

# WELCOME!

Please use a **blue** name tag if you're new to WOTP this year; please use a **red** name tag if you're an experienced WOTP teacher.





# WOTP MENTORING COMMUNITY OF PRACTICE

27 November 2019



**WOTP Mentoring  
Community of Practice**  
is made possible through  
funding from the Entente  
Canada-Québec

**And organized by:**

- **Joanna McKay, WOTP Project Development Officer**
- **Marsha Gouett, Ministère de l'Éducation et de l'Enseignement supérieur (MEES)**
- **Michilynn Dubeau, WOTP Mentoring Co-Ordinator**

**With the  
support of  
your WOTP  
consultants:**

Central Quebec School Board  
Jill Robinson & Marjolaine Quer

Cree School Board  
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Eastern Shores School Board  
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New Frontiers School Board  
Tom Muirhead & Kara Johnstone

Riverside School Board  
Louise Bourque

Sir Wilfrid Laurier School Board  
Kathy Panek

Western Quebec School Board  
Steve Greig

Summit School  
Cindy Larson & Glenda Bernstein



## Goals of WOTP Mentoring Community of practice

- Develop a network of teachers who are comfortable sharing their experiences and teaching practices with each other, in the service of building a strong knowledge base for WOTP across the province.
- Provide the opportunity for teachers to visit each other's classrooms, either in person or virtually.
- Create a common forum for evaluating resources and learning together. We believe in the power of professional development by teachers for teachers.





A close-up photograph of a hand holding a pen, writing on a checklist in a notebook. The checklist has several items with checkboxes, some of which are already marked. The background is a blurred keyboard. The image is part of a presentation slide with a dark blue header and a yellow sidebar.

# Agenda

9:30 - 9:40 Introductions and Welcome

9:40 - 9:55 Meet your community

9:55 - 10:15 Resources: *When Kids Can't Read* and *Total Participation Techniques*

10:15 - 11:00 Project Based Learning (part 1)

11:10 - 12:00 Project Based Learning (part 2)

12:00 - 12:45 LUNCH

12:45 - 1:00 Resources- share and sign up

1:00 - 2:00 Breakout Rotation

- Truth and Reconciliation: Calls to action and resources.
- Autism Spectrum Disorder in the Workplace: Support for our students.
- WOTP and the Five Pursuits- A look inside an ELA classroom.

2:00 - 2:10 Resource Draw

2:10 - 2:30 Exit Cards, Teacher Survey and Closing

# Meet your Community!

- CHAT WITH SOMEONE NEW.
- TELL THEM ABOUT YOURSELF AND A TV SHOW THAT YOU ARE CURRENTLY WATCHING/BINGING.
- SHARE HOW THINGS ARE GOING WITH YOUR WOTP STUDENTS AT THE END OF TERM 1.

Research demonstrates that physical activity helps children to build confidence, manage emotions, increase self-esteem and build resilience. Making it an important component in improving both physical and mental health outcomes.

# Centres of Excellence- English School Boards of Quebec

- Centre of Excellence for Autism Spectrum Disorder (LBPSB)
- Centre of Excellence for Behaviour Management (RSB)
- Centre of Excellence for Mental Health (LBPSB)
- Centre of Excellence for the Physically, Intellectually and Multi-Challenged (?)
- Centre of Excellence for Speech and Language Development (EMSB)
- Inclusive Schools Network (RSB)
- ALDI (SWLSB)

... are finding benefit from **Physical Activity**.



... 5-17 are getting the recommended moderate to vigorous **Physical Activity**

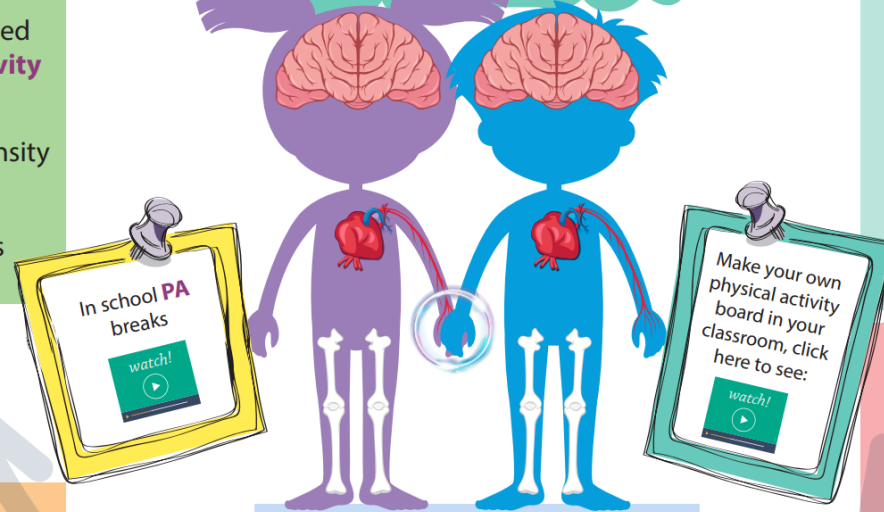
... increases heart health, bone density and healthy sleep patterns

