



— SINE TIMORE AUT FAVORE —

ST. GEORGE'S SCHOOL

IBSC 2017 - Tuning the 21C School

Welcome



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— SINE TIMORE AUT FAVORE —

ST. GEORGE'S SCHOOL



Sam Johnston

Director of Learning

Warm-up Questions:

Think of the professional conversation in which you learned the most.

What did you learn in the course of the conversation?

What made it powerful?

What was the least productive professional conversation you've ever had?

What made it so difficult?

Essential Qualities of a Professional Conversation

CLARITY of purpose

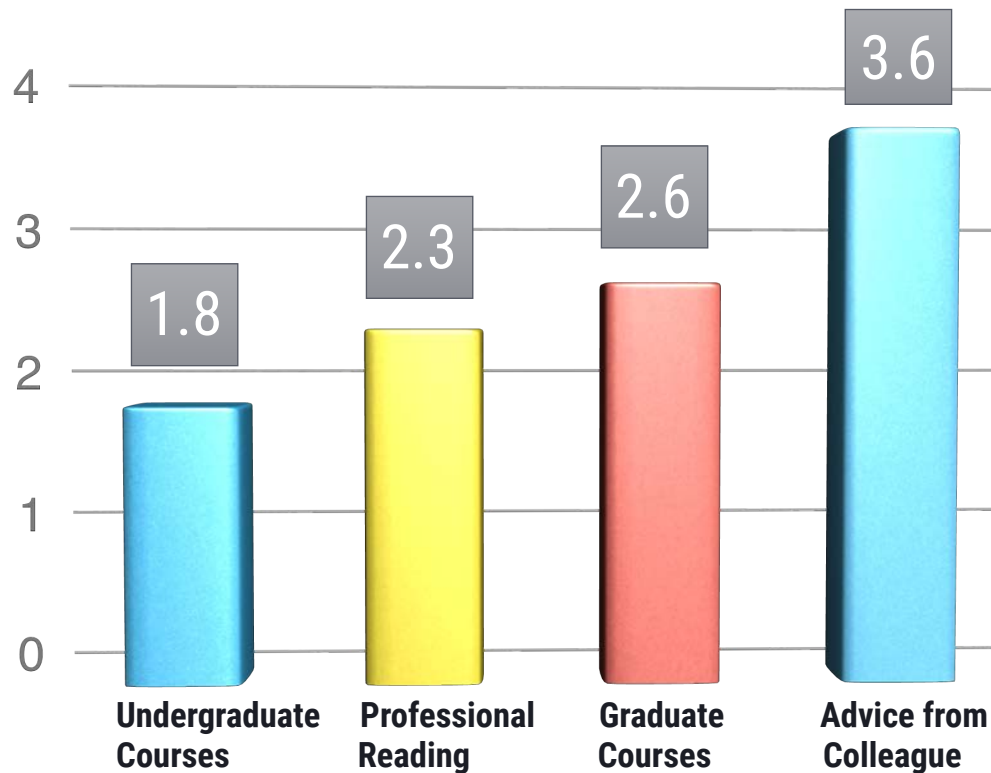
SAFETY that supports trust and risk taking

EQUITY for all participants

(**LEVITY**—because joy is important, too!)

What Influences Teacher Professional Practice?

1 = "Not influential" 4 = "Very influential"



Using Protocols

- They are tools for the work of supporting teacher and student learning (not the work itself).
- They must be chosen with a specific purpose in mind.
- It takes some practice before they can be used most effectively.



NSRF

National School Reform Faculty

Harmony Education Center

How do Protocols Help?

- Help create opportunities for and allocate time to essential conversations about teaching and learning.
- Provide routines and structures to scaffold collaborative analysis and planning.
- Support interactions that enable us to develop and demonstrate our understanding of and respect for the variety of perspectives and experiences by our colleagues.

The Tuning Protocol

Purpose:

A protocol for giving an individual feedback focused on helping them address a question they have about something they are working on.

What's Examined and Discussed:

The individual's plan/work and artifacts that represent that plan/work.

The Tuning Protocol

Overview of the work/dilemma [10 mins]

Clarifying Questions [7 mins]

Probing Questions [7 mins]

Group Conversation [10-15 mins]

Debrief [5-10 mins]

The Tuning Protocol

Norms

Hard on content, soft on people

Be kind, helpful, and specific

Step up, step back (monitor your airtime)

Vision

CANADA'S WORLD SCHOOL FOR BOYS

Core Pillars

A Boy's
Learning

A Boy of
Character

A Boy of the
World

Platforms and
Promises

Independence

Connectedness

Contribution

Mission

BUILDING FINE YOUNG MEN. ONE BOY AT A TIME

One Boy at a Time.

Known
Engaged
Achieving



One Boy at a Time.

Known
Engaged
Achieving

Strategies

Structures



Grade 8 and 9

Connecting Students

Every Grade 8/9 takes 3 core academic courses with the same 19 boys (English, Science, Social Studies)

Connecting Faculty

Interdisciplinary teams of teachers are created at each level that oversee 2-3 cohorts of students

Teams discuss, interdisciplinary opportunities, student issues, etc.



