



The Literacy and Numeracy Secretariat
Le Secrétariat de la littératie et de la numératie

PROGRAMME

Le Secrétariat de la littératie et de la numératie

Institut de coaching : Apprendre et enseigner ensemble

Les 4 et 5 juillet 2007 • Hôtel Hilton Toronto

 Ontario

Ministry of Education

Minister

Mowat Block
Queen's Park
Toronto ON M7A 1L2
Telephone (416) 325-2600
Facsimile (416) 325-2608

Ministère de l'Éducation

Ministre

Édifice Mowat
Queen's Park
Toronto ON M7A 1L2
Téléphone (416) 325-2600
Télécopieur (416) 325-2608



Chères participantes et chers participants,

Au nom du ministère de l'Éducation, j'ai le plaisir de vous souhaiter la bienvenue à l'*Institut de coaching : Apprendre et enseigner ensemble* du Secrétariat de la littératie et de la numératie. Nous tenons à vous remercier pour votre engagement à l'égard du développement professionnel ainsi que pour le travail que vous accomplissez tous les jours dans le but d'appuyer le rendement des élèves de la province.

En tant que leaders du système de l'éducation et des écoles, vos connaissances et votre compréhension de la littératie et de la numératie sont des appuis essentiels aux éducatrices et éducateurs œuvrant dans le domaine. En Ontario, nous concentrons nos efforts collectifs afin de hausser la barre et réduire l'écart relatif au rendement de tous les élèves. À ce titre, cet Institut de coaching s'avère un partenariat exemplaire.

Conformément à cet esprit de collaboration, je vous invite à vous joindre au réseau ACCES, le Réseau de communication et de collaboration en matière d'éducation afin de vous tenir au courant des récents développements au sein du ministère et pour poursuivre votre collaboration avec les pédagogues de la province. Vous pourriez également en connaître davantage sur les nombreuses initiatives et les ressources disponibles en consultant le site du ministère www.edu.gov.on.ca.

Je suis convaincue que vous trouverez cette opportunité d'apprentissage utile et engageante. Nous avons créé un élan considérable dans le système de l'éducation financé par les fonds publics et nous continuerons à travailler ensemble pour appuyer la réussite de tous les élèves.

Je vous souhaite une conférence productive et réussie.

Cordialement,

A handwritten signature in black ink that reads 'Kathleen Wynne'.

Kathleen Wynne
Ministre de l'Éducation

Coup d'œil sur le programme

Le 4 juillet 2007 – Jour 1

8 h – 9 h 15	Inscription et petit-déjeuner	
9 h 15 – 9 h 30 Toronto I, II, III	Bienvenue et logistique	Issam Massouh et Judith Taylor
9 h 30 – 9 h 45 Toronto I, II, III	Discours d'ouverture	Dre Avis Glaze
9 h 45 – 10 h 15 Toronto I, II, III	Rencontre avec les conteurs de l'Institut	Dre Carol Rolheiser et Francine Chessman
10 h 15 – 12 h 15 Toronto I, II, III	Robust Conversations at Every Level	Lucy West
12 h 15 – 13 h 15 Toronto I, II, III	Déjeuner	
13 h 15 – 15 h	Jour 1 – Réunion en petits groupes – 1A	
15 h – 15 h 15	Pause	
15 h 15 – 17 h	Jour 1 – Réunion en petits groupes – 1B	
18 h – 20 h 30 Toronto I, II, III	Réception informelle et dîner "What Can Coaches Learn from the Movies?"	Dre Carol Rolheiser

Le 5 juillet 2007 – Jour 2

7 h 30 – 8 h 30	Petit-déjeuner	
8 h 30 – 8 h 50 Toronto I, II, III	How to get the most out of Day 2	Dr. Carol Rolheiser
Carmichael/Jackson	Comment faire pour mieux profiter de la 2 ^e journée?	Francine Chessman
9 h – 12 h Toronto II, III	Ateliers et conférenciers Differentiating Reading Instruction	Laura Robb
Toronto I	Co-teaching in Mathematics	Dr. Catherine Twomey Fosnot
Carmichael/Jackson	La collaboration entre intervenants pour mieux mobiliser les équipes	Jim Howden
12 h – 13 h Toronto I, II, III	Déjeuner	
13 h – 14 h 45	Jour 2 – Réunion en petits groupes – 2C	
14 h 45 – 15 h	Pause	
15 h – 15 h 30 Toronto I, II, III	Logistique (formulaires de dépenses et de rétroaction) Synthèse et prochaines étapes	Issam Massouh et Judith Taylor Dre Carol Rolheiser et Francine Chessman

Aperçu sur les réunions en petits groupes

13 h 15 – 15 h Jour 1 – Réunions en petits groupes – 1A

Littératie	
Governor General	Coaching for Deeper Understanding Through Inferring Sandy Giles et Laurel Whitham (page 8)
Toronto II	Word Study in the Junior Division Dr. Ruth McQuirter Scott (page 8)
Johnston	Teaching for Deep Understanding Webconférence avec David Booth (page 8)
Numératie	
Toronto III	Co-teaching as a Powerful Tool to Improve Instruction in Math Chris Confer et Marco Ramirez (page 9)
Toronto I	Literacy in the Math Class Lucy West (page 9)
Général	
Carmichael/Jackson	I'm Listening Marjorie Shore (page 10)
Osgoode East et West	Strategies to Develop and Support Learning Focused Conversations Nicole de Korte et Lori Goodfriend (page 10)

Jour 1 Ateliers en français – 1A

Littératie	
Casson	L'enseignement explicite de la stratégie de lecture : Résumer Manon Valois et Francine Piché Martineau (page 11)
Numératie	
Varley	L'apprentissage de la multiplication par la résolution de problèmes de groupement Denise Lefebvre et Johanne Gaudreault (page 12)

15 h 15 – 17 h Jour 1 – Réunions en petits groupes – 1B

Littératie	
Toronto II	Word Study in the Junior Division (session répétée) Dr. Ruth McQuirter Scott (page 13)
Numératie	
Osgoode East	School-Based Numeracy Coaching Mary Lou Kestell et Sandie Rowell (page 13)
Lismer	Co-teaching Mathematics Through Problem Solving Sonja Karsh et Joyce Tonner (page 14)
Richmond	Research, Instructional Practice, and Student Achievement: Practical Pathways Glynnis Fleming et Pat Milot (page 14)
Osgoode West	Co-teaching Strategies for Effective Mathematics Instruction Vince Trocchi et Ben Hazzard (page 15)
MacDonald	Co-teaching as a Powerful Tool to Improve Instruction in Math (repeat session) Chris Confer et Marco Ramirez (page 15)
Surintendance et direction	
Salle Governor General	The Role of the Superintendent and Coordinating Principal in Supporting School-Based Coaching Martha Dutrizac et Ardeth Staz (page 16)

Général

Toronto I	Studying Coaching Moves Lucy West (page 16)
Carmichael	Coach the Coach: Tackling Difficult Coaching Questions Marjorie Shore (page 17)
Jackson	Coaching for Reflection Dr. Anne Rodrigue (page 17)
Harris	Promoting Deeper Understanding Through the Use of Questions Dr. Judi Kokis, Dr. Carmen Maggisano, Dr. Barnabas Emenogu et Dave Cameron (page 17)

Jour 1 Ateliers en français – 1B

Littératie

Varley	La littératie critique ou comment aller au-delà des mots Corinne Simiganoschi (page 18)
---------------	---