... also relaxes muscles and reduces stress

... minutes of **Physical Activity** can be beneficial to students' development and students' well-being.

... increases self reported levels of happiness & lower levels of sadness

... networks with friends and family



**A healthy 24 hours includes:**  
Sweat - Step - Sleep - Sit  
<https://csepguidelines.ca/children-and-youth-5-17/>

**Resources & References**  
<https://www.helpguide.org/articles/healthy-living/the-mental-health-benefits-of-exercise.htm>  
Dr. Lee Schaefer (McGill University, Department of Kinesiology & Physical Education)

Did you know?

### Emotional Benefits

- **Physical Activity** enhances the release of endorphins
- Engaging in **Physical Activity** reduces symptoms of anxiety and depression and improves overall well-being
- **Physical Activity** can be an effective alternative to and pharmaceutical treatment for depression and anxiety

### Learning Benefits

- The same endorphins that help to improve mood also help to improve attention, concentration and self-regulation. Exercise also increases blood flow to the brain cells and helps produce new brain cells
- Increases blood flow to the brain, which helps with messages exchange between brain cells for information to travel
- **Physical Activity** helps to improve focus and concentration that can improve focus





NEWS

# \*\*\*UPDATE\*\*\*

- The complete list of programs offered in both French and English is found in Annexe VII of the most recent VT Services and Programs document.
- Most recent version has been posted on LEARN

## Portrait d'ensemble 2019-2020

Formation professionnelle  
Services et programmes d'études



# UPDATES

## New

- Tree Pruning (English)
- Installation of Concrete Reinforcement (English)

## Updated

- Home Care Programs
- Boulangerie







# Resource Draw

Take notes on the resource(s) that interest you most!



*When Kids Can't Read:  
What Teachers Can Do*

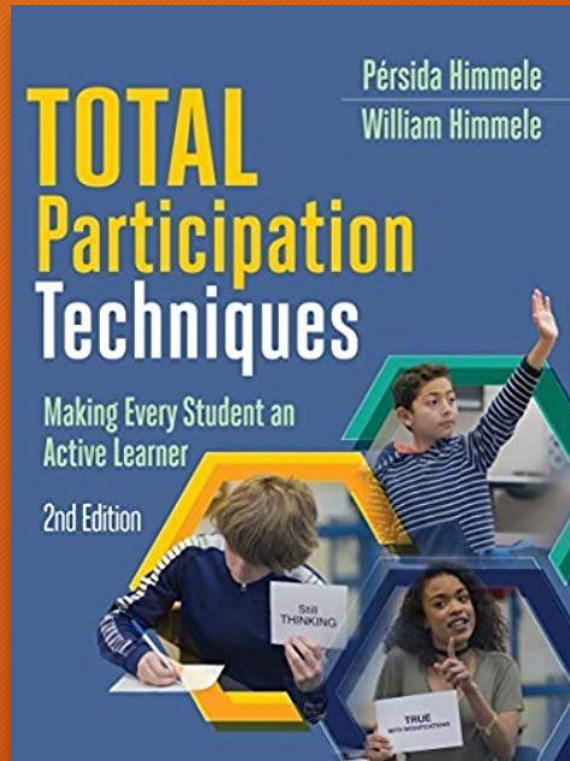
- Improve the reading skills, confidence and attitudes of struggling secondary students.
- Secondary teacher audience.
- A multitude of detailed strategies and practical classroom activities.

