

Professional Learning Record

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Primary/ Junior Division

Date	Title	Location/ Presenter	Description	Learning: Key Points
September 19, 2023	Resources for Reconciliation-Caring Society	CRX-140 Caring Society	This professional learning opportunity will look at resources that teachers can use in their classrooms to address reconciliation with students.	<ul style="list-style-type: none"> - First Nations Child and Family Caring Society Spirit Bear Beary Caring Curriculum - Ambearrister program for the classroom - Spirit bear plan - Spirit Bear books and movies - Calls to action children's version - Goodminds.com → First Nations, Inuit, Metis books <p>Approach</p> <ul style="list-style-type: none"> - Self-determination - Holistic approach - Culture and language - DO NOT teach culture; teach human rights -
October 3, 2023	Nonfungible Teachers (NFTs) : Your Irreplaceable Value in a Time of Digital Disruption	CRX-140 Dr. Michelle Schira Hagerman	In this keynote talk, Dr. Michelle Schira Hagerman will situate the importance of teachers as critical, irreplaceable human actors at a time of significant social, environmental, economic, and digital disruption. With the launch of the new Ontario K-8 Language Curriculum and the insertion of digital literacy expectations in the front-matter of our foundational policy documents, she provides Year 1 students with frameworks for sorting spam from substance. In a context that often hypes the potential of tech without serious critique, she offers students strategies for knowing their irreplaceable value and for centering	<ul style="list-style-type: none"> - <u>Considerations for planning</u>: create opportunities for students to learn in ways that best suit their interests and strengths. Technology has also enhanced the ability to connect with communities outside the school. - Rich opportunities can be tapped to support students in developing digital literacy, an essential transferable skill. - www.onebillion.org - www.kitkitschool.com - Better uses for technologies: Center Human Needs. Does this technology help support the various needs of human identity? <p>Ask yourself:</p> <ol style="list-style-type: none"> 1. Does this technology enable students to solve meaningful problems or overcome barriers to participation and learning? 2. Does the tech support social inclusion, collaboration, and participation in digital activities of cultural significance?






			what matters most in their teaching practices.	<ol style="list-style-type: none"> 3. Does the tech support playful engagement? 4. Does the tech enable students to create and be creative? 5. Does the tech encourage movement and wellness? (DPA) (Lu Playground) 6. Does the tech support foundational digital literacies practices, skills and disposition?
October 3, 2023	Bringing STEM to youth & teachers	CRX-140 ACTUA Mikayla Ellis Senior Manager of Outreach	Bringing STEM to youth and teachers. The focus will be on Actua's National programs and the strategies we use to get youth excited about STEM. In particular, I'll be talking about our digital skill building programs with examples of the activities we've developed. Many of these are resources that teachers can access on our website after the presentation.	https://actua.ca/activities-resources <ul style="list-style-type: none"> - Mission: unlock the infinite potential of youth while radically and relentlessly removing barriers to STEM. - Vision: Become a global leader in inclusive STEM education - National Teacher Training Program - Micro-credentials - Supporting resources and ready-made activities <p>How to get students excited</p> <ol style="list-style-type: none"> 1. Make connections <ol style="list-style-type: none"> a. Real world problems b. Local communities 2. Incorporate diverse representation, perspectives 3. Opportunities with tech/virtual play 4. Use hands-on challenges <ul style="list-style-type: none"> - Design various things. Test out these designs. AND discuss FAILURE. It is okay!! <p>Digital skills building:</p> <ul style="list-style-type: none"> - Using encryption to include addition and subtraction
October 17, 2023	Federations Day Professional Boundaries	CRX-140 Randy Banderob (OSSTF) Ontario Secondary School Teachers Federation	Boundary issues for educators: An OSSTF training workshop	<ul style="list-style-type: none"> - "The students must be supported at all times in a professional manner which is characterized as caring, respectful and appropriately distant." <p>Issues:</p> <p><u>Being alone with a student</u></p> <ul style="list-style-type: none"> - Meet somewhere public, always keep the door open, have someone else aware of the meeting <p><u>Transporting students</u></p> <ul style="list-style-type: none"> - You do not have to, you can say no - You are not covered by the school insurance, no matter what <p><u>Secrets</u></p> <ul style="list-style-type: none"> - You cannot promise confidentiality

