

**2023-2024 Calendar of Professional Activity Days Devoted to Provincial Education Priorities
within the Near North District School Board (August 30 and 31, 2023)**

PD DAY 1: WED. AUGUST 30, 2023				
Timing and Format	Elementary Educators	Secondary Educators	Entity Hosting and Learning/Delivery Methods	PPM/Ministry Mandates, Collective Agreements
<p align="center">Morning</p> <p><i>In-person participation at each school site.</i></p>	<p align="center"><u>School-based staff meetings:</u> Principals will review School Code of Conduct and Staff Manual including new Student Dress Policy expectations, approach to student conduct including progressive discipline and bullying awareness/prevention. Secondary schools will also review updated guidelines regarding Community Involvement Graduation Requirements.</p>		<p align="center"><u>Individual Schools:</u> Principals and school-led teams. Delivery will be group discussion.</p>	<p><u>PPM 151:</u> Mandatory professional learning in the area of Student Well-being, School Safety and Violence Prevention.</p> <p><u>PPM 124:</u> Community Involvement Graduation Requirements.</p> <p><u>PPM 145:</u> Progressive Discipline and promoting positive student behaviour.</p>
<p align="center">Afternoon</p> <p><i>Virtual delivery with in-person participation at each school site.</i></p>	<p><u>School Safety and Violence Prevention:</u> School staff will learn why Worker Safety Plans are important, when they should be implemented, who should be involved in their creation and practice accessing the new Worker Safety Plan software.</p>		<p align="center"><u>School Board:</u> Health/Safety Department and Safe Schools Team <u>Federation Partners:</u> OSSTF and ETFO Executive will support the creation and delivery of this content. Delivery will be live streaming with opportunity for hands-on exercises and break-out group discussions.</p>	<p><u>PPM 151:</u> Mandatory professional learning in the area of Student Well-being, School Safety and Violence Prevention.</p> <p><u>Collective Agreement OSSTF and ETFO:</u> "Prevention and de-escalation of violence and/or effective risk assessments and safety plan development".</p>

PD DAY 2: THUR. AUGUST 31, 2023

<p align="center">Morning</p> <p><i>Virtual delivery with in-person participation at each school site.</i></p>	<p><u>Curriculum Implementation:</u> Launching the new Language Curriculum (K-8) to support understanding of changes, discuss implementation strategies, review resources and supports available in service of greater student achievement. Teachers will have the opportunity to hear from the Board's Program Team, as well as work in small school-based groups to create short and long-term goals and associated plans of action to meet those goals. This learning will be grounded in the OHRT Right to Read Inquiry Report and include information about the use of K-2 screeners.</p>	<p><u>Curriculum Implementation:</u> Effective practices for supporting students in the new Grade 9 de-streamed English course, as well as a review of resources and supports that support student improvement in mathematics with a focus on Grade 9 de-streamed math courses. Educators will review high-impact instructional practices that support all students in Grade 9 de-streamed math. Teachers will have the opportunity to hear from the Board's Program Team, as well as work in small school-based groups to create short and long-term goals and associated plans of action to meet those goals.</p>	<p><u>School Board:</u> Program Department</p> <p>Delivery will be live streaming with opportunity for hands-on exercises and break-out group discussions.</p>	<p><u>PPM 151:</u> Mandatory professional learning in the area of Literacy and Mathematics; Curriculum Implementation.</p>
<p align="center">Afternoon</p> <p><i>In-person participation at various sites across the Board with strategic groupings designed to</i></p>	<p><u>Preparation for Reading Screening:</u> Participants will receive an overview of the screening process, guidance around the use of the student information collected and an introduction to our transition to the <i>Acadiance Learning Online</i> platform. Although mandated</p>	<p><u>Indigenous Education:</u> Grad Coaches/Indigenous Language Teachers/NBE Teachers will participate in strategic groupings with educators receiving training, reviewing supports and resources available to build their confidence and professional capacity to imbed Indigenous focused learning.</p>	<p><u>School Board:</u> Program Department.</p> <p>Delivery will be live streaming with opportunity for hands-on exercises and break-out group discussions.</p>	<p><u>PPM 168:</u> Reading Instruction and Early Reading Screening</p> <p><u>PPM 151:</u> Mandatory professional learning in the area of Literacy and Numeracy; Curriculum</p>

<i>target specific audiences (K-2 Literacy teachers, FSL teachers, Indigenous Language Teachers, Math Facilitators, etc.)</i>	for K-2 (PPM 168), the NNDSB recommends and supports reading screening assessments for all Year 2-Grade 8 students.		Strategic groups will be used to ensure that all educators are receiving timely and responsive professional development tailored to their subject(s)/course(s).	Implementation; and Student Mental Health and Well-being. <u>PPM 169: Student Mental Health</u>
	<u>French as a Second Language:</u> Implementing the new Administrative Guidelines and expanding evidenced-based practices related to learners' reading comprehension.	<u>Pathways and Transitions:</u> OYAP, Dual credit, and SHSM Teachers will discuss program criteria and experiential learning with a focus on connections to skilled trades and apprenticeship opportunities.		
	<u>Full-Day Kindergarten:</u> Roles and Responsibilities of the Kindergarten Team with a focus on Literacy, Outdoor Pedagogy, Assessment and Evaluation.	<u>safeTALK Suicide Prevention Training:</u> Educators will learn a common language, philosophy and approach to supporting students with mental health needs. Educators will learn how to build a network to support and promote positive student well-being.		
	<u>Numeracy:</u> Teachers will work in strategic groupings to deepen their learning of math instructional practices that incorporate the principles of Universal Design and differentiated instruction to support multiple avenues for students to demonstrate their mathematical knowledge and skills.			