

**The Literacy and Numeracy Secretariat  
Webcast Professional Learning Series**

**Viewer's Guide**

**Teaching-Learning  
Critical Pathways:  
Hubs and Networks**

**Multi-media resource for professional learning**



Curriculum Services Canada | Service des programmes d'études Canada



reach every student



## On this DVD you will find ...

- the original LNS podcast series *Teaching-Learning Critical Pathways* published in 2008 and distributed to the Ontario school system
- the most recent LNS podcast series *Teaching-Learning Critical Pathways: Hubs and Networks* posted to the Leading Student Achievement Ning Network in 2009 and published in 2010
- a Viewer's Guide offering a review of the original series and a snapshot of (and a way to use) the video content of the most recent one

Both series are saved to this DVD in a range of formats to enable you to either play the video files from your DVD player (either a regular DVD player or the DVD player on your computer) or to download to your computer (or MP3 player) for viewing/listening and/or inserting in PowerPoint presentations. Please review the Technical Instructions in this Viewer's Guide for directions on how to download/insert the print and video files in presentations.

To order the multimedia package *Teaching-Learning Critical Pathways: Hubs and Networks*, please contact ServiceOntario at 416-326-5300 or toll-free at 1-800-668-9938, or visit <http://www.publications.serviceontario.ca/ecom>.

The podcast segments and related resources are also accessible online at <http://www.curriculum.org/secretariat/criticalpathways/home.shtml>.

This resource was produced in collaboration with the *Leading Student Achievement: Networks for Learning* project, a partnership of Association des directions et directions adjointes des écoles franco-ontariennes (ADFO), the Catholic Principals' Council of Ontario, the Ontario Principals' Council (CPCO), the Literacy and Numeracy Secretariat (LNS) and Curriculum Services Canada (CSC).

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## Overview

*“They swap student work – moderation.  
They trade secrets – classroom practice.  
They make new friends – collegiality.  
And the sparks fly – innovation.  
There’s a new way of doing something.”*

Excerpted from Podcast  
Segment “Animation”

The Teaching-Learning Critical Pathway was first introduced in 2006 by LNS student achievement officers as an instructional strategy to support principals and teachers in the Ontario Focused Intervention Partnership (OFIP) program. Following implementation of the T-LCP pilot in the Toronto District School Board in 2007, many credited this process with helping them achieve impressive student results.

The T-LCP is an adaptation of Fullan, Hill and Crévola’s (2006a, b) Critical Learning and Instructional Pathway, a model for designing each individual student’s “learning journey” based on both his/her learning profile and the teacher’s key curriculum goals. An essential part of developing a critical learning path, in their view, is being able to make a direct link between students’ assessment results, their stage of development, and specific instructional strategies to help them get to the next stage. Equally important is that teachers are recognized as the central players in each planning/instruction/assessment and evaluation cycle; they are the experts in this process and their core work requires ongoing job-embedded professional learning.

The T-LCP piloted in Toronto built upon this model, proceeding by having teachers gather evidence of student need, design an instructional pathway and assess for impact. Also central to the T-LCP pilot was that the work had to be done collaboratively by teachers on school teams. The pilot also used a networked design to boost literacy outcomes across the system. These efforts, centered on the experiences of individual classroom teachers and school-based PLCs, led to some exciting possibilities for community building, professional learning, and action on behalf of improved student learning and achievement. (For an overview of the pilot see Association of Educational Researchers of Ontario [2008] and Literacy and Numeracy Secretariat [2009].)

These early results prompted the Leading Student Achievement project (a partnership of principal associations sponsored by LNS) to expand the pathway initiative and to support their members who wished to try out a pathway model. The partnership, keen to gather research insight into why and how the model was working, commissioned Professor Ken Leithwood to evaluate the 2008–09 TLCP cycle.

Leithwood's preliminary evaluation (2009) reported that the pathway was meeting with lots of enthusiasm in many schools. He emphasized that the pathway seemed to strengthen the infrastructure of the school, refocusing the work of professional learning communities on student learning. He also emphasized the important support role that the pathway encouraged principals to play as instructional leaders in their schools and the influence that more precise, prescribed teaching was appearing to have on student improvement.