Surintendance et direction

Salle Governor General	Le rôle de la surintendante, ou surintendant, et de la directrice, ou directeur responsable de la coordination du coaching au niveau des écoles Francine Chessman (page 18)
-------------------------------	---

Général

Casson	Stratégies pour développer et appuyer les échanges axés sur l'apprentissage Armand Gagné et Nicole de Korte (page 19)
---------------	--

13 h – 14 h 45 Jour 2 – Réunions en petits groupes – 2C

Littératie

Toronto II & III	Writing to Improve Reading Laura Robb (page 20)
Governor General	Evaluating: A Building Block of Critical Literacy Sandy Giles et Laurel Whitham (page 20)
Johnston	Teaching for Deep Understanding (repeat session) Webconférence avec David Booth (page 21)

Numératie

Toronto I	Continued from Day 2 Keynotes and Workshops with Dr. Catherine Twomey Fosnot (pages 6 et 21)
------------------	--

Surintendance et direction

Varley	Systems of Success: District School Boards Facilitating Teacher Professional Learning Dr. Carol Campbell (page 22)
---------------	--

Général

Casson	Strategies to Develop and Support Learning Focused Conversations (session répétée) Nicole de Korte et Lori Goodfriend (page 22)
---------------	--

Jour 2 Ateliers en français – 2C

Littératie

Richmond	À toi la parole! La communication orale à la maternelle et au jardin d'enfants Ann Robichaud-Gagné et Francine Charette-Poirier (page 23)
-----------------	--

Numératie

Osgoode East	La communication en mathématiques n'est pas à sens unique Luc Barrette (page 24)
---------------------	--

Général

Osgoode West	La CAP, pour maintenir le cap! Laurent Joncas (page 24)
---------------------	---

8 h – 9 h 15 Inscription et petit-déjeuner

9 h 15 – 9 h 30 Bienvenue et logistique, **Issam Massouh** et **Judith Taylor**

9 h 30 – 9 h 45 Discours d'ouverture, **Dre Avis Glaze**
Toronto I, II, III

Avis Glaze, Ph.D., est directrice générale du rendement des élèves de l'Ontario, première personne à occuper ce poste, et directrice générale du Secrétariat de la littératie et de la numératie du ministère de l'Éducation. Très reconnue dans le domaine de l'éducation, elle a enseigné à divers niveaux d'éducation : dans des écoles primaires et secondaires, dans des collèges communautaires et en université. Avis a occupé le poste de commissaire pour la Commission royale sur l'éducation de l'Ontario en 1994 et fut sélectionnée par le gouvernement fédéral pour participer à la réforme de l'éducation en Afrique du Sud. Elle a reçu plusieurs prix prestigieux au cours de sa carrière dont celui d'Éducatrice de l'année, le Prix de distinction honorifique afrocanadien, le Prix de Distinction pour les femmes du YWCA en 2001 et l'Ordre de l'Ontario.

9 h 45 – 10 h 15 Rencontre avec les conteurs de l'Institut, **Dre Carol Rolheiser** et **Francine Chessman**
Toronto I, II, III

Dr. Carol Rolheiser, Associate Dean of Teacher Education at the Ontario Institute for Studies in Education (University of Toronto), has been a teacher, district consultant, school administrator, and teacher educator. Her co-authored publication, *Beyond Monet: The Artful Science of Instructional Integration*, has been widely used to support the development of powerful instructional practices. At the core, Carol's professional work is a genuine and passionate love of teaching. She is the recipient of the University of Toronto's President's Teaching Award.

Francine Chessman a débuté son enseignement à Québec en tant qu'enseignante de français au secondaire. Elle a, par la suite, chevauché du secondaire à l'élémentaire, de l'enseignement francophone à l'immersion, du Canada à l'Europe. Elle a eu l'occasion d'enseigner à deux reprises en Allemagne aux enfants de militaires stationnés en Europe. Plus tard, elle a dirigé la section canadienne de l'école internationale du SHAPE en Allemagne. Son parcours a été vraiment varié, d'enseignante à conseillère pédagogique, à directrice-adjointe, directrice et surintendante de l'éducation.

Jour 1

10 h 15 – 12 h 15 Robust Conversations at Every Level **Lucy West**
Toronto I, II, III

This interactive session will address the importance of the development of oral language. Revisiting the principle of learning, accountable talk, we will look at pedagogical moves educators can make to make sure all teachers and students can engage in robust conversations in the content areas. We will examine the different responsibilities each of us has for our own learning and each other's, according to role: student, teacher, administrator, coach/facilitator, consultant, supervisory officer. Who is responsible for this deep level of learning at the adult and student level?

Lucy West began her career as a classroom teacher and served New York City schools in a variety of roles including Deputy Superintendent of Region 9. Her book *Content-Focused Coaching: Transforming Mathematics Lessons* provides “a vision of the possible for American schools,” and is the result of a collaboration between Community School District 2 in New York City (a lighthouse district recognized for its remarkable professional development) and the Institute for Learning at the University of Pittsburgh. Her latest work weaves together the threads of professional learning communities, content coaching, and lesson study.

12 h 15 – 13 h 15 Déjeuner
Toronto I, II, III

13 h 15 – 15 h Jour 1 – Réunion en petits groupes – 1A
Salles indiquées dans le programme
Pour plus de détails, voir pages 8–12 du programme.

15 h – 15 h 15 Pause

15 h 15 – 17 h Jour 1 – Réunion en petits groupes – 1B
Salles indiquées dans le programme
Pour plus de détails, voir pages 13–19 du programme.

18 h – 20 h 30 Réception informelle suivie d'un dîner et de vidéos “What Can Coaches Learn from the Movies?” avec **Dre Carol Rolheiser**
Toronto I, II, III

7 h 30 – 8 h 30 Petit-déjeuner

8 h 30 – 8 h 50

Toronto I, II, III

How to get the most out of Day 2 **Dr. Carol Rolheiser**

Carmichael/Jackson

Comment faire pour mieux profiter de la 2^e journée?

Francine Chessman

9 h – 12 h

Ateliers et conférenciers

Toronto II, III

Littératie

Laura Robb

Differentiating Reading Instruction

In this hands-on session with a focus on the junior student, participants will help plan a differentiated unit of study and review the benefits of completing big picture plans. Laura will model how the read-aloud becomes the common teaching text when teachers differentiate reading instruction. She will also model and discuss the kinds of preparation coaches need to model to help teachers establish the class routines that enable differentiated work. Participants will read short biography texts and practise applying reading strategies that boost learners into high-level thinking. Coaches will leave the session with a clear understanding of how to help teachers differentiate learning for students.

Laura Robb is an author, teacher, coach, and presenter with over 40 years of elementary teaching experience. In a national poll conducted by *Instructor Magazine*, Laura was named one of twenty “Education Superstars” in the US. Laura has just completed a three-year term on the National Council of Teacher’s of English (NCTE) and continues to participate on the editorial review board for *Language Arts* magazine. Laura has written 15 books including *Teaching Reading: A Complete Guide for Grades 4 and Up* (2006) and *Redefining Staff Development: A Collaborative Model for Teachers* (2000). Her latest book on *Differentiating Reading Instruction* will be available at the end of 2007.

Toronto I

Numératie

Dr. Catherine Twomey Fosnot

Co-teaching in Mathematics

This session will begin with an overview of the learning and teaching of mathematics within a complexity framework. Co-teaching will be offered as a model for professional learning as participants engage in a mathematics investigation on proportional reasoning and witness co-teaching in action. Subsequent reflection on the experience will make the model explicit and then participants will observe, via digital technology, a Grade 5 class engaged in a similar math workshop. In the afternoon session, the landscape of learning for fractions (consisting of big ideas, strategies, and models) will be examined as a way to view the development of the topic. (This is a double session which continues in the afternoon.)