				<ul style="list-style-type: none"> - Your role is to get the students to the professional who can help them and is trained to help them <p><u>Giving Gifts</u></p> <ul style="list-style-type: none"> - Celebrate birthdays monthly with a shared cake - Consider employer rules for receiving of gifts <p><u>Calling a student's home</u></p> <ul style="list-style-type: none"> - Direct all calls to parents - Do not engage students in conversation - Leave a message to have parents contact you at school - Use school phone <p><u>Physical contact</u></p> <ul style="list-style-type: none"> - Do not touch children, use your words to describe how you are feeling - Do not intervene physically in altercations between students <p><u>Word choice</u></p> <ul style="list-style-type: none"> - Be aware of words, and the double meaning of sayings <ul style="list-style-type: none"> - Do not take things from students, you have no right
October 17, 2023	Before the school bell rings: Well-being Practices for Teacher Candidates	Karl Fernades OECTA Ontario English Catholic Teachers Association	The school day begins and ends with a bell. But it is what happens before and after the bell that has so much to do with a teacher's sense of well-being. Teachers face unprecedented demands on their time. Tending to their well-being need not be negotiable or time-consuming. In this practical workshop, we will explore well-being as it applies to teachers. We will develop a conceptual framework to situate a teacher's sense of well-being, identify challenges to the well-being of new teachers, and most importantly connect to a wide range of accessible practices and resources that support personal well-being. "Taking care of yourself doesn't mean me first. It means me too." L. Knost	<p>Establishing the framework</p> <ul style="list-style-type: none"> - Perspective and language - There is always more than one perspective and we need to be aware that everyone sees things differently. - Sometimes we get stuck: Sometimes the challenge is bigger than what we feel we can overcome. Sometimes our barriers <ul style="list-style-type: none"> - Physical effects of tension: there are so many effects of stress on the body, it is important that we find ways to release this stress <ul style="list-style-type: none"> - We are called into this profession to help little ones through their hard times, regardless of our own struggles – taking care of ourselves is important <ul style="list-style-type: none"> - Before the bell rings, notice your emotions and come to terms with these before school and before the students enter the class

				<ul style="list-style-type: none"> - “There is something beautiful about being imperfect” - Your well-being involves acceptance: “Obstacles do not block the path, they are the path” - “Respond; don’t react. Listen; don’t talk. Think; don’t assume.” <p>Stop Take a deep breath Observe Proceed Boredteachers.com</p>
January 16, 2024	Workplace Violence & Safety in the Workplace	Ottawa Catholic Teachers	This session will review the legislation and workplace safety expectations for all teachers.	<p>Effects of the pandemic on violence in schools</p> <ul style="list-style-type: none"> - Students are more dysregulated and unable to follow routines because they haven’t had to. - Even simple tasks can create an outburst because they don’t know how to handle what is being asked of them. <p>There are formal steps that need to be taken if you are a victim of workplace harassment by a student.</p> <p>Reporting and completing forms is necessary despite what the admin says.</p> <p>Other considerations:</p> <ul style="list-style-type: none"> - Follow-up with admin - Seek information and support from other colleagues - Request access to other resources, advocate for the needs of your classroom <p>WHEN IN DOUBT FILL IT OUT</p>
January 16, 2024	Safe Schools OCDSB	Marnie Patterson-Principal of Safe Schools	Marnie Patterson was a guest speaker within our PED 3200 Discussion Group.	<ul style="list-style-type: none"> - Behaviour is communication - Students in grade K-3 cannot be suspended <p>Suspension vs. safety pause</p> <ul style="list-style-type: none"> - Suspension is for a set number of days to a situation that occurred - Safety pause is taking a pause from school, the school team comes up with a set of expectations that must be followed (signed off on) in order for the student to return to school!

				<ul style="list-style-type: none"> - Students that are suspended for up to 20 days due to a major incident, are given the option to join the support during a suspension program (SDSP) <p>Be curious, not furious: it's okay to take a step back and take time before coming back</p> <p>Trauma Informed Care!!!</p> <p>Work on the WHY of the behaviour</p>
January 23, 2024	Student Injury Prevention- Ministry of Education	Chris Cully & Rana Nasrazani	This session will provide an overview of the legislation, guidance, and resources available to support students' physical safety in the classroom, on the field, and during outdoor education excursions.	<ul style="list-style-type: none"> - This is not something that is only addressed during bullying prevention week, but is addressed right from the first day.
January 23, 2024	Consent in the Classroom	OPHEA Andrea Haefele & Julie S. Lalonde	<p>We all have a role in making sure schools are welcoming, diverse and happy places where everyone in a school community can learn, connect and build healthy, active lives free from violence. However, many people in Canada and around the world continue to face violence every day because of their gender, gender expression, gender identity or perceived gender. In this workshop participants will get the opportunity to:</p> <ul style="list-style-type: none"> - Increase the awareness and understanding of how to create safer spaces in classroom <p>discussion about healthy relationships, gender-based violence prevention and consent aligned with the Health & Physical Education curriculum.</p>	<ul style="list-style-type: none"> - These discussions can be difficult to have with students but it is important that they know there is resources there to help them. - Do not make promises - Give students the information that they need to make informed decision. - Do not tell them not to do something -