Leading Student Achievement is presently supporting, in both elementary and secondary schools, another cycle of this promising instructional strategy. And because the TLCP has generated so much enthusiasm for learning at the school level, a number of district school boards have also supported the creation of hubs and networks to deepen pathway work and to spread its influence even further across the province.

The first LNS podcast series on the T-LCP is revisited below, followed by a brief guide to the second series which shows how the T-LCP can be used to structure professional learning at the divisional/school/hub/network level.

## Revisiting Teaching-Learning Critical Pathways

### Synopsis:

The idea of the T-LCP is that teachers and principals come together to look at student work, identify where the needs and challenges lie and share best practices. The resulting talk and planning lead to improved teacher practice, which is why the T-LCP is also described as job-embedded professional learning.

Although the number of steps and meetings will vary, depending on the past work of the school, the T-LCP typically proceeds through the following stages:

### **First Stage – Setting Up the T-LCP**

- gather evidence about student learning
- determine the students' areas of greatest need
- build clusters of curriculum expectations related to the areas of greatest need
- review current practice
- identify a Big Idea that has world relevance and requires deep understanding
- design classroom assessment and develop criteria

### **Second Stage – The T-LCP Actions**

- plan a learning block and build collective team understanding about students' needs based on students' pre-assessment, and plan a learning block using agreed-upon instructional strategies to promote student growth
- share evidence of student learning (PLC “check-in” meetings) through teacher moderation of student work
- deconstruct student work using criteria/rubrics and adjust as needed
- share/present using teaching artifacts
- discuss constructive feedback that will be shared with students to help their thinking
- discuss presenting issues and next steps and any mid-course refinements needed
- have students complete the agreed-upon culminating task

### **Third Stage – Outcomes of the T-LCP**

- moderate student work, including constructive feedback for students
- complete the Classroom Data Wall
- engage in reflection
- communicate findings and next steps with staff

## To get started:

Viewers are encouraged to revisit the video in the first podcast series to see how the T-LCP stages are played out by various school teams.

*Reflecting on your school's T-LCP, what have you learned? What are your interesting findings? How have these findings helped you to go more deeply into supporting student achievement?*

*If you do not have the T-LCP process running at your school, what supports and/or conditions do you need to get it started?*

## Podcast Segments

### Animation

#### Synopsis:

This animation, using cartoon characters to depict teachers who are may be isolated in their schools, introduces viewers to the actually quite complex units and stages of the T-LCP model. Some key points about the model are summarized below:

- The organizer for each professional learning community (PLC) is the Teaching-Learning Critical Pathway (T-LCP). The pathway focuses attention on student work and evidence of student learning over a fixed period of time. The PLC is the unit that connects each of the hubs and the larger networks.
- Hubs consist of three to five schools, made up of representatives from each school – an administrator and several teachers – working together to support the work of the school-based PLCs.
- Hubs meet together at the beginning of the T-LCP process and at a mid-point called a “check-in meeting.”
- All hubs meet together at the end of the T-LCP process. This is called a “network meeting.”
- Teams centre discussion and actions on the interdependence of curriculum expectations, assessment of and for learning, thinking strategies and teaching practice.

- At all stages, participants reflect, share and refine practice. The T-LCP, at root, is an inquiry model based on improving outcomes for student learning.

### **To get started:**

School-based PLCs focus on assessment and inquiry and connect each of the schools in the hubs and networks. Schools decide how long each T LCP will run (typically six – eight weeks) and the network (i.e., all schools in a family of schools or cluster arrangement) decides on a date for the network meeting to take place. Network meetings typically take place after the culminating task – final assessment has been given and student work has been moderated.

*Does your school meet in a hub to moderate student work and share teacher practice?*

*How might hubs be helpful to your work of supporting student achievement?*

*How could you contribute to a hub meeting in your area?*

## **Hubs**

### **Synopsis:**

This segment explores the hub meeting – setting up for the meeting, sharing practice, moderating student work samples and wrapping up for the return to classrooms – demonstrating what teachers and principals gain by getting out of their building and sharing experiences/challenges/best practices with other educators.