Jour 2

Dr. Catherine Twomey Fosnot, Professor of Education and Director of Mathematics in the City at the City College of New York, has written many books and articles on mathematics education; most recently the *Contexts for Learning Mathematics* (K-6) and the *Young Mathematicians at Work* series. The American Educational Research Association has twice awarded her their “Significant Contribution” award and in 2005 she was the recipient of the Teacher of the Year award from the City College of New York.

Carmichael/Jackson **Général**

Jim Howden

Discours-programme et atelier

Partagez vos émotions en ce qui concerne le changement actuel en éducation et votre contribution à l'équipe – les liens entre les émotions et l'efficacité ainsi que votre réflexion sur votre rôle dans le processus. Il faut développer l'esprit d'équipe : célébrons, acceptons et profitons! Également, il faut énoncer clairement les valeurs... les valeurs sous-jacentes au respect mutuel.

Qu'est-ce que la collaboration? Énumérer les étapes pour atteindre son objectif. Établir la structure d'une équipe de collaboration ainsi que les stratégies et les mécanismes. Discuter de la communication empathique, « dire des vraies choses », et ensuite de l'objectivation et du transfert.

Jim Howden, M.Ed., a enseigné au secondaire. Il a ensuite occupé des fonctions diverses telles celles de directeur, conseiller pédagogique et de formateur-consultant en pédagogie coopérative. Sa réputation de formateur n'est plus à faire, ayant, depuis 15 ans, dispensé plus de mille formations au Québec, au Canada, aux États-Unis et en Europe. Jim est professeur invité à l'Université Sainte-Anne. Depuis 5 ans, il accompagne des directions et des équipes d'écoles afin d'intégrer les nouveaux pédagogies.

12 h – 13 h
Toronto I, II, III

Déjeuner

13 h – 14 h 45
Salles indiquées
dans le programme

Jour 2 – Réunion en petits groupes – 2C
Pour plus de détails, voir pages 20–24 du programme.

14 h 45 – 15 h

Pause

15 h – 15 h 30
Toronto I, II, III

Synthèse et prochaines étapes
Dre Carol Rolheiser et **Francine Chessman**

13 h 15 – 15 h Jour 1 – Réunions en petits groupes – 1A

Littératie

Coaching for Deeper Understanding Through Inferring Governor General

Sandy Giles et Laurel Whitham

As a literacy coach, it is essential to know as much as possible about how effective readers use strategies like inferring to gain deeper meaning from text. But it is equally important to know how to create a safe and supportive environment that enables colleagues to acquire teaching practices that ensure deep comprehension by all students. Both aspects of this work will be explored in this session using the professional learning module entitled *Comprehending in Action: Inferring*.

Sandy Giles is an elementary teacher with experience ranging from Junior Kindergarten to Grade 5. Sandy's passion for literacy has taken her from the role of classroom teacher, to Curriculum Consultant/Coordinator for the York Region District School Board, to Course Director at York University's Faculty of Education, and, most recently, to the Literacy and Numeracy Secretariat as part of the Capacity-Building Team.

Laurel Whitham is an elementary teacher from the York Region District School Board with 14 years of experience ranging from Grade 1 to Grade 8. As a classroom teacher, Reading Recovery teacher, and Adjunct Professor for York University's Faculty of Education, Laurel has been actively involved in coaching for many years. She brings a wealth of insight and experience as one of the teachers featured in the Professional Learning Series, *Comprehending in Action: Inferring*.

Word Study in the Junior Division Toronto II

Dr. Ruth McQuirter Scott

This session will deepen your understanding of word study in the Junior division through a careful examination of the *Ontario Curriculum: Language* and the best practices underlying it. Suggestions and activities will help you in your role as literacy coach. Time will also be given for participants to share their experiences of working with Junior division teachers in the area of word study.

Dr. Ruth McQuirter Scott is a professor in the Faculty of Education at Brock University where she teaches preservice language arts in the Junior/Intermediate divisions. Ruth is the author and co-author of many books in the area of spelling, the most recent being *Spelling: Connecting the Pieces* (Nelson). Ruth's next book, *Knowing Words: Creating Word-Rich Classrooms*, will examine word study with an emphasis on vocabulary development. Ruth has spoken with teachers in every Canadian province and the Yukon.

Teaching for Deep Understanding Johnston

Webconférence avec David Booth

This live web conference will explore how teachers and school leaders can implement and promote teaching strategies that encourage deep understanding. The conference will give you the opportunity to gain knowledge about higher-order questioning as well as familiarize you with an exciting and effective mode of conducting professional learning. Each session will be limited to 40 participants due to the high level of interaction. No prior web conference experience is needed to participate, and all levels of technological experience are welcome. On-site assistance will be provided.

David Booth, Professor Emeritus at the Ontario Institute for Studies in Education (University of Toronto), has been involved in education, as a classroom teacher, language arts consultant, professor, speaker and author, for over 40 years.

13 h 15 – 15 h Jour 1 – Réunions en petits groupes – 1A

Numératie

Co-teaching as a Powerful Tool to Improve Instruction in Math Toronto III

Chris Confer et Marco Ramirez

Co-teaching is a powerful tool for helping teachers improve mathematics instruction. During this session, Chris Confer as math coach, and Marco Ramirez as principal, will involve participants in several mathematics investigations, and share how their co-teaching experiences created a spirit of research that permeated their K–8 school in Tucson, Arizona. In a school where 100 percent of the children are on lunch programs, they have created a culture based on the belief that all children can succeed in mathematics. Their third grade students have met or exceeded the standard in mathematics at a rate of 94 percent for three years in a row.

Chris Confer, technical advisor for the Center for the Education of Mathematics of Latino Students (University of Arizona), works for Tucson Unified School District as Co-Director of the K–5 Mathematics Initiative. She has written four resources for teaching mathematics for the program, and wrote the lead article for *The Math Coach Field Guide*.

Marco Ramirez, mathematics consultant and Co-Director of the K–8 Mathematics Initiative for Tucson Unified School District, is a Milken Foundation Educator of the year recipient for the 2006–07 school year. He has served on the Arizona Department of Education as a facilitator for mathematics standards development and the performance objectives development in mathematics. Marco has also been a program coordinator for the NCTM Washington D.C. conference and has presented for the National Research Council in the area of mathematics. He has been a teacher, mathematics staff developer, and principal of a K–8 school.

Literacy in the Math Class

Toronto I

Lucy West

Through the use of video clips and research findings we will discuss the role literacy plays in the mathematics class. We will talk about what strategies teachers use in literacy classes that are transferable to the math class.

Lucy West began her career as a classroom teacher and served New York City schools in a variety of roles including Deputy Superintendent of Region 9. Her book *Content-Focused Coaching: Transforming Mathematics Lessons* provides “a vision of the possible for American schools,” and is the result of a collaboration between Community School District 2 in New York City (a lighthouse district recognized for its remarkable professional development) and the Institute for Learning at the University of Pittsburgh. Her latest work weaves together the threads of professional learning communities, content coaching, and lesson study.

13 h 15 – 15 h Jour 1 – Réunions en petits groupes – 1A

Général

I'm Listening **Carmichael/Jackson**

Marjorie Shore

In this interactive session, using lots of experiential exercises, we'll learn how to use listening skills to help script motivating messages. Listening is a critical skill both in the transfer of knowledge and in opening coaches to potential and opportunities. We'll look at different approaches to giving and getting feedback. We'll learn and practise participative and empathetic listening techniques. We'll learn about asking the right questions with a positive and motivating script.

