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# Partners in Dialogue

November 9, 2016

Toronto Congress Centre

# Partners in Dialogue

Dominic Giroux  
President and Vice Chancellor,  
Laurentian University

# Opening Prayer

Constance Simmonds  
Senator

Métis Nation of Ontario

# Bruce Rodrigues

## Deputy Minister

# Premier Wynne and Ontario Students Talk about Well-Being and Education

A conversation facilitated by  
Dr. Jean Clinton

# Students

Crystal Chin

Dionovan Grosbeck

Mathilde Papillon

# Break

The Honourable  
Mitzie Hunter  
Minister of Education



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$1 \times 9 = 9$     $2 \times 9 = 18$     $3 \times 9 = 27$   
 $1 \times 8 = 8$     $2 \times 8 = 16$     $3 \times 8 = 24$   
 $1 \times 7 = 7$     $2 \times 7 = 14$     $3 \times 7 = 21$   
 $1 \times 6 = 6$     $2 \times 6 = 12$     $3 \times 6 = 18$   
 $1 \times 5 = 5$     $2 \times 5 = 10$     $3 \times 5 = 15$   
 $1 \times 4 = 4$     $2 \times 4 = 8$     $3 \times 4 = 12$   
 $1 \times 3 = 3$     $2 \times 3 = 6$     $3 \times 3 = 9$   
 $1 \times 2 = 2$     $2 \times 2 = 4$     $3 \times 2 = 6$



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# Strength in Collaborative Professionalism

Dr. Carol Campbell

David Euale

Marilies Rettig

Bernard Roy



twitter

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# Policy/Program Memorandum (PPM) 159 Outline

- Background
- Purpose
- Context
- Vision for collaborative professionalism
- Shared understandings and commitments
- Roles and Collective Responsibilities



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# Strengthening a Culture of Collaboration

- PPM 159 – reflects a shared commitment of Ontario education stakeholders to a culture of collaborative professionalism: “professionals at all levels of the education system working together, sharing knowledge, skills and experience to improve student achievement and well-being of both students and staff.”
- Partners agreed in Fall 2015 to collaborate on developing and clarifying renewed ways of working together to optimize conditions for learning, working and leading
  - Commitment reflected in several collective agreements in 2015 cycle



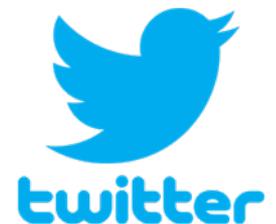
# A Transformation Team to Co-Develop Recommendations

- Transformation Team formed in January 2016 as part of collaborative approach extending January to May 2016
- 27 members from associations and federations representing teachers, education workers, principals, supervisory officers, directors of education, and trustees (English/French, Catholic/public systems)(English/French, Catholic/public systems) invited by Minister Sandals
- Three co-leads with extensive federation and school board experience: David Euale, Marilies Rettig, and Bernard Roy



# Transformation Team Process: Modeling the Principles of Collaborative Professionalism

- Value all voices
- Foster a trusting environment and respect for all
- Open sharing of ideas to achieve a common vision
- Focus on research, evidence and best practices
- Respect for Acts, Regulations and Agreements



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# Purpose of PPM 159

- A commitment to an Ontario culture of collaborative professionalism: “professionals at all levels of the education system working together, sharing knowledge, skills and experience to improve student achievement and well-being of both students and staff.”
- Support for transforming culture and optimizing conditions for learning, working and leading at all levels of the education sector



# Context for Strengthening Collaborative Culture

- Collaboration and partnerships have made Ontario a world-leading education system
- Shared experience, evidence and research tell us that further strengthening collaborative professional relationships and supporting networks and communities of professionals are central to making further progress
- Collaboration is consistent with respect for standards of practice, roles, duties and legal obligations



# Ontario's Vision for Collaborative Professionalism

“...all education professionals will work together to build on Ontario's solid foundation of achievements through the establishment of trusting relationships that value the voices of all, encourage reflection and support professional growth.”



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# Foundations for Collaborative Professionalism

- Professional learning that supports and enables the conditions for student achievement and student and staff well-being;
- Inclusive leadership practices that value all voices
- Trusting environments with consideration for time and resources, that enable learning within and between teams
- Professional practice informed by research, evidence and knowledge arising from the strengths, needs and interests of students and education professionals;
- An environment that can enhance and influence professional judgement, as defined in *Growing Success*
- An understanding that collaborative professionalism is not intended to increase workload.

# Roles and Responsibilities



- Formal leaders have a unique role in enabling collaboration
- The ministry has established a Provincial Committee on Ministry Initiatives with education partners to discuss possible, proposed and existing initiatives, including implications for training, resources and timing.
  - To have an integral role in transforming focus from an initiatives-based perspective to support more coherent approaches.
- The ministry has also established a French Language working group
- District school boards and school authorities will establish a mechanism, or use existing mechanisms, to foster consultation, collaboration and communication with federation and other union locals and associations for the implementation of new and existing initiatives.

# Roles and Responsibilities – cont'd

“All partners, individually and collectively, have agreed to uphold and model the principles of collaborative professionalism in this PPM...”



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# Sharing Ideas and Discussion

- What current practices are you engaged in that support collaborative professionalism? What do they look like and sound like in your settings?
- Where can collaborative professional practice bring the greatest benefit for student achievement and well-being?
- How can you further support and contribute to collaborative professionalism?