Kylene Beers

WHEN KIDS CAN'T READ  
WHAT TEACHERS CAN DO



# *Total Participation Techniques: Making Every Student an Active Learner*



- Engage students in Active Learning
- 51 Total Participation Techniques
- Can be used with students from K-12



# Project Based Learning (PBL)

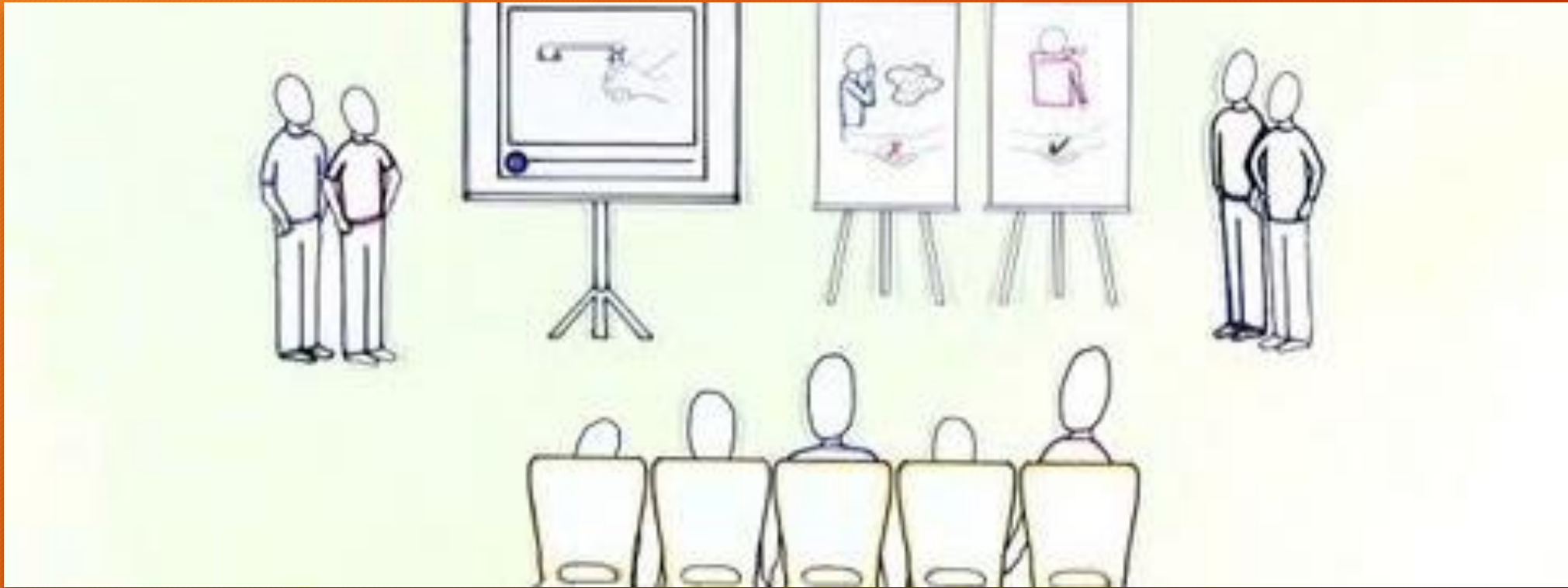


# What is PBL?

PBL is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge.







# PBL Explained

By PBL Works

# PBL in your own words...

1. Jot down three (or fewer) points to summarize PBL.
2. Turn to the person next to you and confer.
3. Think of ONE word that summarizes PBL so far...Write it on your index card.
4. Hold it up!





# Getting Started

## Design and Plan:

Teachers create or adapt a project for their context and students and plan its implementation from launch to culmination while allowing for some degree of student voice and choice (not a free-for-all).



# Alignment with Curriculum

Teachers use curriculum to plan the project and make sure it addresses key knowledge and understanding from the subject areas to be included.





# The Hook

Engages students in solving a real-world problem or answering a complex question.



“ According to the 2012 Canadian Survey on Disability, the employment rate for autistic adults is 14.3 per cent, compared to 92.7 per cent for the general population.

”

**How can we best support our students with ASD in their work study to change this alarming statistic?**



## Research

- Reading articles
- Talking to employment organizations that support people with disabilities.
- People with ASD who are working/not working.

## Product

- Create a guide for work placements
- Create a video

Potential  
next steps...