Marjorie Shore owner/operator of The Coaching Clinic, specializes in coaching people how to thrive in stressful environments. She has worked extensively with lawyers, including crown attorneys and many in private practice, and has such private and public sector clients as Rogers, Bell Mobility, the Province of Ontario, and the Peel District School Board. Marjorie also has a private psychotherapy practice in Toronto. She is a member of the Work and Wellness Advisory Board at Centennial College.

Strategies to Develop and Support Learning Focused Conversations

Osgoode East et West

Nicole de Korte et Lori Goodfriend

This session is intended to support mentor teachers and/or literacy coaches who are interested in extending their knowledge, skills, and strategies for developing productive learning-focused relationships that support professional learning at the school level. In this interactive session, participants will have the opportunity to apply strategies and practise skills using scenarios developed from Ontario classroom experiences.

Nicole de Korte is an Education Officer with the Teaching Policy and Standards Branch of the Ontario Ministry of Education involved in the development and implementation of the New Teacher Induction Program. Prior to coming to the ministry, she held the position of Curriculum Consultant for the Halton Catholic District School Board.

Lori Goodfriend is an Education Officer with the Teaching Policy and Standards Branch of the Ontario Ministry of Education. She is working with the New Teacher Induction Program team to support school boards in their implementation of the program. Prior to her secondment to the ministry, Lori was a Curriculum Consultant with the Catholic District School Board of Eastern Ontario.

13 h 15 – 15 h Jour 1 – Ateliers en français – 1A

Littératie

L'enseignement explicite de la stratégie de lecture : Résumer

Casson

Manon Valois et Francine Piché Martineau

Les enseignants soucieux d'amener leurs élèves à devenir des lecteurs autonomes, créatifs et critiques ont recours à l'enseignement explicite pour soutenir les élèves lors de l'apprentissage de nouvelles stratégies de lecture. Cet enseignement explicite a pour objectif d'aider les élèves à mobiliser et à gérer consciemment leurs savoirs pour créer du sens par les textes. Cet atelier permettra aux participants d'appuyer les directions d'école et les enseignants du cycle moyen dans la mise en œuvre de la démarche d'enseignement explicite à l'aide de la stratégie de compréhension en lecture.

Manon Valois est agente d'éducation au ministère de l'Éducation de l'Ontario. Elle a enseigné à divers niveaux d'études tant dans des conseils anglophones que francophones. Pendant deux ans, elle a agi en tant que conseillère pédagogique dans la région d'Ottawa. Elle a participé à la rédaction des guides d'enseignement efficace de la lecture et de l'écriture au cycle primaire. De plus, Madame Valois a élaboré et donné des formations pour le MÉO et le Secrétariat de la littératie et de la numératie. Elle travaille présentement à la rédaction et à la validation des documents de littératie au projet Piliers de l'éducation.

Francine Piché Martineau est agente d'éducation au ministère de l'Éducation de l'Ontario. Madame Piché Martineau a enseigné plus de 10 ans dans la région d'Ottawa dans des écoles élémentaires. Au cours des dernières années, elle a dispensé en Ontario et en Saskatchewan des formations en matière de littératie pour divers professionnels de l'éducation. Elle travaille présentement à la rédaction et à la révision de documents liés à la littératie pour les cycles préparatoire, primaire et moyen dans le cadre du projet Piliers de l'éducation : littératie et numératie.

13 h 15 – 15 h Jour 1 – Ateliers en français – 1A

Numératie

L'apprentissage de la multiplication par la résolution de problèmes de groupement

Varley

Denise Lefebvre et Johanne Gaudreault

Qu'est-ce qu'un problème de groupement? Quelles stratégies les élèves utilisent-ils pour résoudre ce type de problèmes? Comment ces stratégies permettent-elles à l'élève de comprendre le concept de multiplication? Quels liens les élèves doivent-ils faire dans l'apprentissage de la multiplication? Quels genres de situations d'apprentissage permettent de maximiser l'apprentissage? Suite à cet atelier, l'enseignement de la multiplication par une approche de résolution de problèmes prendra tout son sens! La tangente à prendre ... c'est de donner un sens à ce que l'on fait.

Denise Lefebvre est conseillère pédagogique en numératie aux cycles primaire et moyen au Conseil scolaire catholique Franco-Nord. Comme conseillère pédagogique, elle maintient le mandat d'accompagnement en plus de planifier et offrir la formation en numératie pour son conseil et en province.

Depuis 2003, elle accompagne les enseignantes et les enseignants dans la mise en œuvre du programme *Piliers de l'éducation en numératie* – elle accompagne des enseignantes et des enseignants de son conseil dans la mise à l'essai des documents *Les mathématiques...un peu, beaucoup, à la folie!*

Johanne Gaudreault travaille au Centre franco-ontarien de ressources pédagogiques et est responsable du projet *Les mathématiques ... un peu, beaucoup, à la folie!* depuis 1999. Les multiples volets de ce projet sont la production de ressources pédagogiques en mathématiques, la mise à l'essai de ces ressources ainsi que la formation et le coaching des enseignantes et des enseignants qui réalisent les mises à l'essai. Johanne Gaudreault et son équipe ont mis sur pied un modèle de formation qui fait l'objet de recherches de la part de professeurs de l'Université d'Ottawa pour déterminer l'impact du projet sur l'amélioration du rendement des élèves en mathématiques.

15 h 15 – 17 h Jour 1 – Réunions en petits groupes – 1B

Littératie

Word Study in the Junior Division (session répétée – voir page 8)

Toronto II

Dr. Ruth McQuirter Scott

This session will deepen your understanding of word study in the Junior division through a careful examination of the *Ontario Curriculum: Language* and the best practices underlying it. Suggestions and activities will help you in your role as literacy coach. Time will also be given for participants to share their experiences of working with Junior Division teachers in the area of word study.

Dr. Ruth McQuirter Scott is a professor in the Faculty of Education at Brock University where she teaches preservice language arts in the Junior/Intermediate divisions. Ruth is the author and co-author of many books in the area of spelling, the most recent being *Spelling: Connecting the Pieces* (Nelson). Ruth's next book, *Knowing Words: Creating Word-Rich Classrooms*, will examine word study with an emphasis on vocabulary development. Ruth has spoken with teachers in every Canadian province and the Yukon.

Numératie

School-Based Numeracy Coaching

Osgoode East

Mary Lou Kestell et Sandie Rowell

Are you a school-based numeracy coach who is looking for some planning and instructional strategies? During this session, participants will experience and share numerous strategies that will improve their numeracy coaching program. We will examine goals, strategies, and tools that learners across the province are finding useful.

Mary Lou Kestell is a Student Achievement Officer with the Literacy and Numeracy Secretariat. She has spent more than 30 years working as a mathematics teacher, consultant, researcher, editor, writer, preservice instructor, and web-app developer. Mary Lou has served as president of both the Ontario Association for Mathematics Education and the Ontario Mathematics Coordinators Association. Her goal is to hear people say, with joy, "I love math."

Sandie Rowell is a Program Effectiveness Consultant for the Hamilton-Wentworth District School Board where she has responsibilities for math and EQAO. She moved into this role after working as a Primary/Junior teacher for 15 years. For the past two years, Sandie has worked with a team of ten math facilitators whose primary role is to coach teachers within the district in math.

