicting World War 2 and Holocaust locations, battles, or events. In addition students were required to write a project description detailing the assignment in terms of the symbolism, materials used, and the message they were attempting to convey.

Ms. Lander explains that she draws much of her philosophy on student exhibition from the educational perspectives of the Reggio Emilia school model. This model advocates not only placing final student work on display, but to also represent the “full story” of the project; that is from project idea conception through research samples and rough drafts, thus celebrating the journey as well as the final project destination. Anecdotal responses to this approach is an increase in engagement, depth of understanding of the subject matter, and pride among students, teachers, and the viewing public, including parents visiting the school. Ms. Lander hypothesizes that this is related to the powerful, real-world message which is sent that informs students and educators that their efforts and academic/social contributions are respected and valued.

Excited and energized by the positive school response, Ms. Lander is involved with an organization called Share Your Learning, which is focused on creating and growing a community of educators dedicated to expanding public exhibition of student work. The future focus of this organization and individual members is to continue to share ideas for transforming school hallways and spaces into pop-up- museums to proudly display the efforts of students.

Some concrete tips include:

1. Ensuring there is a public display area near the front area of the school. Consider having students responsible for “curating” these displays, including scheduling rotating displays by connecting with teachers and school clubs and groups.
2. Create a gallery space within the school and hold “opening-night” activities.
3. Involve students in research projects exploring various means to display and highlight various presentation forms.
4. Check out the “exhibition toolkit”, and the “presentations of learning toolkit”, both found on the Share Your Learning website.

*Article Summary:*

## ***Four Ways to Start your Class***

*Taken from Gretchen Vierstra: Edutopia*

In this article Ms. Vierstra offers some great ideas to incorporate into your teacher toolkit. She argues that “teachers need a hook” to start their class on the right note.

1. Start with a Video – the video does not have to be directly connected to the lesson which is to follow but might provide some background information about the author, scientist, political figure, etc., location of an event, or the timeframe of a particular area of study. She posits that if you are about to study velocity and acceleration, a short video depicting the start of a car race or a space-shuttle lift-off can help to prime students’ thinking. (See the TeachingChannel video of Joshua Kwon priming students for his algebra class).
2. Start with an Object – objects can help to invoke student wondering. Allow students to see or handle various objects and have them make predictions about how they might be related to an area of study or to try to make connections between the objects and a given topic. This sort of opening activity can trigger student engagement and curiosity. (See the TeachingChannel video – Sarah Brown Wessling – Scaffolds for Critical Thinking).
3. Start with a Question – this is a strategy that allows you to learn what your students might already know about a given topic. The strategy can be adapted to include small group discussions around a particular question, whole class discussions, or posing a question and having students jot dot their best speculation on the topic. Polling students or having them answer True and False questions related to a given topic are other ways to galvanize student interest and enthusiasm. (See the TeachingChannel video of Johanna Paraiso - Using Technology to Boost Confidence).
4. Start with Movement – this can be a great strategy to boost the energy of teens first thing in the morning or to “get the wiggles out” when working with primary students. One possible activity involves having all students standing and allowed to sit only after they have answered a question, proffered an opinion, or responded in some fashion to whatever stimuli or questions are being used by the teacher. (See the TeachingChannel video of Sarah Brown Wessling’s Stand Up Game).

*Article Summary:*

## ***New Ways to Close your Lessons***

*Taken from: Gretchen Vierstra – Edutopia*

In this practical article Ms. Vierstra reminds us that how you close a lesson is just as important as how you open a lesson. That last moment is your opportunity to check for understanding, get a handle on what went well for your students and what you might want to change for the next class, or help to prepare them for their next learning and interacting opportunity.

1. End with a quick Assessment – to make this more interactive you can have your students work on this in pairs or teams, with or without their notes and resources available to them.
2. Exit Cards - Some fun ideas for modifying the tried and true “exit card” is to have your students write these “twitter style” so that students are required to write concisely while also making it an easier read for the teacher. Another adaptation is for the teacher to jot down 2 or 3 topics studied in the class and have the students indicate with green, yellow, or red their understanding of the topic and preparedness to be a tutor during the review period of the next class.
3. Use a Reflection or Debriefing Circle – give students an opportunity to slow down and reflect on what the learning meant to them; how it might have challenged them, caused them to look at something differently, or what they’re planning to do to consolidate or further the learning process. (See the TeachingChannel videos – Sherwanda Chism with Gems and Opportunities and Maria Ekmalian using Debriefing Circles).
4. Show Appreciation – promote pro-social behaviours and connectedness in your class by taking a moment at the end of class to express your appreciation of certain moments and interactions you observed or in which you participated. Encourage your students to do the same. (See Teaching Channel David Olio in Encouraging Appreciation).

## *Communications with the Ministry of Education*

*From time to time IPSF members note possible inconsistencies or issues of confusion in the requirements and recommendations put forth by the Ministry inspectors with whom they interact. In those situations efforts are made to communicate with the MOE branch most directly involved in decision making around the particular issue for purposes of clarification for our member schools.*

### **Submitted Course Outlines:**

While some aspects of the Outlines of Courses of Study can involve copy and paste, e.g. Ministry course code, name of the Ministry curriculum documents from which the course was developed, etc., the Ministry indicates that most components will involve summarizing and synthesizing to reflect considerations for planning associated with the learner profiles of particular schools and other pertinent Ministry initiatives, e.g. a school serving students with special needs vs. a school focusing on English language learners, or schools incorporating initiatives such as career education, equity and inclusive education, cooperative education, etc.

### **Credit-granting Authority of inspected schools where ownership has changed:**

The Ministry communicates that there have been no changes around the procedures and policies associated with this situation since 2013, thus, a change in ownership does not affect the credit-granting authority of an inspected school. When a school changes owner and principal, however, the Ministry may decide that a new inspection is appropriate.

### **Achievement Charts provided with Course Outlines:**

While Course Outlines must include appropriate strategies for the assessment and evaluation of student performance, the Ministry indicates that the Achievement Chart may be included if appropriate, but is not required to be included.

*We are currently awaiting a response from the MOE in regards to a number of other questions. We will update members as we receive concrete information from the Ministry around these issues.*

ON YOUR BOOKSHELF - IPSF Book Reviews

*Helping Teens Learn Self-Regulation*  
&  
*Helping Young People Learn Self-Regulation*

Both of these resources are written by Brad Chapin, with the first co-written by Matthew Penner. Brad Chapin is a registered psychotherapist, with years of experience in working with children, adolescents, and teens in the crucial area of developing self-regulatory skills. Chapin argues that without competency in this critical life-skill area all other areas of achievement will be negatively impacted. These two resources are full of worksheets, visuals, tips and ideas, on how to work with your students in developing or enhancing the skills necessary for academic success, emotional control and healthy social interactions by supporting them in addressing anger, self-esteem, and social skills issues.

The ideas and activities found in these two resources can easily complement any classroom or school-wide Social-Emotional Learning Programs which might already be utilized within your school.

## **IPSF Meeting Reminder**

**Date: September 28, 2017**

**Time: 10:00 AM – 1:00PM**

**Location: 212 Eglinton Avenue East,  
Second Floor Multi-purpose Room**

**Toronto M4P 1K2**



### Contact the Editor

If members have articles, news, events or any other ideas to share and be included in the e-bulletin, please send them for consideration to the editor at [info@ipsf.ca](mailto:info@ipsf.ca)

Please let us know if there are particular topics you would like covered in future bulletins.

Thank you!!