# Make a plan...



## Jim and Amy

Read these 10 articles



## Jon and Jill

Contact these 5 employment agencies

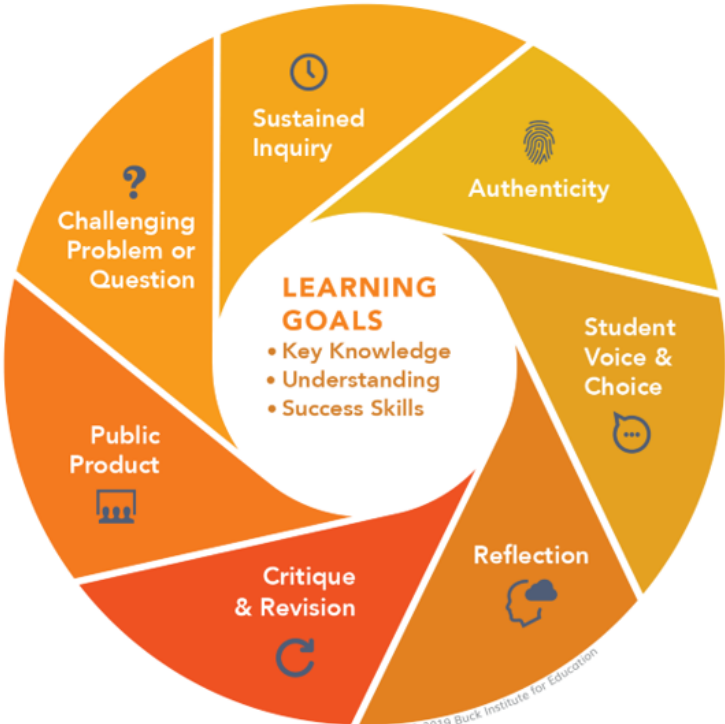


## Emma and Burt

Talk to 5 individuals with ASD who are currently employed/unemployed and ask them what support they had or wish they had.



## Seven Essential Project Design Elements



Gold Standard Project Based Learning by PBLWorks is licensed under [CC BY-NC-ND 4.0](https://creativecommons.org/licenses/by-nc-nd/4.0/).

“

Do you feel that this would work with your students? Why or Why Not?

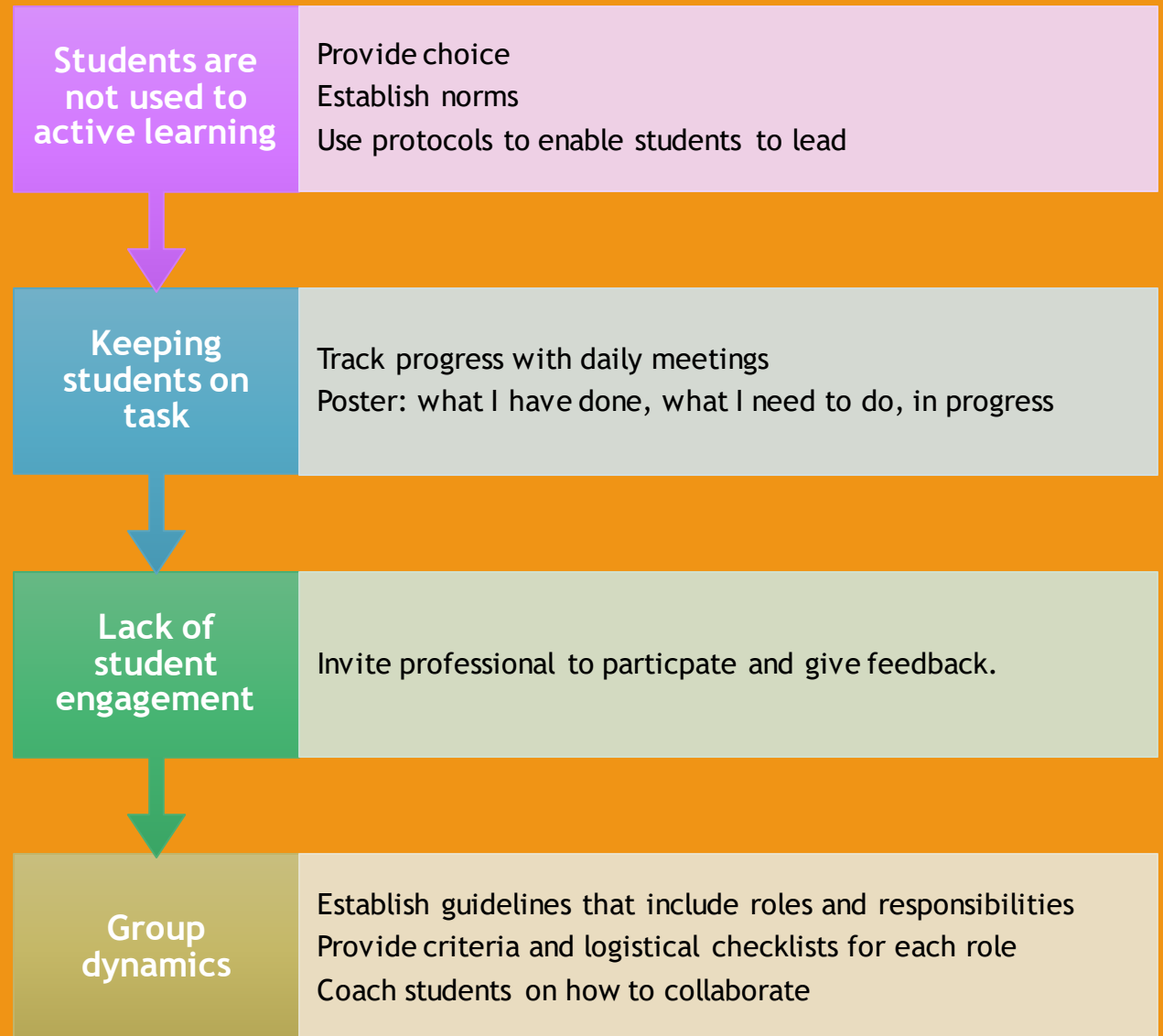
Have you had success with PBL in the past?  
Tell me more!