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# Lunch

12:30 pm to 1:15 pm

Enjoy your meal

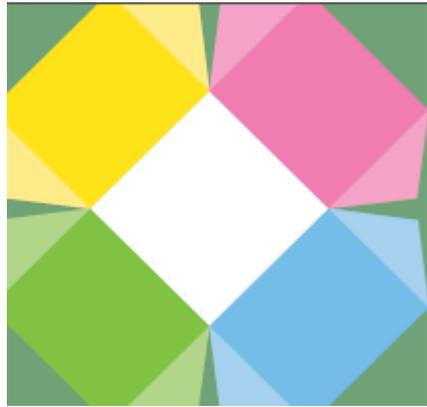


# Collaborative Professionalism

## Consolidation and Sharing Insights



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# Well-Being



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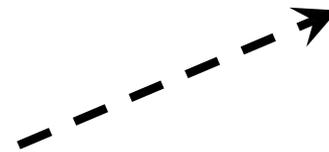
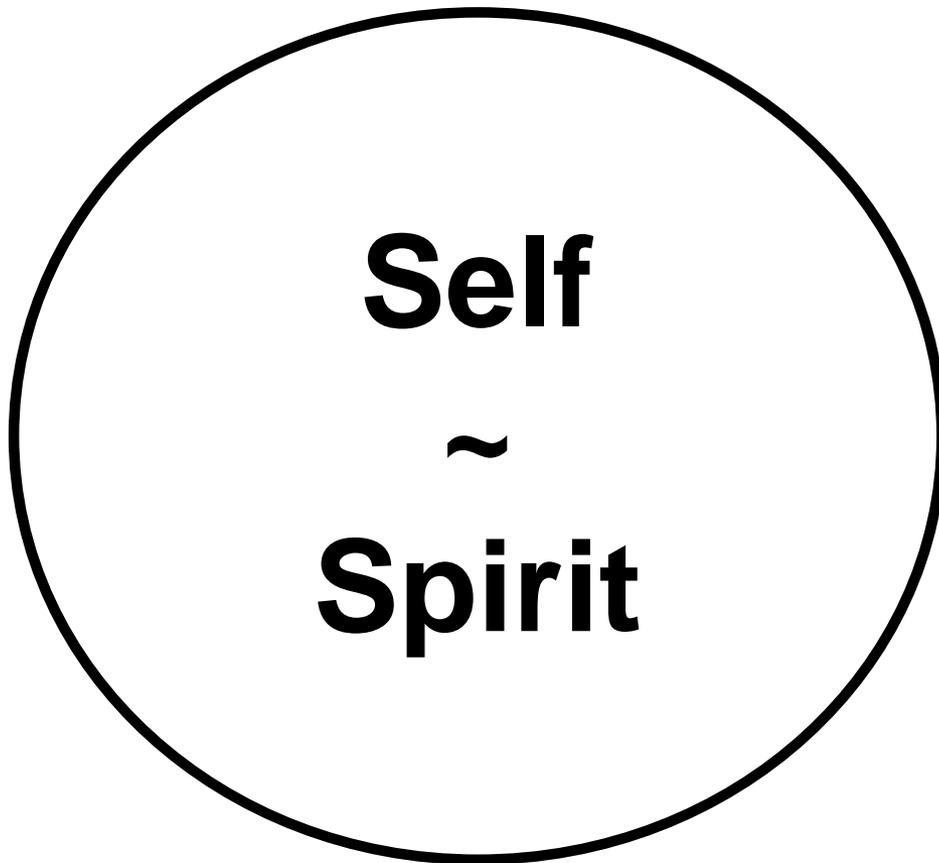
# The Four Domains of Well-Being

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**What Makes Up Well-Being**

# Self and Spirit



# Charlene Bearhead

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**Education Lead, National Centre for Truth and Reconciliation**



“What we’re teaching [children] is who we really are as Canadians and what our collective history is...  
so they grow up with that as part of knowing who they are, who we are collectively, what our truth is, and what our values are now, and where we’re heading.”

# Charlene Bearhead: Questions

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- What does well-being mean to you?
- How is the work of the Truth and Reconciliation Commission (TRC) and Calls to Action connected to well-being?
- How do we create and support positive learning environments?
- When thinking about promoting and supporting all students, what do you think is needed to truly reach all?

- [VIDEO]

# Discussion Part 1

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Having listened to Charlene, I think...

- VIDEO

# Discussion Part 2

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Now I wonder...



# Well-Being in Our Schools, Strength in Our Society

ENGAGEMENT PAPER



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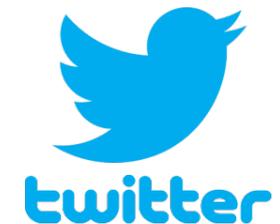


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# Well-Being Dialogue

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1. **Understanding Well-Being:** What it means, the factors that contribute to it.
1. **Promoting and Supporting Student Well-Being:** The conditions that promote well-being and support the healthy development of *all* students in our schools.
1. **Knowing Our Impact:** What we will look for to determine if we've been successful in promoting and supporting student well-being.



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# Well-Being Dialogue Theme 1

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**Understanding Well-Being:** What does well-being mean to you/your organization?



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# Well-Being Dialogue Theme 2

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## Promoting and Supporting Student Well-Being:

- In your current role, how do you promote and support student well-being?
- Where might resources be better directed to more effectively promote and support student well-being in our education system?



# Well-Being Dialogue Theme 3

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**Knowing Our Impact:** What would tell you if we are making progress in promoting and supporting student well-being?



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# Consolidation

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# Closing Prayer

Stephen Paquette

Anishinabae Knowledge Keeper