# Identified 'Problems of Practice'

Prior to the regional Barrie SIM meeting, School Effectiveness Leads asked each member of their SIM team to pose a 'problem of practice' under the preselected headings identified below. These problems of practice are shared below.

During the breakout sessions, team members moved in to cross-district small groups to dialogue about these problems of practice.

**Preselected Headings (hyperlinks will move to specific area of document, )**
Leading Mathematics Learning: Supporting Numeracy (Day 1 and Day 2 merged)
Gap Closing: Precision and Personalization (Day 1)
Using Technology to Support Learning and Engagement (Day 1)
Leading Learning in Reading: Supporting Literacy (Day 2)
Collaborative Inquiry (Day 2)

**Leading Mathematics Learning: Supporting Numeracy (Day 1 and Day 2 merged)**

- How do we effectively move forward in the consolidation and highlights of a lesson?
- How do we get teachers to move away from the comfort of the text?
- How, as principal, can I help teachers to become less dependent on particular math textbooks as mathematics instruction has changed a great deal since I was a teacher?
- How do we spread the learning and maintain the integrity of our work achieved through our intensive support models (e.g., CIL-M) with our schools and our staff?
- How do we know that CIL-M or collaborative inquiry structures are improving teaching and learning in mathematics? How do we support our teachers with content knowledge?
- What CIL-M or collaborative inquiry structures will improve teaching and learning in mathematics? How do we support content knowledge for our teachers?
- How can we spread the learning from the excellent Math work that is being facilitated in a few schools, to the wider system? How to raise the math knowledge base and the confidence of our teachers teaching math?
- How do we balance inquiry and direct instruction?

- How to effectively embed learning of mathematics content into teacher professional learning in order to build the capacity of teachers in knowing how to go deeper with questioning and consolidation with their students?
- As reflected in our EQAO data, we need to close the gap in achievement for primary reading, junior math and students with learning disabilities. How can we be more precise and personalize the instructional tasks to increase achievement for all students?
- How do we motivate junior teachers to embrace and integrate our district's Essential Practices (e.g., 3 part lesson, open and parallel questions, multiple entry points) on an ongoing basis?
- How do we best teach and consolidate number sense in students?
- How do we effectively use manipulatives as a math thinking/communication tool in J/I? How do we encourage a divisional approach to adopting different mathematical pedagogies?
- How do we move forward given the lack of staff readiness, high turnover of staff/LTOs? What might be an effective plan and implementation of this plan?

- How to go deeper with 3-part problem solving math lessons to consolidate student learning? What is the most effective professional learning to assist teachers with mathematics instruction (i.e., Marian Small)?
- How do we support/reassure teachers as they struggle to move from an often textbook based numeracy program to a problem solving approach linked to the "Big Ideas" and having cross-curricular connections while still addressing curricular expectations and assessment concerns?

- How to create a positive learning environment which supports collaborative math inquiry process? What process can we put into place to support teachers who are not comfortable teaching mathematics?
- How do we support our students who have difficulty applying the strategies learned when attempting to solve mathematical problems independently?
- How to help teachers recognize the role of problem solving in their math curriculum, as a vehicle for authentic learning vs. problem solving being an extra activity?

**Gap Closing:  Precision and Personalization**

- How do we move forward in selecting appropriate marker students and small group guided practice?
- How do we more precisely personalization the transition between grade 8 and 9 for at risk students?
- How can we accurately track trends when in some schools the subgroup populations can be very small?  How can we help teachers to use the data for improvement rather than for excuses?
- How do we know with precision that the work we are doing is the "right work" and that we are closing the gap?
- How do we move away from low level programming for students with exceptionalities?
- How do teachers integrate Gap Closing resources with other instructional materials:  within challenging time constraints?  With limited in-class support?
- How to maintain reading levels for students coming out of Reading Recovery in grades 2 and 3 – is phonological awareness the missing link?
- How do we accurately identify the content area/concepts a child has gaps in?  How do we support teachers in developing and applying a range of differentiated instruction strategies?
- Students with learning disabilities have significant gaps in their math learning.  What knowledge, experiences and/or supports are needed to narrow the gap across the grades?
- Only 25% of our students in grades 4-6, with special needs, achieved the standard in writing on the 2012 provincial assessment. How do we support these students?
- As reflected in our EQAO data, we need to close the gap in achievement for primary reading, junior math and students with learning disabilities.  How can we be more precise and personalize the instructional tasks to increase achievement for all students?