”

Think, Pair, Share



# Pitfalls and possible solutions



# Sounds Good, Now What?

- Create an engaging, driving question to focus the inquiry.
- Select and plan for products and authentic audiences while being mindful of voice and choice.
- Plan a great project launch.
- Align the project to standards.





# First Steps

Choose a  
topic

Align to  
curriculum

# Facilitator Prep Example:

## How can we best support our students with ASDs in their work study to change this alarming statistic?

Participants will be able to know and do:

- Recognize and demonstrate both the strengths that students with ASD may bring to the workplace and obstacles that students with ASD may encounter in the workplace.
- Identify workplace supports available in their area(s) and at a provincial/national level.
- Categorize supports from most effective to least effective.



Select a subject area

Write your choice  
on an index card  
(e.g. ELA, Math,  
TSE, etc).



# In your subject groups

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Meet with your group and collect materials.

---

Choose a project topic.

---

How does it align with the curriculum? Create 3 learning objectives.





Bathroom Break!



# Brainstorm a possible Entry Event

- Entry Event (creating a need to know)
- E.g. video, lively discussion, a guest speaker, a field trip, or a piece of mock correspondence that sets up a scenario
- NOT a packet of papers, likely to turn students off



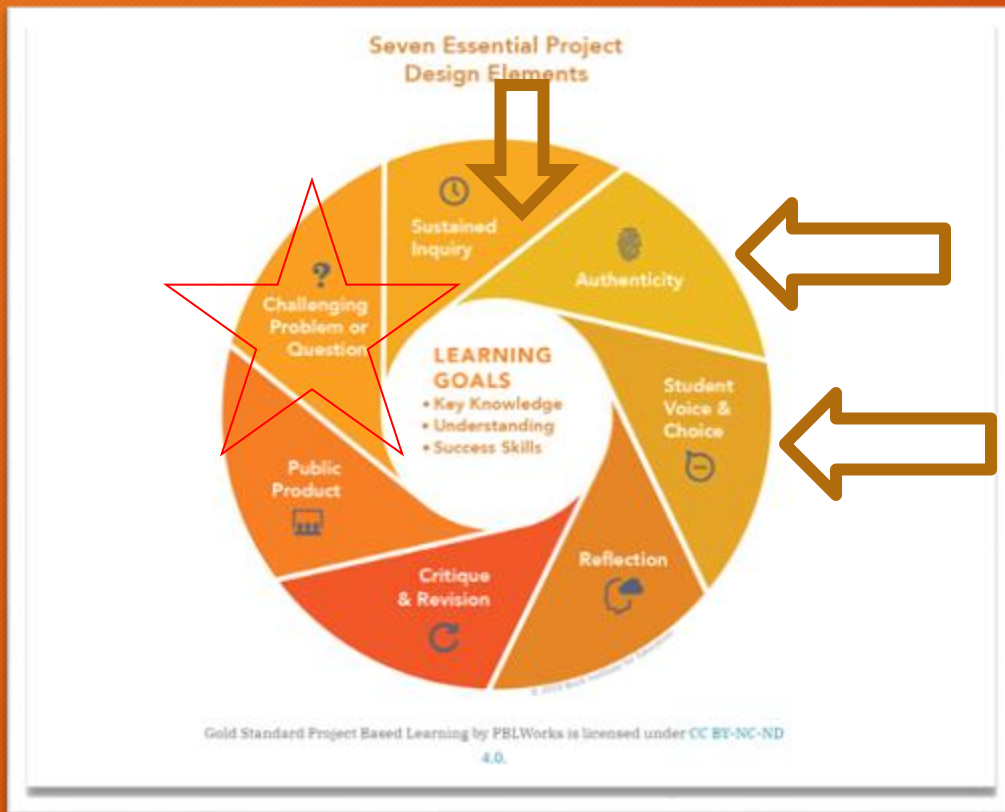


# Driving Question

- Brainstorming possible solutions, students create a driving question to focus their efforts.
