

# CoP Alignment with the RMS

March 2018

See how the MKN's 4 Communities of Practice align with the 7 goals of the Ontario Ministry of Education's Renewed Mathematics Strategy



## RMS Goals

- 1 Sixty minutes per day of protected math learning time in Grades 1 to 8
- 2 Up to three math lead teachers in all elementary schools
- 3 Coaching for principals of select secondary schools to lead improvement
- 4 Support for learning at home through parent resources
- 5 Better access to online math resources and supports
- 6 Math support for Grades 6 to 9 outside of the school day
- 7 Opportunities for educators to deepen their knowledge, including a dedicated math PD Day

## Critical Transitions

- Early Math Education survey will collect information on how much time educators are spending on math. Also stressing the importance of this during PD Days, and compiling resources for educators to use during this time.
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  - 4 Creating an online resource for early math educators that will include a section with parent resources.
  - 5 Creating an online resource for early math educators that will include balanced numeracy resources.
- Held a Kindergarten Math Forum for ECE program instructors and B.Ed. instructors as well as early math PD Days for early learning educators in the Greater Essex DSB. There will also be a 1-day workshop on the critical transition from Gr 8-9 mathematics.
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## Math Leadership

- 1 Working with math leads to develop resources/strategies to use the protected time purposefully.
- 2 Working with math leads, as well as Boards that do not utilize math leads.
- 3 Working with principals and superintendents to enhance content knowledge and math leadership capacity.
- 4 Schools have parent involvement in their school improvement plans. Some online learning activities are open, so that educators and parents can take part.
- 5 Creating online resources that teachers, students, and parents can access.
- 6 Trained University of Windsor Teacher Candidates to serve as learning coaches for elementary and secondary Indigenous students (after school hours).
- 7 Partners offer PD to Board leaders across the Province (e.g. The Math Pod, GECDSDB symposium and workshops, Leadership Institute with Cathy Fosnot). Collecting data on PD across school boards.

## Computational Thinking

Working in 22 grades 1-10 school settings in Wellington CDSB and TDSB to develop resources to support enhanced learning during the 60 minutes of protected time. Sharing these resources publicly on the MKN website as they are developed.

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  - 2 Working with math leads.
  - 3 Working in partnership with HS principals in WCDSB as they implement a grade 10 Math + Computer Science Cohort.
- Activities include a home connection, where students share their learning and parents respond to teacher: What did your child share with you? What did you learn? The CT CoP has involved at least 1 teacher in each elementary school in WCDSB, and all teachers at St Andrews PS in TDSB.
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- All activities have online resources that students and parents can access at home. Resources have been shared publicly on the MKN website as they are developed.
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- Offering several math workshops to teachers involved. Also collaborated with TCDSB to support their offering of workshops to grade 6 teachers across TCDSB.
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## CoPs

### Indigenous Knowledge

- 2 Working with math leads.
  - 3 Working with principals and senior administrators to build capacity for engaging and working with Indigenous Peoples, communities, and knowledges.
- OISE and YRDSB have community engagement as an integral part of their initiatives. Looking to identify successful practices of various schools/districts that have developed the home-school school mathematics connection.
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- Creating resources that will be online and also considering their adaptation to support educators who have limited access to high-speed internet.
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- Identifying successful practices of various schools and districts as well as elevating the existing tools such as Homework Help, mPower, and Mathies.
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- Face-to-face meetings will set the context for work and identify timelines/goals for the upcoming year, which will include PD to mobilize the knowledge. Will continue to look for opportunities for Elder-/ Knowledge Holder-facilitated land-based teachings that connect Indigenous Knowledge and Math.
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