

THE RENEWED MATHEMATICS STRATEGY FALL LEARNING SYMPOSIUM: DAY ONE

AGENDA

- 9:00 am Welcome and Introductions
- 9:10 - 10:30 am Catherine Montreuil
Context and Reflections
- 10:30 - 10:45 am Break
- 10:45 - 12:00 pm Math Learning for Leaders
- 12:00 - 1:00 pm Lunch
- 1:00 - 1:45 pm Like-role Discussions
- 1:45 - 2:30 pm Collaborative Professionalism
- 2:30 - 3:30 pm Monitoring and Team Time

YOUR QUESTION PARKING LOT	
<p style="font-size: small; margin: 0;">Please use this space to get down any questions you and/or your team members may have throughout the day.</p> <p style="font-size: x-small; margin: 0;">ASSISTANT DEPUTY MINISTER CATHERINE MONTRÉUIL</p>	<p style="font-size: small; margin: 0;">MATHEMATICS LEARNING FOR LEADERS</p>
<p style="font-size: x-small; margin: 0;">We will collect your questions and respond to them either through the course of the day or at a future session. Thank you for sharing your thinking!</p>	<p style="font-size: small; margin: 0;">RENEWED MATHEMATICS STRATEGY</p>

Use your **Question Parking Lot** to pose any questions you may have about today's session.

Collaborative Professionalism: Values all voices and is consistent with our shared responsibility to transform culture and provide equitable access to learning for all.

All the resources for today's session are available at <http://tinyurl.com/RMSontario>

FOUNDATIONAL DOCUMENTS



DISCUSSION: ONE

How will DSBs and the ministry work together to achieve excellence in mathematics?

How will we know if what we are doing is effective?

Reflect on the messages you just heard, this inquiry question, and your implementation of the RMS. Share your thinking and burning questions with your board team members.

The Renewed Mathematics Strategy

Key Priorities

- More **precise** and **personalized** instructional strategies will be emphasized for students with **special education needs**.
- The achievement of students in **applied mathematics** courses remains a key priority for the Renewed Mathematics Strategy.
- Skills such as **reasoning**, **problem solving**, and **communicating** mathematical thinking are essential. The Renewed Mathematics Strategy will help us to focus on what's important for math learners in the **21st century**.

Math in the Headlines
How would you respond?

With all the recent media attention on mathematics, a parent asks you for your opinion.

What would be your response?

How would your response improve public confidence?

DISCUSSION: TWO

What are the misconceptions?
What are the difficult questions?
How would your response improve public confidence?

DISCUSSION: THREE

Table Talk

Given our discussion thus far today, how can our work together through the Renewed Mathematics Strategy lead to higher levels of student learning?

DISCUSSION: FOUR

In realizing the vision of the Renewed Mathematics Strategy, all educators play a key role both in their individual role and collectively as part of a system team.

In your roles, how are the students doing and how will you know?

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Effective Pedagogy in Mathematics International Academy of Education/International Bureau of Education

1. Caring classroom communities that are focused on mathematical goals help develop students' mathematical identities and proficiencies.
2. Effective teachers provide students with opportunities to work both independently and collaboratively to make sense of ideas.
3. Effective teachers plan mathematics learning experiences that enable students to build on their existing proficiencies, interests and experiences.
4. Effective teachers understand that the tasks and examples they select influence how students come to view, develop, use and make sense of mathematics.
5. Effective teachers support students in creating connections between different ways of solving problems, between mathematical representations and topics, and between mathematics and everyday experiences.
6. Effective teachers use a range of assessment practices to make students' thinking visible and to support students' learning.
7. Effective teachers are able to facilitate classroom dialogue that is focused on mathematical argumentation.
8. Effective teachers shape mathematical language by modelling appropriate terms and communicating their meaning in ways that students understand.
9. Effective teachers carefully select tools and representations to provide support for students' thinking.

Who	Where
Directors Superintendents	Kingston Room
Elementary Principals and Vice-Principals	Wasaga Room
Secondary Principals and Vice-Principals	Haliburton Room
DSB Mathematics Leader Other Mathematics Facilitators Other	Caledon Room

LIKE-ROLE BREAKOUT SESSION

LIKE-ROLE NETWORKING AND LEARNING

What does the implementation and monitoring of the RMS look like when contributing to improving students' learning and achievement in mathematics?

- Organize your thinking around this question.
- Sit in groups of six.
- Share your thinking.

45
Min

DISCUSSION: FIVE

What does the implementation and monitoring of the RMS look like when contributing to improving students' learning and achievement in mathematics?



Our next session will begin at 1:45 p.m.

Setting the Table for Collaborative Professionalism



10
Min

- Read the article

- Think about:
What resonated with you?
What challenged your thinking?

10
Min

- Share your thinking with a partner and then with your team members.

READING AND DISCUSSION: SIX

- Read the article called **Setting the Table for Collaborative Professionalism**.
- Think about:
What resonated with you?
What challenged your thinking?
- Share your thinking with a partner and then with your team members.**

Leaders who find the time, during the school day, to have collaborative conversations with teachers and other leaders, using any or all of the five instructional processes, give and get feedback as a critical data source about the impact they are having as leaders and use that as data to get better at their own learning, teaching and leading.

Sharratt, Lyn, Principal Connections, Fall 2016, Volume 20, Issue 1, page 37.

Team Discussion Time

20
Min

In your role as a System Leader, what did you learn from your conversations today that will help you and your system team to better support your Board's implementation of the Renewed Math Strategy?

What resources do you already have?
What resources do you need?

TEAM DISCUSSION: SEVEN

In your role as a System Leader, what did you learn from your conversations today that will help you and your system team to better support your Board's implementation of the Renewed Math Strategy?

How might you share and extend the thinking generated in this session to your work as a system team in supporting schools?



TEAM DISCUSSION: EIGHT

How might you share and extend the thinking generated in this session to your work as a system team in supporting schools?

This is about listening hard to "hear" the questions to ask rather than talking or "telling" everyone the answer.

Sharratt, Lyn, Principal Connections, Fall 2016, Volume 20, Issue 1, page 34.