- A good **driving question** captures the heart of the project in clear, compelling language, which gives students a sense of purpose and challenge. The question should be provocative, open-ended, complex and linked to the core of what you want your students to learn.



# Balancing Student Choice and Teacher Guidance



- Explain the requirements: written paper, oral presentation with media and a product of students' choice created by teams.
- Form teams and plan tasks.



# Teacher Role

## Build the Culture

Teachers explicitly and implicitly promote student independence and growth, open-ended inquiry, team spirit, and attention to quality.



## Manage Activities

Teachers work to organize tasks and schedules, set checkpoints and deadlines, find and use resources, create products and make them public.

Teachers employ a variety of lessons, tools, and instructional strategies to support all students in reaching project goals.

## Reflections

Teachers engage in learning and creating alongside students and identify when they need skill building, redirection, encouragement and celebration.





## PBL Reflection

1. Would you use the same word to describe PBL?
2. Share with your partner.
3. Hold up your word!







Lunch  
12:00 pm-12:45 pm



# PROJECT BASED TEACHING

- Provides an in-depth guide to PBL
- For each practice there are a wide range of strategies and include teachers' reflections about and suggestions from their classroom experience.

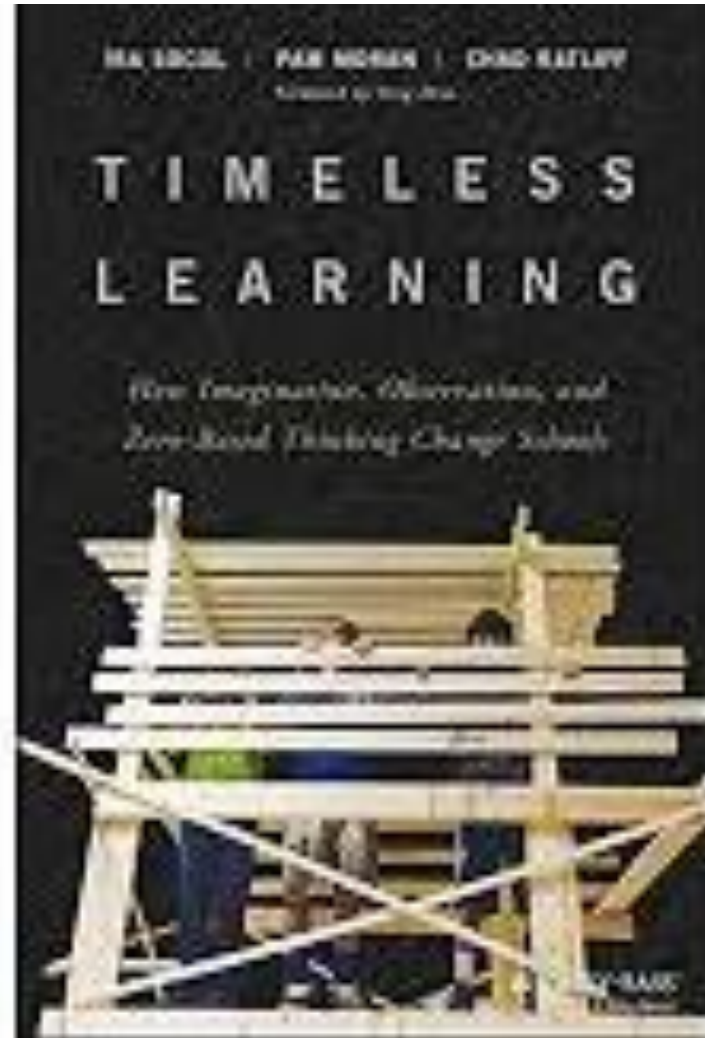
**How to Create  
Rigorous and Engaging  
Learning Experiences**

**SUZIE BOSS**  
WITH  
**JOHN LARMER**





- How innovation and proven practices can change public education.
- Disrupt the "outdated" traditions of today's educational system.
- Offers a multitude of examples.
- Each chapter has an extensive reference list.



