TRUSTEE CONFERENCE REPORT

Name: Kathleen Woodcock       Date Submitted: August 20, 2018

Name of Conference: 30th AGM

Sponsoring Organization: Ontario Public School Boards' Association (OPSBA)

Theme (If any): ________________________________

Conference Dates: May 31 – June 3, 2018

Location: Marriott On The Falls, Niagara Falls, ON

Workshops/Seminars/Presentations/Keynote Speeches Attended:
(Include a brief Summary)

May 31, 2018
Trivia Night!
- This activity provided trustees with the opportunity to interact and network with colleagues across the province while having some fun.

June 1, 2018
Teaching, Leading and Learning Ontario: Diversity as a Strength of Public Education
Presenter: Ann E. Lopez, Associate Professor, Teaching Stream, OISE, University of Toronto
- Cross-cultural understanding among groups – how do we begin to have that conversation? Ontario is home to people from over 200 countries speaking more than 130 languages and this is reflected in schools.
- We are faced with a challenge to reflect diversity in curriculum, pedagogy and school leadership practices; how do we intentionally and on an ongoing basis reflect this in practice?
- It’s critical that we examine social conditions in order to uncover hidden structure, connect theory to practice and seek to create change.
- We are reminded to be mindful and not fall into the trap of superficial and celebratory notions of diversity; diversity can’t just be a ‘culture day’
- Culturally response education (CRE) framework:
  o Think about approach and strategies (theorize)
  o Develop agency
  o Take action
  o Build capacity and support others to advance equity and social justice in education
  o Engage in deep self-reflection about social inequities and inclusion for evaluation and accountability
- Examine teaching and learning context and understand the dynamics that arise from cultural difference; promote inter-diversity and intra-diversity understanding.
• Examine your self; ask ‘what do I need to unlearn in order to learn?’; use critical personal narratives
• Create an ethical space; an ethical space is formed when two societies, with disparate worldviews are poised to engage each other; it is the thought about diverse societies and the space between them
• Recognize the tensions of practice; personal and professional challenges that get in the way of action
• When embedding and sustaining CRE in practice, you need to develop strategies of support and sustenance


Findings from the Independent Review of Assessment and Reporting
Dr. Carol Campbell, Associate Profession, OISE, University of Toronto
• The full report, the engagement process, consultation overview and results are available on the Ministry of Education web site: http://www.edu.gov.on.ca/curriculumrefresh/student-assessment.html
• Recommendations:
  o Partner with FNMI to create assessment working group to support the development of the K-12 system of student assessment
  o The K-12 system of assessment should be multi-year
  o Update the Growing Success policy
  o There should be an independent evaluation of all strategies every 3 years
  o Differentiated professional learning and development
  o Evidence informed modularized, online assessments and print version of assessment resources, aligned to curriculum expectations
  o Update EQAO agency (multiple recommendations related to this)
  o Large scale assessments (some EQAO tests) need to be updated and possibly ended
  o Integration of adaptive technology for large scale assessment of student’s learning and progress


Toward Sustainable Quality FSL Programs in Ontario Schools – Research and Practice
Moderator: Judith Nyman, Director of Program Policy, OPSBA
Panel: Jennifer Adams, Ottawa-Carleton DSB; Stuart Miller, Halton DSB; Lucia Reece, Algoma DSB

• The report from the first year of the OPSBA-led FSL Labour Market Partnership Project
• The focus of the project’s research is on recruitment, hiring and retention of sufficient numbers of qualified, language proficient FSL teachers.
• Algoma DSB – French is an important pathway to success; starts in kindergarten as does the co-terminus board French program; as with other boards, wrestling with getting teachers that have proficiency in French language speaking skills; would like to have a different staffing process for French teachers as there are challenges with the process used currently
• Halton DSB – 50/50 in grade 1 which is not really French Immersion; staffing is difficult and sometimes had to triple grade
• Ottawa-Carleton DSB – multiple starts i.e., kindergarten, grade 1, grade 4 as they wanted to make sure all/every program can be accessible
• French Immersion continues to be a challenge for Boards across the province

10 Minute Sessions

• Exit Outcomes, Ottawa-Carleton District School Board
  A community-based process identified the OCDSB Exit Outcomes – 10 characteristics and skills well aligned with the transferrable skills that will soon be on the provincial report card. The characteristics and skills are:
  o Characteristics: resilient, globally aware, collaborative, innovative/creative, goal oriented
  o Skills: critical thinkers, communicators, academically diverse, digitally fluent, ethical decision-makers
  Resources for teachers are provided; the student senate provided feedback

• Creating a Culture of Innovation, District School Board Ontario North East
  Innovation is a key pillar of the strategic plan. Schools have been supported through the purchase of technology (iPads). Session explored the definition of innovation and highlighted a new simulation lab in a local high school, created in partnership with the medical community

• R U Ready To Shift?, Halton District School Board
  Asked themselves, “What if…you were asked to help create a culture of sharing ‘innovation and ingenuity’ within your Board? How would you do it?” Session highlighted innovative ways to shift how to learn, grow and succeed.

