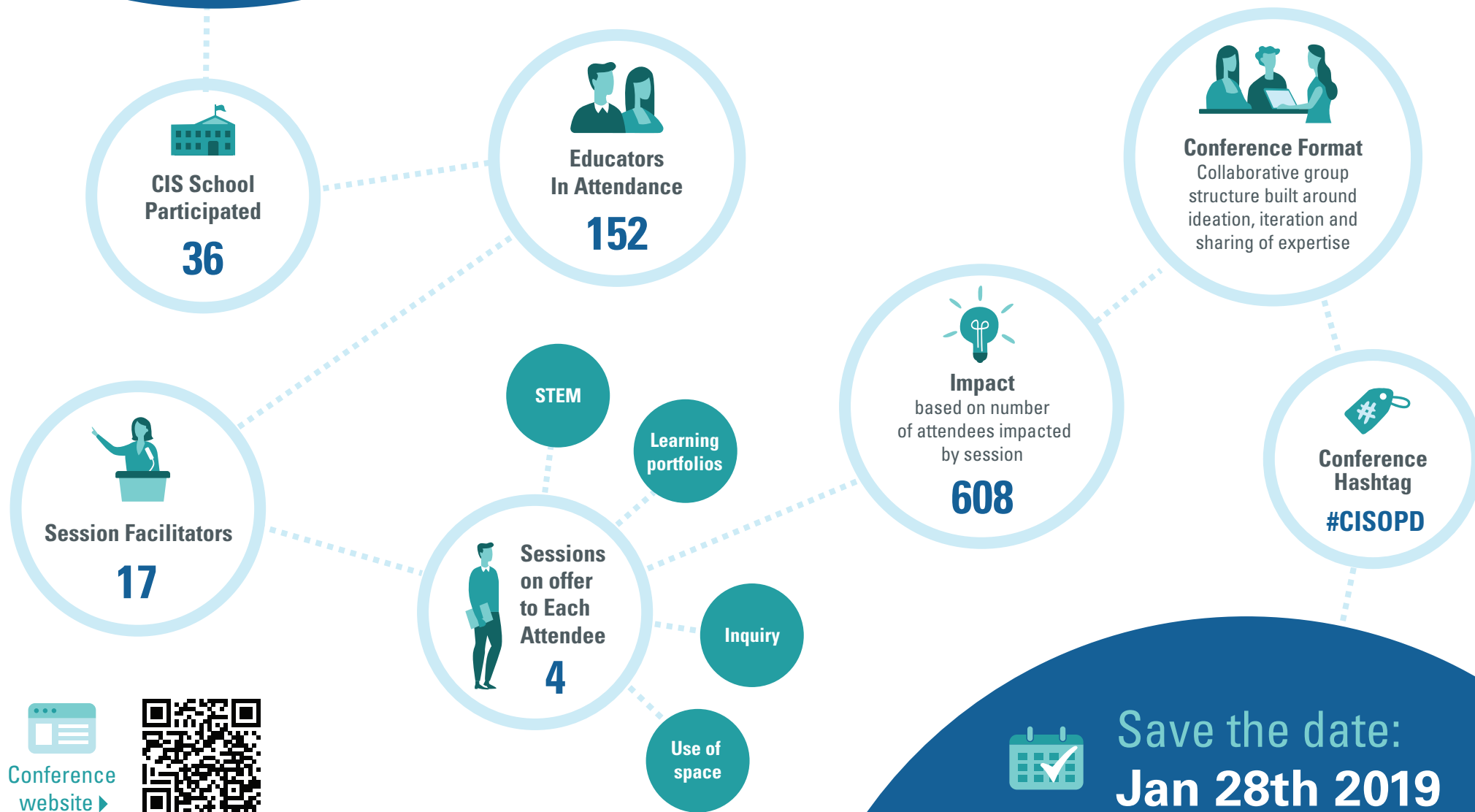


CIS Ontario Connects Unconference 2018 IMPACT REPORT

Supporting our schools by sharing our collective expertise



Answers and Insights



In order to best use portfolios, you must first determine the purpose or **“the why”** for using them with students. You need to know whether you are using the portfolio to (1) show growth over time, (2) as a showcase, (3) for assessment or for (4) a combination of reasons.

To be meaningful, portfolios should include student reflections of their learning. Portfolios give students choice in how to capture learning and to be agents in their educational learning in order to show a holistic picture of the student. For each student, portfolios show “meaningful, manageable, measurable, moments of me”.