# Solar Robot Kit

- Teaches students how to engineer a robot that uses solar power.
- Experience with green tech
- Great entry into PBL





# Administration Stuff

- Please ensure that you sign the attendance sheet, as this is how your school board will claim for your substitution costs.
- Please DO claim your travel expenses!
- If you wish to visit a colleague at his/her school, you are welcome to do so, and the Mentoring project can support this. However, please ensure that you speak with your WOTP Consultant and Marsha first.

# Station Rotation

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**C100** - Truth and Reconciliation: Calls to action and resources.

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In this room (back) - Autism Spectrum Disorder in the Workplace: Support for our students.

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In this room (front) - WOTP and the Five Pursuits - A look inside an ELA classroom.





Just  
FOR  
YOU

# Resource Draw!

Make sure your name is in



*thanks!*

Tombow  
ABT  
Acid Free

N15



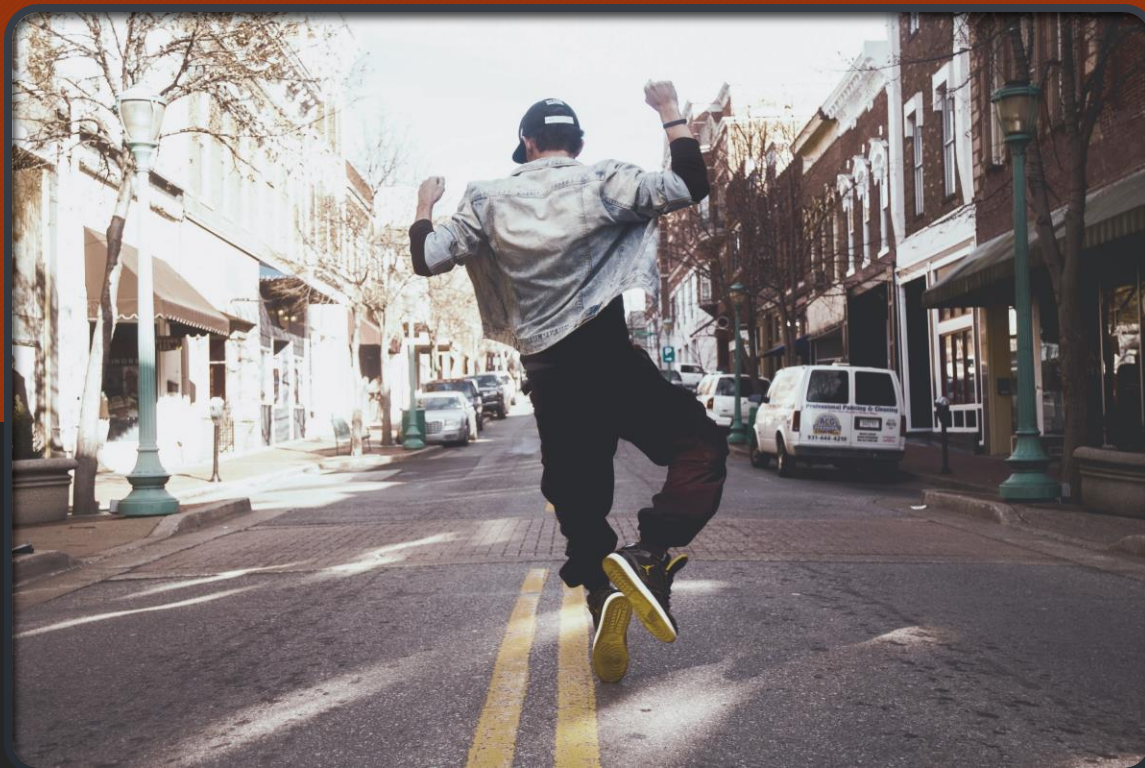


# Teacher Survey



**Please take a few minutes to fill in an  
Exit Card.**





**HAVE A GREAT DAY!**