The hub structure and hub leader role are summarized below:

- Hubs are created when three to five schools meet to support each other and share their learning from their school-based PLCs.
- A principal and at least one PLC member from each school attend the meeting.
- Hubs meet at least twice during each T-LCP.
- Each hub has an identified hub leader, which is a role filled by a principal, a teacher or both. Hub leaders are critical to the success of the hub and, in turn, of the network, and have typically been successful leaders in similar types of work.

- Hub leaders meet together prior to hub meetings to form agendas, share hub information (e.g., cluster of expectations that each PLC in their hub is working on), problem-solve and provide support to each other. Actions to further support the school-based PLCs and hub meetings are also determined.
- Literacy coaches and consultants can be extremely helpful for the hub leaders. Hub leaders are encouraged to invite them to attend the hub leaders' meeting. These individuals provide additional insights into how PLCs and hubs are functioning, and are able to identify how they can support a specific PLC or hub.

### To get started:

Hubs provide opportunities for educators to work collegially, moderate student work samples, share instructional and assessment practices and explore innovative ideas to strengthen teaching and learning. They also monitor and challenge the work of the school-based PLCs.

*How could you contribute to a hub meeting in your area?*

*How could the segments you have viewed impact your current teaching practice?*

*Would hubs be helpful to your work?*

*What insights and examples of teaching and learning would you like to share with colleagues at a hub meeting?*

*After viewing these segments, why do you think hub meetings are necessary?*

*How might information gained at a hub meeting be shared with your school's PLC?*

## Networks

### Synopsis:

The network meeting that supports teaching and learning does not happen by chance. It happens because of the intentional work of hub leaders. They connect, support and sustain the work and are responsible for the network. This segment focuses on network meetings, positions the importance of moral imperative, and illustrates opportunities for collaboration around student work and the drive to uncover and share innovative/adaptive practice.

The network structure is summarized below:

- Networks consist of all the individual hubs in the family of schools or cluster.

- The network meeting signals the end date for the T-LCP. There are typically three network meetings each school year, aligning with school reporting cycles.
- Table teams of three to five participants moderate student work samples from across the hubs, enabling teachers to assess if their expectations of students are similar to those of their colleagues from other schools.
- Participants build data walls from samples of moderated student work, providing a unique opportunity to view student work samples and to elicit constructive feedback from the network meeting.

### To get started:

Network meetings provide opportunities for school-to-school sharing, advice seeking, solution-discovery for common concerns and conversations that will make the next T-LCP even better in each school.

*How does what you just viewed resonate with you?*

*In what ways do hubs and networks make sense to you?*

*What would you share or ask at a network meeting?*

*Who participates in network meetings from your school?*

*What would you have to do to get a network up and running in your area?*

*Who do you know that would like to help you get a network started?*

*How does your network share their findings with other networks in your area?*

### Expert Voices

#### Synopsis:

Because deepening student understanding, and getting at the ideas and meaning in text, plays such a central role in the pathway process, two leaders in the critical literacy movement, Allan Luke and Annette Woods, are featured in the Expert Voices segment of this podcast series. Ken Leithwood, evaluator for the Leading Student Achievement project, is also a featured speaker.

## To get started:

Allan Luke speaks of the importance of teachers having an extensive repertoire of strategies and skills to meet the diverse needs of their students.

*How would you identify the exact needs of your students at any given moment in order to choose the precise strategy that would work for them?*

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Allan Luke speaks about the importance of integrating critical literacy throughout the day's learning. Students must develop their critical literacy skills in order to be successful

*Teachers who are skilled in questioning can help students dig deep for understanding.*

*What questions help develop critical literacy?*

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Annette Woods discusses what critical literacy looks like in an effective classroom. It makes students aware of how language and words work and allows them to become critical consumers and users of information. Using a variety of forms of text is essential so that students learn to take a critical stance when responding to multi-modalities of texts.

*How will you ensure that your students are developing their critical literacy skills?*

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Ken Leithwood examines the impact of PLCs on student achievement. He concludes that when leaders work with their staffs in a guided and focused way on issues related to improved student achievement, the outcomes are positive.