15 h 15 – 17 h Jour 1 – Réunions en petits groupes – 1B

Co-teaching Mathematics Through Problem Solving

Lismer

Sonja Karsh et Joyce Tonner

What does it mean to teach mathematics through problem solving? What role does co-teaching play in supporting teachers to move towards teaching through problem solving? During this session, participants will experience learning mathematics using a problem-solving lesson design. The roles of student, teacher, and coach in the learning environment will be made explicit through our analysis and discussion.

Sonja Karsh has been an educator for almost 30 years. She has taught from Kindergarten to the university level, in both French and English. She has been a classroom teacher, consultant, and principal. She is presently seconded to the Literacy and Numeracy Secretariat as a Student Achievement Officer.

Joyce Tonner is working with the Ontario Focused Intervention Partnership (OFIP) as a Student Achievement Officer with the Literacy and Numeracy Secretariat. She is seconded from the Thames Valley District School Board where she served as teacher, learning coordinator, and learning supervisor. Joyce has written resources, worked as a trainer, and served on boards for the Ontario Association of Mathematics Educators and the Ontario Mathematics Coordinators Association.

Research, Instructional Practice, and Student Achievement: Practical Pathways

Richmond

Glynnis Fleming et Pat Milot

Share the experience of teachers who have worked in a collaborative setting to begin to bridge the gap between large-scale in-service and classroom implementation. Hear details of the journey and learn about how initiatives evolved. Experience the power of complexity as teachers from the District School Board of Niagara and Hamilton-Wentworth linked with researchers from OISE, and The Literacy and Numeracy Secretariat to improve mathematics instruction.

Glynnis Fleming has been a Special Assignment Teacher in the District School Board of Niagara for the past four years. Her work as teacher, preservice math instructor at Brock University, researcher and presenter allows her to focus on her two passions: helping students learn mathematics and collaborating to help teachers find effective ways for their students to build robust mathematical ideas.

Pat Milot has been a Curriculum Consultant in the District School Board of Niagara for the past 10 years. Her work at the board and on ministry projects, with the Ontario Mathematics Coordinators Association and Brock University, as well as other mathematical liaisons, has emphasized the importance of creating opportunities for teachers to participate in job-embedded, research-based, teacher-directed professional learning.

15 h 15 – 17 h Jour 1 – Réunions en petits groupes – 1B

Co-teaching Strategies for Effective Mathematics Instruction

Osgoode West

Vince Trocchi et Ben Hazzard

During this session, participants will explore a variety of co-teaching strategies that can be used in a professional learning model to address the challenges of mathematics instruction in combined grade classes. Presenters from Lambton Kent and Huron-Perth Catholic District School Boards will share experiences from a joint project that focused on the use of co-teaching as professional learning strategy to improve classroom instruction and student learning. They will share evidence they have gathered of teacher learning, student learning, and how districts with similar challenges can study and learn together.

Ben Hazzard is the Program Consultant for the Junior Division for the Lambton Kent District School Board. With the support of the Literacy and Numeracy Secretariat, he has worked to improve classroom student learning of mathematics through problem solving. Ben has helped launch a numeracy co-teaching project with teachers and coordinators in the Huron-Perth Catholic District School Board .

Vince Trocchi is the Coordinator of Numeracy for the Huron-Perth Catholic District School Board. With the support of the Literacy and Numeracy Secretariat, and partnerships with Lambton Kent District School Board, he has worked to implement collaborative, inquiry-based professional learning models for mathematics instruction.

Co-teaching as a Powerful Tool to Improve Instruction in Math (session répétée – voir page 9) **MacDonald**

Chris Confer et Marco Ramirez

Co-teaching is a powerful tool for helping teachers improve mathematics instruction. During this session, Chris Confer as math coach, and Marco Ramirez as principal, will involve participants in several mathematics investigations, and share how their co-teaching experiences created a spirit of research that permeated their K–8 school in Tucson, Arizona. In a school where 100 percent of the children are on lunch programs, they have created a culture based on the belief that all children can succeed in mathematics. Their third grade students have met or exceeded the standard in mathematics at a rate of 94 percent for three years in a row.

Chris Confer, technical advisor for the Center for the Education of Mathematics of Latino Students (University of Arizona), works for Tucson Unified School District as Co-Director of the K–5 Mathematics Initiative. She has written four resources for teaching mathematics for the program, and wrote the lead article for *The Math Coach Field Guide*.

Marco Ramirez, mathematics consultant and Co-Director of the K–8 Mathematics Initiative for Tucson Unified School District is a Milken Foundation Educator of the year recipient for the 2006–07 school year. He has served on the Arizona Department of Education as a facilitator for mathematics standards development and the performance objectives development in mathematics. Marco has also been a program coordinator for the NCTM Washington D.C. conference and has presented for the National Research Council in the area of mathematics. He has been a teacher, mathematics staff developer, and principal of a K–8 school.

15 h 15 – 17 h Jour 1 – Réunions en petits groupes – 1B

Surintendance et direction

The Role of the Superintendent and Coordinating Principal in Supporting School-Based Coaching **Salle Governor General**

Martha Dutrizac et Ardeth Staz

Participants will share briefly the model for coaching being used in their board, outline the challenges and successes they are having, and explore together ways in which evidence is being gathered about how coaching is making a difference in student achievement in literacy and numeracy. Discussion will centre on how the role of the superintendent is important in establishing a culture of collaborative learning at the school level. Participants will leave the session having enjoyed the gift of time to share and explore ideas with their colleagues from across the province.

Martha Dutrizac has been educator for almost 40 years: teacher, vice-principal, principal, Staff Development Officer, and superintendent. Currently she is the Superintendent of Education (responsible for Program, Special Education, and Schools) in Huron-Perth Catholic District School Board. She has had extensive experience in leadership development both at the local and provincial level as a member of the Curriculum Council.

Ardeth Staz is currently Superintendent of Student Learning in the District School Board of Niagara. Over the past two years, Ardeth has worked with a team of consultants and central literacy support teachers to support literacy coaches in 38 elementary and one secondary school. Ardeth brings to this role a wealth of experience in school improvement planning, evidence-based decision making, staff development, and literacy leadership.

Général

Studying Coaching Moves **Toronto I**

Lucy West

Using video clips and transcripts to examine coaching moves that directly impact teacher learning, we will delve more deeply into content coaching. We will discuss assessment for learning and how the teacher and coach engage in an inquiry process to understand student thinking and design lessons that address student needs. We will consider what the coach is looking for when she or he is observing a lesson and what to focus on in the debriefing session.

Lucy West began her career as a classroom teacher and served New York City schools in a variety of roles including Deputy Superintendent of Region 9. Her book *Content-Focused Coaching: Transforming Mathematics Lessons* provides “a vision of the possible for American schools,” and is the result of a collaboration between Community School District 2 in New York City (a lighthouse district recognized for its remarkable professional development) and the Institute for Learning at the University of Pittsburgh. Her latest work weaves together the threads of professional learning communities, content coaching, and lesson study.

15 h 15 – 17 h Jour 1 – Réunions en petits groupes – 1B

Coach the Coach: Tackling Difficult Coaching Questions

Carmichael

Marjorie Shore

This will be a coach-the-coach session where the group tackles difficult coaching questions and experiences that coaches themselves face. Learn from executive coach, Marjorie Shore, how to understand and use personal coaching experiences to grow your coaching skills. The format will be a facilitated conversation which will underline key coaching principles to deepen your skill set. Come prepared to discuss your most difficult coaching situations. All strong coaches experience challenging coaching sessions where their own issues are in play. This session will help you recognize these moments sooner so that you stay focused on the right coaching opportunities. If you would like Marjorie to address a particular problem that you face, email her at margie@coachingclinic.com.

