Welcome

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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”

<table>
<thead>
<tr>
<th></th>
<th>Undergraduate Courses</th>
<th>Professional Reading</th>
<th>Graduate Courses</th>
<th>Advice from Colleague</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.8</td>
<td>2.3</td>
<td>2.6</td>
<td>3.6</td>
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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.
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

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

<table>
<thead>
<tr>
<th>Discovery</th>
<th>Connect</th>
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<tr>
<td>Day 1*</td>
<td>Day 2*</td>
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<tr>
<td>Science</td>
<td>English (cohort)</td>
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<tr>
<td>Discovery 10</td>
<td>Elective</td>
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<tr>
<td>PE</td>
<td>Language</td>
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<tr>
<td>Socials</td>
<td>Math</td>
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<th>Express</th>
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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
## X-Block - The Hidden Curriculum

<table>
<thead>
<tr>
<th>#</th>
<th>Date</th>
<th>Group</th>
<th>Grade 8</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
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<tbody>
<tr>
<td>5</td>
<td>12</td>
<td>Grade (Highs)</td>
<td>Explorer week / Leadership</td>
<td>Service Learning Intro</td>
<td>Grade Activity - Wellbeing</td>
<td>LC Session Audition</td>
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<td>Localisation</td>
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<tr>
<td>5</td>
<td>19</td>
<td>Study Block</td>
<td>LGBTQ and Anti Bullying Week</td>
<td>Explorer week / LGBTQ</td>
<td>LGBTQ and Anti Bullying Week</td>
<td>LSC Session Audition</td>
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<tr>
<td>7</td>
<td>16</td>
<td>School (Counselling)</td>
<td>Reading Bear (consider next year organizing /presenting ideas earlier)</td>
<td>Service Orientation</td>
<td>Grade 10 camp prep</td>
<td>LSC Session Audition</td>
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<td>8</td>
<td>Nov 2</td>
<td>School (Advisory/ Counselling)</td>
<td>Presentation from Greg Wells</td>
<td>Presentation from Greg Wells</td>
<td>Presentation from Greg Wells</td>
<td>LSC Session Audition</td>
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<td>9</td>
<td>9</td>
<td>School (AcMn)</td>
<td>Birds Feathers - Survey Results - Full School Assembly</td>
<td>Grade 8 Service</td>
<td>Drug Awareness Presentation</td>
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<td>Drug Awareness Presentation</td>
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<td>10</td>
<td>16</td>
<td>Study Block (AcMn)</td>
<td>Reading Bear</td>
<td>Grade 8 Service</td>
<td>Drug Awareness Presentation</td>
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<td>11</td>
<td>28</td>
<td>School (AcMn)</td>
<td>Burns Play / Advisory</td>
<td>Drug Awareness Presentation</td>
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The Tuning Protocol

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