

# RESOURCES

## WEBSITES

### A) [www.edugains.ca](http://www.edugains.ca)

EduGAINS is the portal to resources developed and provided through the Ministry of Education and focused on learning – student learning, educator learning, and researcher learning about student and teacher learning. This site is for all teachers, Kindergarten to Grade 12.

Resources are of many types:

- Classroom-ready resources and supports;
- Planning and implementation guides for teachers and professional learning facilitators;
- Theoretical frameworks that underpin resource development and implementation;
- Video interviews;
- Videos of classrooms, coaching and professional learning episodes;
- Research tools and papers, both print and digital;
- Board-level implementation plans and advice;
- Registration information for upcoming professional learning activities;
- and, in the case of mathematics, interactive web-based modules for students.

Supports can be accessed in one of two ways:

- from the left menu, all of the domain's resources are organized by content and can be accessed through the drop-down menus or library.

- across the top, through the role menus where resources are organized to align with the leadership frameworks for educators in those roles.

Also has sections on:

1) **Differentiated Instruction Professional Learning Strategy (shared practice, DI teaching/Learning Examples, Implementing Effective Instruction etc.**

2) **Kindergarten GAINS:** The Kindergarten GAINS site is a communications tool which provides early years educators with online access to Ministry of Education resources that support implementation of [The Full-Day Early Learning-Kindergarten Program \(Draft 2010\)](#). The video resources found at this site support the implementation of the program document. Each of the video resources has a Viewing Guide to support ongoing individual and collaborative learning for FDK teams, program staff, board administrators, and parents.

3) Math Gains: ***Building individual and collective capacities to improve mathematics teaching and learning in Ontario***

4) Literacy Gains: ***Building individual and collective capacities to improve literacy learning and teaching in Ontario***

5) **Professional Learning Cycle:** The Professional Learning Cycle – Plan, Act, Observe, Reflect - is a process that is used by teams of educators for professional learning. Learning occurs during and between team meetings when educators share practice, examine student work and/or access opportunities to build their instructional skills and knowledge-base.

6) AER Gains- Growing Success

**SELF-ASSESSMENT CHARTS on each category: Fundamental Principles , Learning Skills & Work Habits, Performance Standards- The Achievement Chart, Assessment for Learning & Assessment as Learning, Evaluation, Reporting Student Achievement**

B) <http://www.curriculum.org/content/home> - webcasts on leadership

Curriculum Services Canada (CSC) is a not-for-profit organization that supports the ever-changing needs of learners. CSC is not only recognized as the Pan-Canadian standards and evaluation agency, but also for developing a wide spectrum of customized learning resources for academic and organizational environments.

C) <http://www.edu.gov.on.ca/eng/policyfunding/leadership/framework.html> : leadership framework

### **Ontario's Leadership Framework**

The Leadership Framework is central to the [Ontario Leadership Strategy](#). The framework describes a set of core leadership competencies and effective practices for principals, vice-principals and supervisory officers.

The Leadership Framework is made up of two parts:

1. Leader competencies and practices that have been shown to be effective in improving student achievement.
2. System practices and procedures that boards should have in place to support school and system leaders to be effective.

D) Here is the site for Capacity Building Series -

<http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/capacityBuilding.html>

## **PAMPHLETS for ADMINISTRATORS**

(all are available on

<http://www.edu.gov.on.ca/eng/policyfunding/leadership/inConversation.html>)

### Ideas Into Action:

- Engaging in Courageous Conversations
- Five Core Leadership Capacities of Effective Leaders
- Promoting Collaborative Learning Cultures
- Setting Goals – the power of purpose
- Aligning Resources with Priorities
- Using Data -Transforming Potential into Practice

### Tips Sheets:

- Engaging in Courageous Conversations
- Setting Goals
- Receiving and Giving Feedback

### In Conversations (10)

- Know Thy Impact
- Leadership and Integrative Thinking
- Leading Change
- Leading the Instructional Core
- Student Engagement
- 21<sup>st</sup> Century Leadership
- Values driven Leadership
- Evolving Perspectives
- Strong Roots- Bright Futures
- The Authentic Leader