Marjorie Shore, owner/operator of The Coaching Clinic, specializes in coaching people how to thrive in stressful environments. She has worked extensively with lawyers, including crown attorneys and many in private practice, and has such private and public sector clients as Rogers, Bell Mobility, the Province of Ontario, and the Peel District School Board. Marjorie also has a private psychotherapy practice in Toronto. She is a member of the Work and Wellness Advisory Board at Centennial College.

Coaching for Reflection

Jackson

Dr. Anne Rodrigue

What are the reflective skills teachers need to improve their practice? This workshop explores the relationship between cognitive coaching and coaching for reflection. It provides participants with an overview of the theory of reflective practice and its value in enhancing effective teaching. Participants will learn how to lead teachers into reflecting, questioning, and refining their practice using such techniques as journaling, critical friends groups, tuning protocols, narratives, classroom walkthroughs, and reflective questioning.

Dr. Anne Rodrigue is a bilingual educator currently working as Executive Staff in Professional Services at the Elementary Teachers' Federation of Ontario (ETFO). Her portfolio includes teacher education and teacher professional learning. She has designed and implemented institutes on reflective practice and teaching for deep understanding that incorporate face-to-face and online learning through networked professional learning communities. She is presently engaged in her own action research project on what constitutes an effective professional learning community, and how these communities influence teaching practice. Prior to working at ETFO, Anne was on staff at the Nova Scotia Teachers' Union and also worked as the French Second Language Consultant with the Department of Education, Nova Scotia.

Promoting Deeper Understanding Through the Use of Questions

Harris

Dr. Judi Kokis, Dr. Carmen Maggisano, Dr. Barnabas Emenogu et Dave Cameron

Participants in this interactive session will look closely at the conversations that occur in a coaching dialogue. Higher-order questioning skills will be discussed, modelled, and practised. How can we move beyond basic responses to acquire deeper understandings of classroom experiences? Video clips will be used to analyse interactions.

LNS Research Team members: **Dr. Judi Kokis, Dr. Carmen Maggisano, Dr. Barnabas Emenogu,** and **Dave Cameron** are teachers representing a wide variety of academic, policy, and instructional experiences.

15 h 15 – 17 h **Jour 1 – Ateliers en français – 1B****Littératie****La littératie critique ou comment aller au-delà des mots****Varley**

Corinne Simiganoschi

Les enseignantes et enseignants soucieux d'exploiter la littératie critique ont recours à un questionnaire ciblé pour encourager les élèves à remettre en question des textes lus ou à vouloir approfondir les informations. L'entraînement à une démarche préconisée pour aller au-delà des mots aide les élèves à conjuguer tout un éventail de stratégies de lecture pour mettre leur pensée critique et créative au service de l'analyse, de la synthèse et de l'évaluation d'un texte (p. ex., pour dégager le point de vue de l'auteur, les non-dits, les valeurs véhiculées). Cet atelier permettra aux participantes et aux participants d'appuyer les directions d'école et les enseignants du cycle moyen dans la mise en œuvre de l'exploitation de la littératie critique en salle de classe.

Corinne Simiganoschi est agente d'éducation au ministère de l'Éducation de l'Ontario. Après avoir œuvré dans le milieu de l'édition en France, elle a choisi de poursuivre sa carrière en éducation dès son arrivée au Canada. Madame Corinne Simiganoschi a enseigné plus de 10 ans dans la péninsule du Niagara aux niveaux préscolaire, primaire et moyen. Elle a élaboré et donné des formations pour le MÉO et le Secrétariat de la littératie et de la numératie et contribué à la réalisation de modules en ligne sur le site de l'atelier. Corinne Simiganoschi travaille présentement à la rédaction et à la révision de documents liés à la littératie pour les cycles préparatoire, primaire et moyen dans le cadre du projet Piliers de l'éducation : littératie et numératie.

Surintendance et direction**Le rôle de la surintendante, ou surintendant et de la directrice, ou directeur responsable de la coordination du coaching au niveau des écoles****Salle Governor General**

Francine Chessman

Les participantes et les participants partagent brièvement le modèle du coaching mis en œuvre dans leur conseil, mettent l'accent sur les défis et les réussites et ils examinent également ensemble les méthodes utilisées pour la collecte des preuves sur la contribution du coaching à la réussite des élèves au niveau de la littératie et de la numératie. La discussion traite de l'importance du rôle de la surintendante et du surintendant dans la mise en œuvre d'une culture d'apprentissage collectif au niveau des écoles. Les participantes et les participants apprécieront le temps qu'ils ont eu à partager et à explorer des idées avec leurs collègues de la province.

Francine Chessman a débuté son enseignement à Québec en tant qu'enseignante de français au secondaire. Elle a, par la suite, chevauché du secondaire à l'élémentaire, du côté francophone à l'immersion, du Canada à l'Europe. Elle a eu la chance d'enseigner à deux reprises en Allemagne aux enfants de militaires stationnés en Europe. Plus tard, elle a dirigé la section canadienne de l'école internationale du SHAPE en Allemagne. Son parcours a été vraiment varié, d'enseignante à conseillère pédagogique, à directrice-adjointe, directrice et surintendante de l'éducation.

15 h 15 – 17 h Jour 1 – Ateliers en français – 1B

Général

Stratégies pour développer et appuyer les échanges axés sur l'apprentissage

Casson

Armand Gagné et Nicole de Korte

Cet atelier est destiné aux mentors du personnel enseignant et aux coachs de littératie et numératie qui désirent développer davantage les connaissances, les habiletés et les stratégies requises pour engendrer des relations professionnelles efficaces vouées à l'apprentissage au sein de leurs écoles. Au cours de cette session dynamique, les participantes et les participants feront la mise à l'essai de ces stratégies et habiletés par le biais de scénarios basés sur des expériences actuelles en salle de classe.

Armand Gagné œuvre dans l'éducation depuis 30 ans. Il a enseigné pendant 10 ans et a été à la direction à l'élémentaire et au secondaire pendant 17 ans. Depuis cinq ans, il est agent d'éducation à la Direction des politiques et programmes d'éducation en langue française et à la Direction des politiques et des normes en matière d'enseignement.

Nicole de Korte œuvre dans l'éducation depuis plus de 20 ans. Elle a été enseignante pendant 10 ans et conseillère pédagogique pendant 10 ans. Depuis trois ans, elle est agente d'éducation à la Direction des politiques et des normes en matière d'enseignement.

13 h – 14 h 45 Jour 2 – Réunions en petits groupes – 2C

Littératie

Writing to Improve Reading Toronto II & III

Laura Robb

In this hands-on workshop, participants will experience the benefits of using writing to improve comprehension, recall, and help learners build new understandings. By writing about different texts, participants will gain the background and knowledge needed to facilitate teachers' learning. Using "questioning the author", issues that bring relevance to students' learning, and other writing to learn strategies, participants will see how writing to think and analyse texts enables readers to clarify their understandings. After this session, coaches will be able to train teachers for using questioning the author and journal writing so that teachers can show students how to build comprehension and high level thinking while reading.

Laura Robb is an author, teacher, coach, and presenter with over 40 years of elementary teaching experience. In a national poll conducted by Instructor Magazine, Laura was named one of twenty "Education Superstars" in the U.S. Laura has just completed a three-year term on the National Council of Teacher's of English (NCTE) and continues to participate on the editorial review board for *Language Arts* magazine. Laura has written 15 books including *Teaching Reading: A Complete Guide for Grades 4 and Up* (2006) and *Redefining Staff Development: A Collaborative Model for Teachers* (2000). Her latest book on Differentiating Reading Instruction will be available at the end of 2007.

