

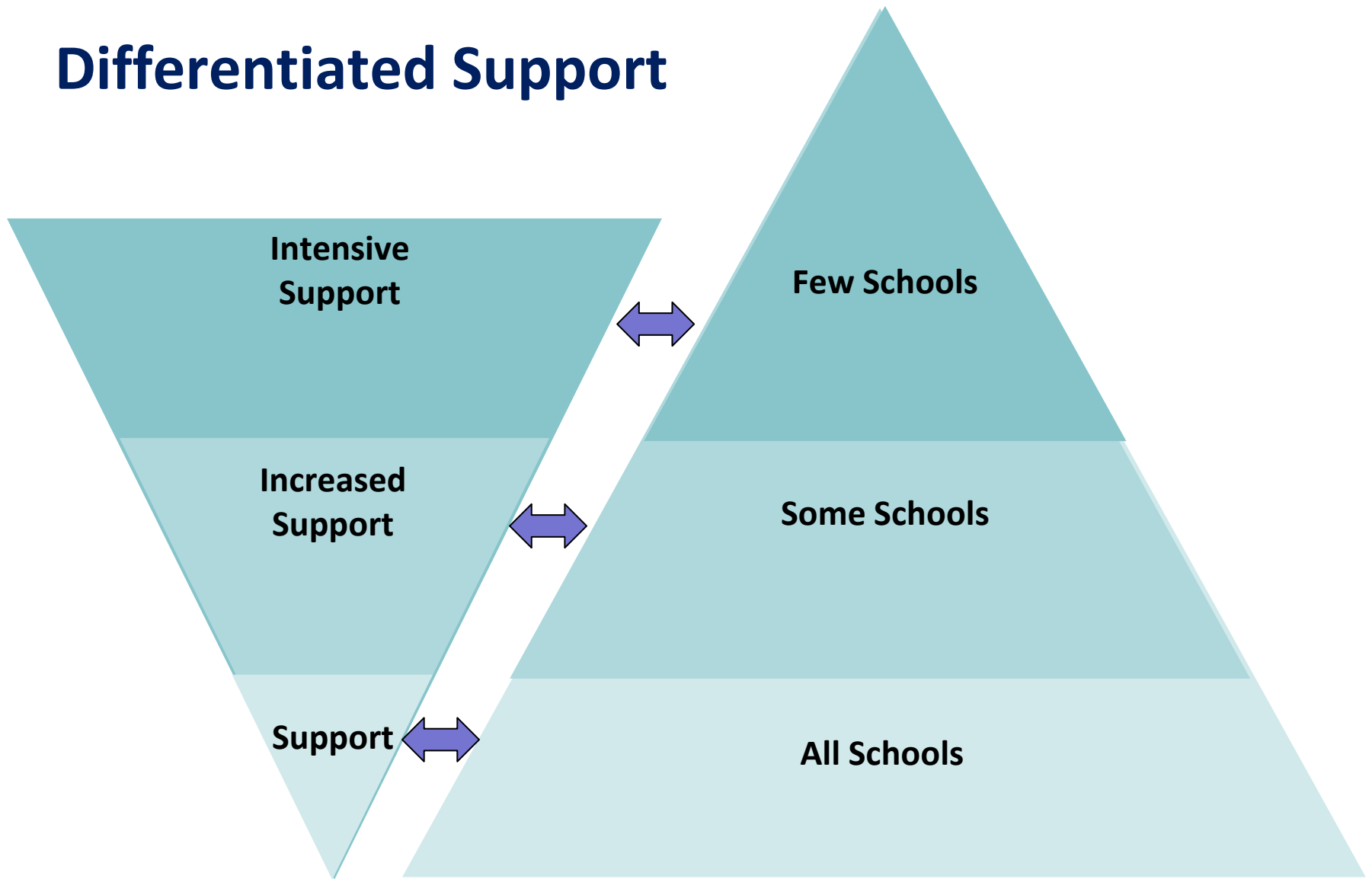
support every child
reach every student

2017-18 EDUCATION FUNDING ENGAGEMENT

The Renewed Mathematics Strategy (RMS)

November 10, 2016

Differentiated Support



reach every student
appuyer chaque élève

Guiding Commitments of the RMS

**Partnership
and
Collaboration**

**Coherence
and
Alignment**

**Responsive
and
Differentiated**

**Research-Informed,
Continuous Learning**

Key Actions to Date and Next Steps

- April 2016: Minister announced Renewed Math Strategy (RMS) and B-Memo describing the Strategy and its allocation of funds to boards is issued.
- Ongoing consultations with district school boards (DSBs) and educators' professional associations to ensure the RMS provides an integrated and responsive approach to mathematics learning and teaching needs.
- Re-release and use of Expert Panel Reports / Guides to Effective Instruction in Mathematics.
- Memo regarding the System Implementation and Learning Cycle (SILC), to which the board- and school-improvement planning processes are connected, sent to DSBs on July 8th.
- TPA sent to DSBs along with a brochure outlining various EDU-facilitated professional learning opportunities for education leaders in the 2016-17 school year. TPAs signed back in September.

Key Actions to Date and Next Steps (Cont'd)

- *PPM 160: Protected Time for Daily Mathematics Instruction, Grades 1 to 8* released in September.
- RMS Professional Learning Opportunities for Education Leaders take place in September/October.
- RMS Reporting Tool – Achieving Excellence in Applied Courses (AEAC) Semester Planning Report due to the ministry September 30.
- Procurement process underway to hire an outside evaluator to review and provide advice to the strategy as it is implemented.
- RMS Reporting Tool – Planning and Reporting for Improving Student Achievement (PRISA) Planning Report due to the ministry October 31.

Considerations

1. Now that the RMS has launched, are there any aspects of the strategy that require additional clarification or support to meet the objective of improved student achievement in mathematics?
2. What challenges and opportunities do you anticipate in providing professional learning for educators in mathematics this year?
3. How will the accountability requirements for the RMS inform the evolution of the strategy as it is implemented locally in school boards? Are they adequate?
4. The RMS allows school boards some flexibility in configuring the required supports to meet the needs of their local context. What types of evidence and best practices are being used to shape the strategy, to make the most of this flexibility?
5. How can supports provided outside of direct EPO funding (e.g., summer opportunities for students, educators and principals) strengthen a board's overall mathematics improvement goals (as outlined in your Board Improvement Plan) and as a result lead to greater student success?
6. Could the RMS be more effectively and/or efficiently allocated?