## Principals Want to Know (23)

- [Principals Want to Know #1: Using EQAO Data](#) (October 2010) (PDF, 134 KB)
- [Principals Want to Know #2: Differentiated Instruction](#) (January 2011) (PDF, 156 KB)
- [Principals Want to Know #3: Math CLIPS](#) (January 2011) (PDF, 134 KB)
- [Principals Want to Know #4: Student Voice Initiative](#) (January 2011) (PDF, 155 KB)
- [Principals Want to Know #5: Moving to Public Practice](#) (March 2011) (PDF, 134 KB)
- [Principals Want to Know #6: Having Courageous Conversations](#) (March 2011) (PDF, 172 KB)
- [Principals Want to Know #7: Making Time for Instructional Leadership](#) (March 2011) (PDF, 132 KB)
- [Principals Want to Know #8: Setting Goals](#) (May 2011) (PDF, 135 KB)
- [Principals Want to Know #9: Engaging Students](#) (August 2011) (PDF, 138 KB)
- [Principals Want to Know #10: Principal Performance Appraisal](#) (September 2011) (PDF, 151 KB)
- [Principals Want to Know #11: Individual Education Plans: Principals' Roles and Responsibilities](#) (February 2012) (PDF, 122 KB)
- [Principals Want to Know #12: IPRC and IEP](#) (February 2012) (PDF, 117 KB)
- [Principals Want to Know #13: IEP Development and Implementation: Shared Solutions](#) (February 2012) (PDF, 122 KB)
- [Principals Want to Know #14: Coaching to Support Adolescent Literacy](#) (February 2012) (PDF, 148 KB)
- [Principals Want to Know #15: Documenting in FDK – Making Children's Learning Visible](#) (February 2012) (PDF, 140 KB)
- [Principals Want to Know #16: Supporting Strong Educator Teams for Full-Day Kindergarten](#) (February 2012) (PDF, 136 KB)
- [Principals Want to Know #17: Intentional, Play-Based Learning](#) (February 2012) (PDF, 140 KB)
- [Principals Want to Know #18: Using Data](#) (April 2012) (PDF, 120 KB)
- [Principals Want to Know #19: Annual Learning Plans and Teacher Performance Appraisal](#) (April 2012) (PDF, 120 KB)
- [Principals Want to Know #20: Engaging parents in their children's learning](#) (January 2013) (PDF, 270 KB)
- [Principals Want to Know #23: A Sound Investment: Financial Literacy Education in Ontario Schools](#) (April 2013) (PDF, 355 KB)

## BOOKLETS

### *Closing the Achievement Gap*

*Closing the Achievement Gap* is a resource guide that collects best practices in their own words by expert principals across Ontario working to "close the gap" in achievement among groups of students, a core priority for education in Ontario. It is designed to give principals and other educators across the province support and ideas to use as a basis for conversation on closing the achievement gap in their own schools.

- [Closing the Achievement Gap: Advice from expert Ontario principals](#), 2012 (1.91 MB)

## **BOOKS**

Copies in each school: [Having Hard Conversations by abrams](#)

## **ON-LINE WORKSHOPS**

[www.principals.ca](http://www.principals.ca)

Conducting your first Teacher Performance Appraisal as a vice principal

## **MINISTRY'S TEACHER PERFORMANCE APPRAISAL TECHNICAL MANUAL**

- For the Administrator: Possible Sources of Evidence ( pg 78 TPA Manual)
- For the Teacher: Log of Teaching Practice (begins pg 68 TPA Manual)

## **LEGISLATION on the Ministry website**

Safe Schools Act

Anaphylaxis

Equity and Inclusion

STANDARDS OF PRACTICE

## **BOARD RESOURCES**

Equity and Inclusive Education: Policy 536 and Management Guidelines

Growing Success: Policy 537

Police Protocol

Progressive Discipline and School Safety: Policy 535 and Management Guidelines

Safe Schools Code of Conduct: SGDSB Policy 520 and Management Guidelines

Sabrina's Law Anaphylaxis: Policy 524

**Currently working on developing a board wide Occasional Teacher Handbook.**