Evaluating: A Building Block of Critical Literacy Governor General

Sandy Giles et Laurel Whitham

The ability of students to take a critical stance when reading is an essential life skill and an important aspect of critical literacy. In this interactive workshop, participants will be engaged in evaluating media clips, print resources, and classroom lessons in order to begin to understand how to teach students to evaluate text from a critical perspective. The professional learning module entitled, *Comprehending in Action: Evaluating* will be featured.

Sandy Giles is an elementary teacher with experience ranging from Junior Kindergarten to Grade 5. Sandy's passion for literacy has taken her from the role of classroom teacher, to Curriculum Consultant/Coordinator for the York Region District School Board, to Course Director at York University's Faculty of Education, and, most recently, to the Literacy and Numeracy Secretariat as part of the Capacity-Building Team.

Laurel Whitham is an elementary teacher from the York Region District School Board with 14 years of experience ranging from Grade 1 to Grade 8. As a classroom teacher, Reading Recovery teacher, and Adjunct Professor for York University's Faculty of Education, Laurel has been actively involved in coaching for many years. She brings a wealth of insight and experience as one of the teachers featured in the Professional Learning Series, *Comprehending in Action: Inferring*.

13 h – 14 h 45 Jour 2 – Réunions en petits groupes – 2C

Teaching for Deep Understanding (session répétée – voir page 8)

Johnston

Webconférence avec David Booth

This live web conference will explore how teachers and school leaders can implement and promote teaching strategies that encourage deep understanding. The conference will give you the opportunity to gain knowledge about higher-order questioning as well as familiarize you with an exciting and effective mode of conducting professional learning. Each session will be limited to 40 participants due to the high level of interaction. No prior web conference experience is needed to participate, and all levels of technological experience are welcome. On-site assistance will be provided.

David Booth, Professor Emeritus at the Ontario Institute for Studies in Education (University of Toronto), has been involved in education, as a classroom teacher, language arts consultant, professor, speaker and author, for over 40 years.

Numératie

Continued from Day 2 morning Keynotes and Workshops (suite – voir page 6)

Toronto I

Dr. Catherine Twomey Fosnot

This session will begin with an overview of the learning and teaching of mathematics within a complexity framework. Co-teaching will be offered as a model for professional learning as participants engage in a mathematics investigation on proportional reasoning and witness co-teaching in action. Subsequent reflection on the experience will make the model explicit and then participants will observe, via digital technology, a Grade 5 class engaged in a similar math workshop. In the afternoon session, the landscape of learning for fractions (consisting of big ideas, strategies, and models) will be examined as a way to view the development of the topic. (This is part 2 of a double session.)

Dr. Catherine Twomey Fosnot, Professor of Education and Director of Mathematics in the City at the City College of New York, has written many books and articles on mathematics education; most recently the *Contexts for Learning Mathematics* (K-6) and the *Young Mathematicians at Work* series. The American Educational Research Association has twice awarded her their “Significant Contribution” award and in 2005 she was the recipient of the Teacher of the Year award from the City College of New York.

13 h – 14 h 45 Jour 2 – Réunions en petits groupes – 2C

Surintendance et direction

Systems of Success: District School Boards Facilitating Teacher Professional Learning Varley

Dr. Carol Campbell

This session will explore school board strategies for supporting teachers' professional learning within coaching/facilitating/co-teaching models within and across schools. Through an interactive session, participants will discuss research evidence about effective school board strategies to foster teachers' learning, discuss and share their own approaches to support coaching/co-teaching, and identify strategies for further development.

Dr. Carol Campbell is Chief Research Officer for the Ontario Ministry of Education. This role involves providing a strategic focus and leadership for the ministry's research and evaluation activities and developing research collaboration with educators, researchers, and other partners. Carol combines this ministry-wide role with her ongoing work as a Senior Student Achievement Officer within the Literacy and Numeracy Secretariat. She joined the Secretariat in March 2005 as Team Leader for Research, Evaluation and Data Management.

Général

Strategies to Develop and Support Learning Focused Conversations

(session répétée – voir page 10)

Osgoode East and West

Nicole de Korte et Lori Goodfriend

This session is intended to support mentor teachers and/or literacy coaches who are interested in extending their knowledge, skills, and strategies for developing productive learning-focused relationships that support professional learning at the school level. In this interactive session, participants will have the opportunity to apply strategies and practise skills using scenarios developed from Ontario classroom experiences.

Nicole de Korte is an Education Officer with the Teaching Policy and Standards Branch of the Ontario Ministry of Education involved in the development and implementation of the New Teacher Induction Program. Prior to coming to the ministry, she held the position of Curriculum Consultant for the Halton Catholic District School Board.

Lori Goodfriend is an Education Officer with the Teaching Policy and Standards Branch of the Ontario Ministry of Education. She is working with the New Teacher Induction Program team to support school boards in their implementation of the program. Prior to her secondment to the ministry, Lori was a Curriculum Consultant with the Catholic District School Board of Eastern Ontario.

13 h – 14 h 45 **Jour 2 – Ateliers en français – 2C**

Littératie

À toi la parole! La communication orale à la maternelle et au jardin d'enfants Richmond

Ann Robichaud-Gagné et Francine Charette-Poirier

Cette formation est conçue en lien avec le document *À toi la parole! La communication orale à la maternelle et au jardin d'enfants* et le « **Guide d'enseignement efficace de la communication orale de la maternelle à la 3^e année** » qui seront publiés en automne 2007. Cet atelier permettra aux participantes et aux participants de s'approprier des stratégies d'enseignement liées à l'apprentissage de la langue et de connaître des activités ludiques à réaliser en salle de classe en grand groupe ou dans les centres d'apprentissage. Les jeux et les activités proposés dans les guides favorisent l'intégration des matières, l'acquisition du vocabulaire selon les différents thèmes choisis et l'approfondissement de structures linguistiques correctes chez les élèves. Grâce au matériel d'appui, p. ex., les contes, les comptines, les chansons, les jeux et les nombreuses illustrations, les ressources répondent ainsi aux divers types d'apprenantes et d'apprenants.

Ann Robichaud-Gagné possède une vaste expérience en enseignement de la maternelle à la 8^e année et ce, depuis 35 ans. Elle travaille au siège social du CECLFCE depuis six ans où elle occupe présentement les fonctions de conseillère pédagogique de la maternelle à la 6^e année. Elle est responsable de tous les dossiers au cycle préparatoire y compris le dépistage précoce et continu, la mise en œuvre du programme révisé 2006 « *Jardin d'enfants* » et la conscience phonologique.

Francine Charette-Poirier Après avoir consacré 32 ans comme enseignante à l'élémentaire et six ans, comme conseillère pédagogique au niveau de la petite enfance, Mme Charette-Poirier travaille depuis quatre ans en tant que consultante en éducation. Avec une équipe d'experts, elle a travaillé à l'élaboration d'un guide sur la Stratégie de lecture. Elle travaille depuis un an comme co-rédactrice du guide en communication orale « *À toi la parole!* » Elle est co-auteure de trousse pédagogiques sur la gestion de classe « *Je joue et j'apprends* », « *Je m'organise* » et « *Je choisis* » ainsi que de la trousse « *Brille la chenille* » qui favorise le développement de la conscience phonologique. Elle est aussi auteure du document « *Comment observer les élèves en salle de classe?* ».