			<ul style="list-style-type: none"> - Gain confidence and capacity in building safe and positive spaces in their school communities. - Learn about Ophea resources for teaching gender-based violence prevention, details on how to use them in the classroom, expert videos, classroom ready activities and student worksheets, and a resource database. 	
January 30, 2024	Addressing Challenging and Sensitive Topics in the Classroom Panel	Panel of Educators	<p>In this module we are exploring student voice. Your practicum experience prior to the holidays gave you the opportunity to see theory in action. In this module you will be presented with information and perspectives to extend your learning and understanding of students. We are all affected by current world events and as educators we are called upon to address social justice within our classrooms. This panel of educators will provide an opportunity for Year 1 candidates to explore ways in which current challenging issues can be addressed in the classroom in a sensitive and respectful manner.</p>	<ul style="list-style-type: none"> - We cannot teach what we do not know, we need to be informed. - Respectability and civility need to be at the center of these conversations - Happy ignorance = avoidance - What are things that your paying attention to - What resources are you drawn to, these are things that we need to notice in order to make change. Pay attention to these things so that you can change them. - Disrupt the behaviour and call it out for what it is, but never ever embarrass a student in front of their peers.
February 6, 2024	Human Rights and Equity – Considerations for New Teachers	Stephanie Fernandes & Nada Aoudeh	<p>This session will address:</p> <ul style="list-style-type: none"> - The landscape compelling an equity and human rights approach to education: including policy, professional/ethical standards, and data - What human rights and equity mean for teacher practice with considerations for de-streaming - The personal and instructional dimensions for new teachers 	<ul style="list-style-type: none"> - We have ethical and legal obligations we must uphold - The Human Rights Approach in Education, respects the shared principles underpinning international agreements, equity work and Ontario’s Human Rights Code. Supports understanding of, and legal compliance with the code. Continually questions the effect of laws, policies, procedures and practices on Indigenous and equity-seeking groups.

				<p>Human Rights Code: Grounds</p> <ul style="list-style-type: none"> - Disability - Age - Sex (incl. pregnancy, breastfeeding) - Gender identity - Gender expression - Sexual orientation - Marital status - Family status - Creed - Race - Colour - Ancestry - Ethnic origin - Citizenship - Place of origin - Public assistance (in housing only) - Record of offences (employment, only if record suspended) <p>Human Rights Code: Social Areas</p> <p>The Code provides for equality and freedom from discrimination in:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Goods Services & Facilities</p> </div> <div style="text-align: center;">  <p>Housing</p> </div> <div style="text-align: center;">  <p>Contracts</p> </div> <div style="text-align: center;">  <p>Employment</p> </div> <div style="text-align: center;">  <p>Unions and professional associations</p> </div> </div> <p>...applies to the "extended environment"</p>
February 20, 2024	Mental Health and Well-being	Ministry of Education	The mental health and well-being of students, their families and the people working in the education system is a priority and is the foundation for supporting learning and overall student success post-pandemic and throughout the year. Sessions will highlight existing culturally relevant and responsive approaches and resources from the ministry's student mental health implementation partner, School Mental Health Ontario, and as well as other practical strategies and mental health and well-being supports. The session will also include discussion about approaches to support students such as children and youth in care or other students who may experience disproportional challenges when unable to attend and be supported by the school environment.	<ul style="list-style-type: none"> - You cannot help others be their best selves if you are not your best self. - Ensure that students see themselves in the classroom. This might be the only time they feel welcome in a day - Be their biggest supporter, and advocate for your students - Teachers need to focus on themselves as well.
February 20, 2024	Cultivating Resilience: Mindful Self-	Mia Kakebeeke, Resource	This workshop introduces you to the concept of Mindful Self-Compassion and provides practical tools to cultivate	<ul style="list-style-type: none"> - "You can have the best curriculum in the world, in any subject area, if you are not able to show up in good shape, it's eventually going to go sideways."

	Compassion in Education	Support Teacher, York Street Public School	self-compassion in your professional and personal lives. As future educators in a challenging field, it's crucial to prioritize self-care and resilience.	<ul style="list-style-type: none"> - You are the strategy, you choose the meaning for yourself - You cannot be your best for your students, if you are not at your best. - A bad system will beat a good person every time <div data-bbox="1360 326 1755 623" data-label="Diagram"> </div> <div data-bbox="1283 656 1797 688" data-label="Section-Header"> <p>We have 3 options (as do our students)</p> </div> <div data-bbox="1283 708 1829 922" data-label="Complex-Block"> <table border="0"> <tr> <td data-bbox="1283 708 1444 922"> <p>Cope Stay in Survival Mode</p> </td> <td data-bbox="1444 708 1633 922"> <p>Collapse Burnout or Quit</p> </td> <td data-bbox="1633 708 1829 922"> <p>Transform Remember your WHY and take action</p> </td> </tr> </table> </div>	<p>Cope Stay in Survival Mode</p>	<p>Collapse Burnout or Quit</p>	<p>Transform Remember your WHY and take action</p>
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