**Using Technology to Support Learning and Engagement**

- How do we move from technology being at the point of learning, not at the point of instruction?
- How to make technology a seamless and effective part of our program/teaching.
- How do we support our teachers who have a wide variety of levels of understanding in technology, in their work to engage students and use technology appropriately as a tool for learning?
- What innovative practices can support teaching and learning?
- How do we create the conditions for consumption versus production on tablets; create safe environments for student collaboration spaces?
- How do we move away from technology being a substitute for existing tools toward it redefining and reshaping the student tasks?
- Students with I-Pads are experiencing academic growth and success.  How do we best extend that TEL to other students?
- How do we support the effective implementation of limited resources?  What does authentic learning look like with technology?  How do we use technology for collaboration and creation?
- How do we move forward in the use of technology (i.e., interactive board) to promote deeper learning/illustration of concepts?
- How to successfully integrate the use of student's SEA equipment into daily practice?
- How can we support teachers as seeing technology as more than a gimmick; how do we support teachers in thinking about what they want the students to learn and then finding a tool to support that learning?
- How to go beyond the scope of using technology as a tool to support student engagement?
- How to use virtual manipulatives, web sites, wikis and blogs and Smart boards to their potential in supporting student learning?
- As reflected in our EQAO data, we need to close the gap in achievement for primary reading, junior math and students with learning disabilities.  How can we be more precise and personalize the instructional tasks to increase achievement for all students?

**Leading Learning in Reading:  Supporting Literacy**

- How do we implementing comprehensive literacy in a more fluid manner?
- How do we support teachers in using 4 roles of the Literate Learning in primary and beyond?
- How do we go more deeply into the "Text User" and "Text Analyzer" areas of the 4 Roles of the Literate Learner with teachers given the climate of no Literacy Coaches and a strong focus on Math?
- How can we identify with precision the literacy learning needs in our classrooms and schools?
- How do we more effectively build student dialogue?
- How do we refine the Early Success initiative to meet the needs of our early learners?

- How do students bridge their oral responses to effective written communication?  How do we introduce tasks that cause deep thinking in early primary classes?
- How do we monitoring sustainability and help to support instructional leadership?
- How do we use the data that we collect to inform our practice?  How can we support teachers in seeing the link between assessment and instruction?
- How do we support schools and teachers as they work to incorporate "structures" (eg. the Daily 5) which have students engaged in meaningful activities that allow them to practice, reinforce and extend their understanding of the intended learning based on the curriculum and assessed student needs?
- As reflected in our EQAO data, we need to close the gap in achievement for primary reading, junior math and students with learning disabilities.  How can we be more precise and personalize the instructional tasks to increase achievement for all students?

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## Collaborative Inquiry

- How do we move to practice without support … such as when EPCI and CIL-M projects end and then what?
- What are some strategies to assist school-based inquiry projects?
- Collaborative inquiry works well but is often limited to small number of teachers per school.  How do we build capacity for the entire staff?
- How do we know that our collaborative inquiry structures are making a difference?  How do we monitor this?
- How can we move collaborative inquiry outside of mathematics?
- How do we continue to grow the process out and support teachers to adopt the SWS Stance and CIL-M model within a school staff as regular practice?
- Collaborative inquiry is a powerful learning process.  How do we extend and support that inquiry into all areas of the curriculum?
- How do we ensure that collaborative inquiries are value for money?  E.g., effective professional learning; impact on students; building capacity within and across schools.
- What are the barriers to CI and how can we overcome them in our schools? How are learnings from CI communicated?
- How do school leaders find time for team inquiry and PD to support teams based on their focus of inquiry?
- How as leaders do we create the conditions that support authentic collaborative inquiry?  How do we effectively monitor student learning and progress throughout these iterative cycles?
- As reflected in our EQAO data, we need to close the gap in achievement for primary reading, junior math and students with learning disabilities.  How can we be more precise and personalize the instructional tasks to increase achievement for all students?