• Update on “A Blueprint For Addressing Poverty in Ontario Schools”, Durham District School Board
  Update on a strategic poverty blueprint aimed at supporting school districts in effectively implementing poverty reduction strategies to ensure all students and their families are part of a healthy and vibrant learning community

• Enhancing Equity by Transforming Student Learning, Toronto District School Board
  By focusing on global competencies, they are creating learning conditions that allow students to take the lead individually and collectively in their learning
  Global competence also includes character and citizenship, meaning their students’ wellbeing is also a focus of this work
Saturday, June 2, 2018

The Wonder Wall: Leading Creative Schools and Organizations in an Age of Complexity
Peter Gamwell, Former Superintendent, Ottawa-Carleton District School Board

- Set in place the right balance of conditions and you can achieve a great situation
- When organizations place the institution’s processes over the rights of individuals, the culture is stifling; told a story about ‘ladder training’ for kindergarten students
- Paraphrased Margaret Wheatley, “where there is a problem, community is the answer.”
  - If you want the organization to be creative, you have to model creativity
  - Provision of ideas
  - Need level of trust such that you can challenge the assumptions on which the assumptions are made
- In the book, The Wonder Wall, he and co-author Jane Daly explain how to nurture creativity, innovation, leadership and engagement in many settings, from schools to businesses
- Human possibility, human creativity needs to be embraced; everyone sees of brilliance and we need to set in place the conditions for those seeds to grow
- Not a good idea for too much concentration on their perceived abilities, i.e., too much math instruction
- Why creativity and why now?
  - We owe it to every one of the kids in our system to help them find their abilities, rather than tell them what they aren’t good at.
  - What conditions are required for kids to achieve? To be accepted for who and where you are; to be respected
- How can we learn to reimagine, reshape, restructure our learning environments in a way that places human potential, human curiosity, human creativity, as central priorities?
- Lead the way by shifting the thinking of a system through questions- creativity? Imagination? Curiosity? Leadership? What does it mean to you? What does ideal leadership look like for you? Behaviours, characteristics, consequences? Who is a leader? Learning, leadership, creativity intersections; the more we can unleash creativity in kids, the more brilliant results, creative initiatives
- We need to think about the individual kids as opposed to increasing our EQAO scores

Collective Bargaining August 2019
Penny Mustin, Director Labour Relations, OPSBA and Janet Edwards, Associate Director, Labour Relations, OPSBA

- Attendees were provided an outline of the preparation/consultation process prior to central collective bargaining and had an opportunity to provide feedback on OPSBA’s 2019 collective bargaining

Annual General Meeting, Executive Officer Elections
- Cathy Abraham, President (Kawartha Pine Ridge District School Board)
- Michael Barrett, First Vice-President (Durham District School Board)
- Carol Ann Sloat, Second Vice-President (Grand Erie District School Board)

10 Minute Sessions

- Preparing Our Students Today for the World of Tomorrow, Bluewater District School Board
  As a rural school district, they are focused on ensuring equitable access for their diverse students population, to programs and experiences that will build their knowledge and skills to be successful in an ever-changing global world

- The DSBN Academy, District School Board of Niagara
  DSBN Academy is part of the District Board of Niagara founded in 2010 by a group of educators committed to providing a comprehensive education to students that will result in post-secondary graduation.

- Here Campaign, Lakehead District School Board
  In Northern Ontario, the scope of persistent absenteeism is wide. So they created the Here Campaign, for use by school boards across the region, to give 'every school day counts' champions a brand, a name, and a voice. School board staff can use the Here Campaign tools as a springboard to form directed, focused plans to combat absenteeism and bring students back to school.

- Building a Plan From the Inside Out: DSBN’s Strategic Plan, District School Board of Niagara
  This presentation outlines the comprehensive consultation process that the DSBN used to develop the strategic plan, as well as the communication challenge of transforming the DSBN’s complex strategic plan document into an ideal embraced by students, staff and community

Materials Taken Away:

- General Distribution
- Trustee Distribution
- Staff Distribution: Name of Staff Member: ____________________________