13 h – 14 h 45 Jour 2 – Ateliers en français – 2C

Numératie

La communication en mathématiques n'est pas à sens unique

Osgoode East

Luc Barrette

La communication en mathématiques n'est pas le propre de l'élève. Enseigner et apprendre les mathématiques exige de communiquer efficacement. L'enseignante ou l'enseignant et l'élève, tous deux, communiquent en interaction l'un avec l'autre ainsi qu'avec l'ensemble des élèves de la classe. En tant qu'enseignant, il est important de faire l'analyse de nos communications afin de vérifier qu'elles atteignent l'objectif pédagogique visé. L'atelier permettra d'explorer et de préciser quelques stratégies pédagogiques axées sur la communication telles que l'échange mathématique, le modelage, le questionnement, l'objectivation, le journal mathématique et l'utilisation de modèles.

Luc Barrette, agent d'éducation au ministère de l'Éducation de l'Ontario, œuvre comme chef d'équipe (cycle moyen) à la rédaction de guides pédagogiques au projet *Piliers de l'éducation*. Les documents *Guide d'enseignement efficace des mathématiques de la maternelle à la 6^e année, 2006* et *Guide d'enseignement efficace des mathématiques de la 4^e à la 6^e année, Géométrie et sens de l'espace, 2006* sont les dernières publications du projet. En tant que conseiller pédagogique, il a présenté de nombreux ateliers qui traitent de l'ensemble des mathématiques et il a œuvré au sein de projets éducatifs en participant à la rédaction de modules d'approfondissement des mathématiques, de modules de développement professionnel du FARE ainsi qu'aux documents d'appui de copies-types de mathématiques du MÉO.

Général

La CAP, pour maintenir le cap!

Osgoode West

Laurent Joncas

La CAP est une nouvelle façon de faire qui veut promouvoir la collaboration professionnelle entre enseignantes et enseignants au profit de l'apprentissage réussi pour tous les élèves. C'est une nouvelle prise en charge du leadership et de la gestion du changement par les professionnelles et les professionnels de l'enseignement. C'est une façon de découvrir à nouveau le plaisir et le pouvoir de l'enseignement et de l'apprentissage. L'atelier vous offre l'occasion de venir vivre une expérience d'apprentissage collectif qui vous aidera à mieux définir ces transformations afin de mieux les vivre dans votre milieu de travail. C'est aussi par le vécu d'enseignantes et d'enseignants qui ont participé au projet *Ensemble pour la réussite!*, au cours de l'année scolaire 2005-2006, que vous découvrirez les différentes facettes de la mise en place d'une CAP.

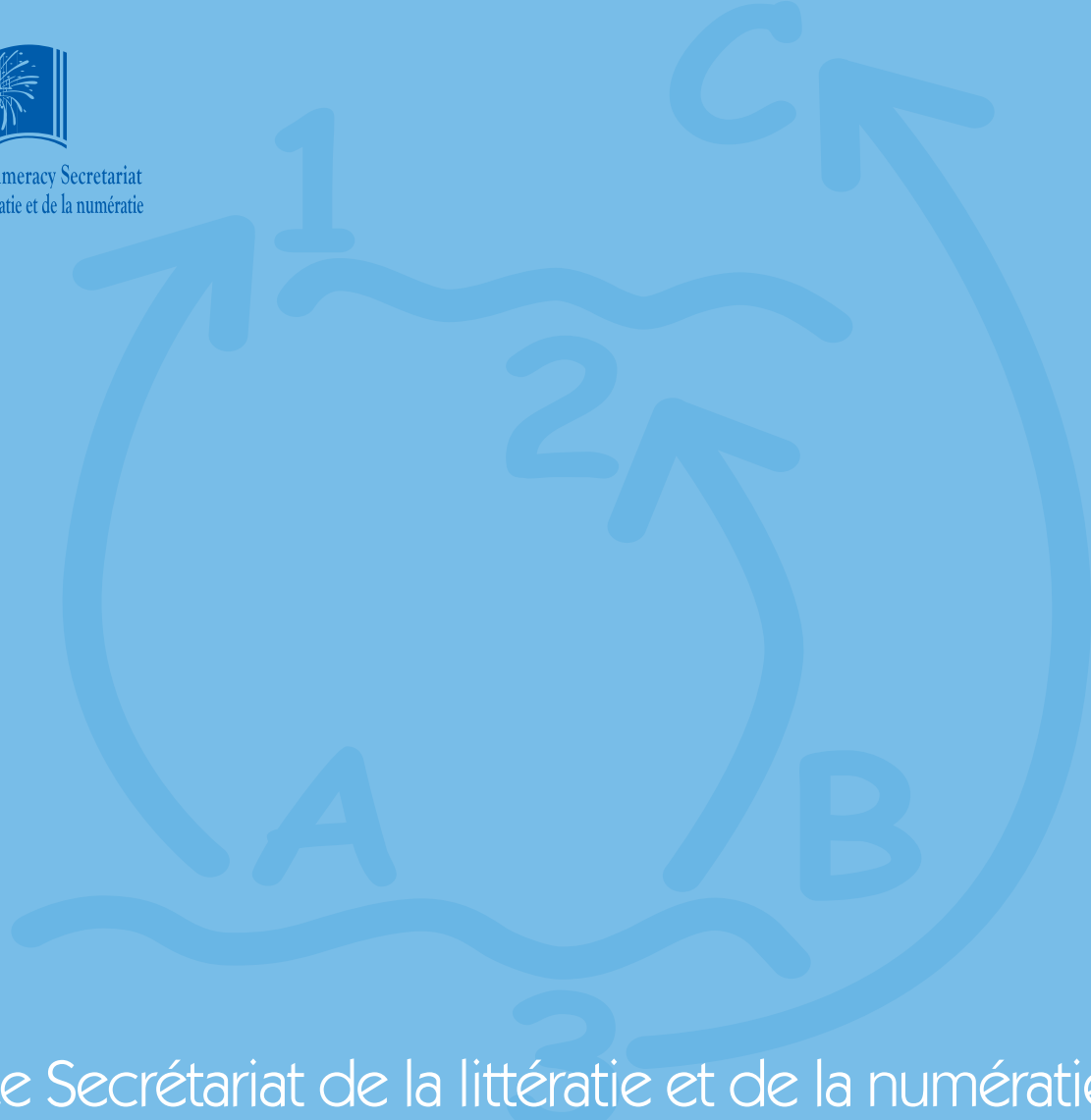
Laurent Joncas est le directeur général et trésorier de l'Association des enseignantes et des enseignants franco-ontariens (AEFO). M. Joncas travaille depuis 30 ans dans le domaine de l'éducation. Il a occupé des postes de leadership syndical ainsi que plusieurs postes de gestion. Il a été actif au sein de l'AEFO pendant une quinzaine d'années avant d'en assumer la présidence provinciale de 1991 à 1993. Par la suite, il a travaillé au ministère de l'Éducation à titre d'agent d'éducation et chef de service aux apprenantes et aux apprenants de l'Ontario où il a occupé divers postes de gestion au sein de la Division des enquêtes et des audiences. Il est de retour à l'AEFO depuis près de trois ans.

Nous vous remercions de votre participation.

N'oubliez pas de nous faire part de votre opinion; remplissez le formulaire de rétroaction et déposez-le à la réception.



The Literacy and Numeracy Secretariat
Le Secrétariat de la littératie et de la numératie



Le Secrétariat de la littératie et de la numératie



www.curriculum.org/LNS/coaching