Follow up questions & comments heard within the session:

- “Meaningful Manageable Measurable Moments of Me”
- “Learning is about reflection, and portfolios gives students and teachers a platform to make time for meaningful reflection”
- “Portfolios aren’t easy because they require dedicated energy and time, and they have to be meaningful, so figuring that out is important”
- “Choosing the right platform is simple, once you have your ‘why’”

Resources
to follow up with

Seesaw - <https://web.seesaw.me/>

Fresh Grade - <https://www.freshgrade.com/>

Sesame - <https://sesamehq.com/>

MYBlueprint - www.myblueprint.ca/

Google + - <https://plus.google.com/discover>

Google Slides - docs.google.com/presentation/

Google Sites - sites.google.com

Schools
to follow up with

- Crestwood Prep (Fresh Grade)
- Branksome Hall (Seesaw)
- St. Clement’s School (Portfolio Frameworks)
- Havergal
- Pickering College
- Holy Trinity School

Non-CIS schools using portfolios

- Fletcher’s Meadow School
- Meadowvale Secondary School
- Surrey School District



Tips, Tricks & Advice

- Need to make a school-wide decision about type of portfolio (growth, assessment, showcase or combination) and platform
- Get clear on 5 Ps (Purpose and Philosophy, People, Platform, Practices and Pedagogy, and Planning and Particulars)
- Takes time for students to document learning
- Need guidelines/protocols for posting including number and type of uploads, reflection needs to be a part of this
- Consider age & stage, curriculum needs, and audience
- Gives students choice, voice and agency in showing learning
- Consider who the audience for these portfolios are

“ Making learning meaningful by connecting concepts and skills

“ Interactive, Practical, and Inspiring

“ Mind Blowing...my mind is spinning with ideas, great tools, and new colleagues with whom I can connect for further insight.

Feedback



Session slides: <http://bit.ly/2ly3Yhw>

GUIDING QUESTION 2

What new teaching & learning opportunities do **Maker, Design & STEM** spaces present to us ?

Answers and Insights



Making is the literacy of expressing ideas through the use of tools, materials and imagination. Matching ideas to making should be the goal of educators using a makerspace. It is important to educate the teacher on not only what tools can physically do, but also how they can be used to express ideas, passions, and creativity. The maker mindset of trial/error, iteration, and multidisciplinary nature offers educators a great model for learning and exploration.

Design and STEM spaces need to be curated carefully and with intention. The set up of these spaces should feel different to the student and teacher as space is the third teacher and can send a powerful message that these are spaces and pedagogies that allow for risk and creative thinking. Integration of one or more courses should be encouraged by these spaces as well, but the impetus needs to come from the school's willingness to give time and space for the design of these integration units and/or courses.

Follow up questions & comments heard within the session:

- "Who manages this space?"
- "Is it a room or a cart or a combination?"
- "Do we need a "maker" expert?"
- "Should all classrooms be makerspaces?"
- "Space is the third teacher"
- "Consider having someone hired to curate and steward your dedicated space - like a lab technician"



Resources to follow up with

Outsourcing/suppliers

3d Hubs - 3d printing
Digitmakers
Creatron
Ponoko

Programming/Coding/Robotics

Scratch, MicroBits, TinkerCad
Circuits, Lego EV3, mBlock/mBots,
Code Combat
Raspberry Pi, Little Bits, Arduino,
Trinket.io

3D Design

Tinkercad, Fusion 360
Makerbot, Ultimaker

Making help sites

Thingiverse.com

Making class vendors

Hatch
Fab Academy
SteamLABS
MakerKids
Toronto Tool Library
Future Design School
Maker Bus
Teachers Learning Code



Schools to follow up with

- Bayview Glen School
- The York School
- Bishop Strachan School
- Havergal College
- Crescent School
- Bayview Glen
- Holy Trinity School
- Branksome Hall
- Upper Canada College
- Hillfield Strathallan College
- Kingsway College School
- St. Mildred's Lightbourn School
- Maker Ed TO
<http://makeredto.org/>



Tips, Tricks & Advice

- Focus on Task/ideas rather than tools
- Making is a mentality, not necessarily a room
- Have ideas first, find tools second.
- Start small and grow toolset as needed
- Service/tool maintenance is important

Cool ideas:

- Licenses/badges for tools users
- Combining the makerspace with artspace can lead to more creative making
- Well labelled parts/materials and tools bins - Material buffet



So informative; great to talk to like-minded teachers. We are all on our way to facilitating awesome changes in our schools.

Feedback



A great opportunity to connect with like and diverse fellow teachers from all across Ontario.



A relaxed active learning experience with like minded colleagues and a format that incorporates participant choice!



Session slides: <http://bit.ly/2K7osLb>

GUIDING QUESTION 3

What are the essential elements of well scaffolded and executed inquiry ?