Discovery 10 - A sustainable lens for learning



Connect 10 - shifting our perspective, globally



Fusion 10 - if they build it, they will learn



Express 10 - All the world's a stage

Grade 10

Discovery

Day 1*

Science

Discovery 10

PE

Socials

Day 2

English (cohort)

Elective

Language

Math

Connect

Day 1

Math

Language

Elective

Science (cohort)

Day 2*

PE

Connect 10

English

Socials

Fusion

Day 1*

Math

Fusion 10

PE

Science

Day 2

English

Elective

Language

Socials

Express

Day 1

Math

Language

Elective

Science

Day 2*

English

Express 10

PE

Socials

Grade 11 and 12

Institutes

Program of focused experiences:

- Academic (courses)
- Service
- Real-world (internship)
- Post-secondary connection

Timetable

Shifting time for learning

- Consistency
- Optimizing “On” time
- Creating space
- Rotation

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|-------|---|---|---|---|---|
| 8:30 | 1st Period 0830-0940 70 minutes | 1st Period 0830-0940 70 minutes | 1st Period 0830-0900 60 minutes | 1st Period 0830-0940 70 minutes | 1st Period 0830-0940 70 minutes |
| 9:40 | 15 min Break | 15 min Break | 15 min Break | 15 min Break | 15 min Break |
| | 5 min transition | 5 min transition | 5 min transition | 5 min transition | 5 min transition |
| 10:00 | 2nd Period 10:00-11:10 70 minutes | 2nd Period 10:00-11:10 70 minutes | 2nd Period 09:50-10:50 60 minutes | 2nd Period 10:00-11:10 70 minutes | 2nd Period 10:00-11:10 70 minutes |
| 11:05 | 10 min Break | 10 min Break | 10 min Break | 10 min Break | 10 min Break |
| | 5 min transition | 5 min transition | 5 min transition | 5 min transition | 5 min transition |
| 11:25 | 3rd Period 11:25-12:35 70 minutes | 3rd Period 11:25-12:35 70 minutes | 3rd Period 11:05-12:05 60 minutes | 3rd Period 11:25-12:35 70 minutes | 3rd Period 11:25-12:35 70 minutes |
| | | | 5 min transition | | |
| 12:35 | LUNCH 12:35-1:20 45 minutes | LUNCH 12:35 - 1:50 75 minutes | X-Block 12:10 - 1:10 60 minutes | LUNCH 12:35 - 1:50 75 minutes | Grade 11/12 Advisor (25mins) |
| | Whole School Assembly (1:25-1:50) | | LUNCH 1:10-2:00 50 minutes | | LUNCH 12:35 - 1:50 |
| | 5 min transition | 5 min transition | | 5 min transition | 5 min transition |
| 1:55 | 4th Period 1:55-3:05 70 minutes | 4th Period 1:55-3:05 70 minutes | 5 min transition | 4th Period 1:55-3:05 70 minutes | 4th Period 1:55-3:05 70 minutes |
| | | | 4th Period 2:05 - 3:05 | | |
| | | | | | Grade 8-10 Advisor (25mins) |

X-Block - The Hidden Curriculum

| # | Date | Group | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 | |
|----|-------|------------------------------------|---|-----------------------------------|---|---|-----------------------------|--|
| 5 | 12 | Grade (HOGs) | Grade Activity - Tech (consider earlier next year) Upper Grad Lounge Learning Commons Socials Commons | Explorer week / Leadership 115 | Service Learning Intro Lower Music Room | Grade Activity Wellbeing Introduction Dixon Gym | L/C Session Auditorium | |
| 6 | 19 | Study Block | LGBTQ and Anti Bullying Week | Explorer week / LGBTQ | LGBTQ and Anti Bullying Week | | | |
| 7 | 26 | School (Counselling) | Reading Bear (consider next year organizing /presenting ideas earlier) | Service Orientation | Grade 10 camp prep | Study Block (Students check in with advisory then move to Learning Commons, MacLean Hall or Socials Commons) | L/C Session | |
| 8 | Nov 2 | School (Admin / Counselling) | Presentation from Greg Wells | | | | | |
| 9 | 9 | School (Admin) | Kevin Gosham - Survey Results - Full School Assembly | | | | | |
| 10 | 16 | Study block (Admin) | Reading Bear | Grade 9 Service | Drug Awareness Presentation | House Play / Advisory | | |
| 11 | 23 | School (Admin) | House Play / Advisory | | | Drug Awareness Presentation | Drug Awareness Presentation | |

The Tuning Protocol

Focusing Question:

How can we change structures to support student learning without disrespecting tradition and history of the school?

The Tuning Protocol

Clarifying Questions

Clarifying questions are simple questions of fact. The litmus test for a clarifying question is: Does the presenter have to think before s/he answers?

Some examples:

How many students are in the school?

What prior experience do you have with this work?

The Tuning Protocol

Probing Questions

Probing questions are intended to help the presenter think more deeply about the issue at hand. The presenter often doesn't have a ready answer to a genuine probing question.

Some examples:

What is your biggest worry with this issue?

How do students currently reflect on their growth?

How did you decide/determine/conclude...?

What is another way you might...?

The Tuning Protocol

Group Conversation

The conversation is not directed to the presenter. It is directed to the group and focuses on the presenter's dilemma.

Begin with warm feedback. What are the strengths in this situation?

Move into cool feedback. What are the gaps? What isn't the presenter considering? What recommendations does anyone have in response to the question posed by the presenter?

The Tuning Protocol

Presenter Reflection

The presenter has the opportunity to respond to the discussion.

It is not necessary to respond point by point to what others have said.

The presenter may share what struck him/her and what next steps might be taken as a result of the ideas generated by the discussion.