*What questions might you and your staff ask as you work toward deepening the focused conversations centred on improving student achievement?*

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# Technical Instructions

## How to Access the Print and Video Resources

To access the **Print and Video Resources** folder in Windows, insert the DVD into the DVD drive of your computer and:

1. Click on the Start menu.
2. Select My Computer.
3. Right-click the mouse on the DVD icon titled TLCP\_HUBS\_AND\_NETWORKS to open a drop-down options list.
4. From the drop-down list, select and click on the Open option.
5. Double-click on the folder titled Print and Video Resources to access the files. Ignore the folders titled Audio\_TS and Video\_TS.
6. Select the resources you wish to use directly from this folder, **OR** Copy onto the Desktop and open files from the Desktop.

Alternatively, when the DVD is inserted and the options box opens:

1. Select the option Open Folder to View Files.
2. Click on the Print and Video Resources folder.
3. Select the files you wish to use directly from this folder, **OR** Copy the files onto the Desktop and open them from the Desktop.

To access the **Print and Video Resources** folder in Mac OS X, insert the DVD into the DVD drive of your computer and:

1. Exit from the DVD player (which typically opens automatically when a DVD is inserted in the drive).
2. Double-click on the DVD icon titled TLCP\_HUBS\_AND\_NETWORKS.
3. Select the files you wish to use directly from this folder, **OR** Copy the files onto the Desktop and open them from the Desktop.



## How to Save the Video Files to Your Computer

The video files can all be copied and saved to your computer using either of the following methods for copying and pasting files.

### *Method 1*

1. Right-click on the file and choose the Copy option.
2. Right-click within any computer folder into which you would like to save the file, and choose the Paste option.

### *Method 2*

1. Left-click the mouse on the file you want to save, so that the file is highlighted.
2. Simultaneously press the Ctrl and C keys (or, for Macintosh users, the Command and C keys) to copy the file.
3. Left-click within any computer folder in which you would like to save the file, and simultaneously press the Ctrl and V keys (or, for Macintosh users, the Command and V keys) to paste the file there.
  - For Macintosh users, the Command key is the one with the following symbols:  

### **NOTE:**

If you want to insert video files into a PowerPoint presentation, you must save these video files in the same folder that contains your PowerPoint file. If you save a PowerPoint presentation to another location (e.g., a memory stick, CD-ROM, etc.), you must also save the video files in the same location in order for the video to play. So, if you transfer the presentation to another computer, you must also transfer the video files with it, or else the video will not link to the PowerPoint presentation.

## How to Insert Video Clips (WMV and MOV files) into a PowerPoint Presentation

On this DVD, you will find WMV and MOV versions of all segments of the webcast. To insert a clip into a PowerPoint presentation, follow the directions below.

1. Open your PowerPoint program.
2. Create a new PowerPoint presentation **OR** open an existing PowerPoint presentation, and within it, open the slide on which you would like to add the video.
3. Insert the webcast DVD into the DVD drive of your computer.

4. If a new window opens asking how you would like to view the files on the disk, choose the option Open Folder to View Files; **OR**

If a new window does not open, open the My Computer window from the Start menu. In the My Computer window, double-click on the icon that is shaped like a disk, which will likely be labelled D: or E:.

5. Save the video segment that you want to insert in a PowerPoint into the same folder that contains your PowerPoint presentation.

**NOTE:** Video files that have been saved to your computer can be cropped and edited into smaller segments using Movie Maker (free on PCs) or iMovie (free on Macintosh).

6. Open the PowerPoint slide on which you would like to insert the video, and click on the Insert menu in the PowerPoint menu bar.
7. From the Insert menu, select Movies and Sounds, and click on the Movie from File option.

A window opens, prompting you to select the video file that you would like to add. Find and select the video file that you saved in step 5.

8. Once you have chosen the video file you need, another window opens and asks whether you want your movie to play either automatically when you enter the slide, or only when it is clicked. Choose your preference. (You will notice that the starting image of your movie is not displayed on the slide.)







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