Answers and Insights



Design and Planning (and time for teachers to work together to do this) - PBL, Flipped Classroom, Go deeper as opposed to wider in unit planning

Assessment - student voice on assessment, co-designing success criteria, rubrics with students, emphasis on metacognition and reflection, student-led conferencing, check-ins, and progress reports, real time documentation of the inquiry, conversations and observations

Mindset - student voice and choice, demonstrate value in questions and wondering, openness to diversity and divergence, process as valuable as product, model inquiry
Interdisciplinary, transdisciplinary, cross-curricular, connecting to social justice and changemaking
Make the model JK - 12

Start with a provocation: quote, image, music, video



Resources to follow up with

Book: Dive Into Inquiry (Trevor MacKenzie)
deBono 6 Hats
8 Cultural Forces / 8 Forces We Must Master
PhET Simulations
Buck Institute - www.bie.org (PBL)
Harvard Project Zero
Making Thinking Visible
Bard College Institute for Writing and Thinking
TC2 - Critical Thinking Consortium - inquiry packs
Innovation and Inquiry in the Classroom by A.J. Juliani

Project Based Learning by Larmer, Mergendoller, Boss
Understanding by Design by Wiggins and McTighe
STAO
ISEEN Summer Conference
POGIL
Goalless Problems - Kelly O'Shea
Grand Valley State Target Inquiry
BOLD School by Lara Jensen and Tina Jagdeo
Future Design School
Book - Natural Curiosity
Ontario Reggio Alliance
NAREA - Knowledge Building Forum



Schools to follow up with

- Havergal College
- Branksome Hall
- The Mabin School
- UTS
- Trafalgar Castle
- The York School
- The Bishop Strachan School
- Ridley College
- St. John's Kilmarnock School



Tips, Tricks & Advice

- Trust is key - students, parents, community need to trust you've "got it right", use concrete research
- Provocations rich enough to spark a variety of interests and possible explorations
- Use technology (like Flipgrid) that provides for an easy platform for student sharing / reflection and feedback
- Minimize procedures
- Talk to your colleagues, visit their classes
- Starting a teacher book club at your school to start with common language
- Take the time to create and build a culture of inquiry - buy in
- Allow students to pursue dead ends sometimes
- Move from structured to unstructured
- Genius Hour, Wonder Wall, Design Day
- Teach kids how to ask questions

“A collaborative and energizing day with exciting and generous educators.”

“Came with questions, left with more questions. Loved it!”

Feedback



Session slides: <http://bit.ly/2l2row4>

GUIDING QUESTION 4

When looking to optimize learning, which is more beneficial: mindsets or use of space and resources ?

Answers and Insights



Primary Answer: Mindset determines use of space. It is the mindset and the approach of faculty and students that is most beneficial to optimizing learning. When you cultivate mindsets of inquiry, growth mindsets, and collaboration first, you can build the spaces and bring in the resources that support these mindsets. The most significant mindset to foster for faculty is “Educator as Learner”. This will allow educators to put the student at the centre of their learning, and their classroom pedagogy. This mindset also supports an inquiry approach (see above), and releases educators from the “prison of expertise,” allowing them to learn alongside their students. When this happens, having a ‘front’ of the classroom, and/or ‘teacher’s desk’ becomes unnecessary and incongruent.

Secondary Answer: Flexible, creative spaces cultivate mindset. It is the space and the resources within the space that can be the most beneficial to learning. Diversity of spaces for learning, and creative uses of space, encourage new ideas, ways of seeing, and perspectives that foster inquiry and growth mindsets. If ‘learning happens when you feel safe, involved and valued’, then spaces throughout the school should reflect the diversity of needs of faculty and students.

Follow up questions & comments heard within the session:

- “How do you create a culture if you don’t have a space?”
- “How might we use and assign spaces to promote faculty collaboration?”
- “Is ‘how we use time’ a resource, or a mindset?”



Resources to follow up with

Heidi Hayes Jacobs: *Bold Moves*
David Thornburg “Re-imagining Spaces”
Tena Seelig: *The Idea Lab*
Shift Furniture: *SHIFT+*
Steelcase Furniture: *Catalogue*



Schools to follow up with

- MacLachlan College
- Bishop Strachan School
- Upper Canada College
- The York School
- Holy Trinity School
- Branksome Hall
- Montcrest School
- St. John’s Kilmarnock School
- Greenwood College School
- Hillfield Strathallan College
- The Rosedale Day School



Tips, Tricks & Advice

- Use a small pilot first - test out furniture and involve student and faculty input
- Build teacher confidence and capacity to use furniture and resources effectively
- Shared language established with faculty and students
- Look at existing spaces and how they might be recreated (use of outdoor spaces too!)
- Keep ‘space’ in mind when timetabling

Feedback

“ CIS Ontario Connects does just that by providing curious, courageous and innovative thinkers time to share, brainstorm and collaborate.

“ The team that made #CISConnects happen. Great conversation, great connections, and great sharing. The ‘How might we...’ effect is a strong one.

“ Exactly the kind of collaborative event that we all need: no speakers lecturing, no vendors pushing, just good old grassroots sharing.



Session slides: <http://bit.ly/2lrjtYS>