



FALL MEMBERS MEETING

Friday, November 6, 2020

Join Zoom Meeting

<https://zoom.us/j/95728286382?pwd=OW5tVWdacnM5MGNDbk9TcUxaSkYzZz09>

Meeting ID: 957 2828 6382

Passcode: 723386

AGENDA

9:00 am

Welcome and Opening Remarks

Pauline Clarke, MASS President
Donna Miller Fry, Professional Learning Director

Introduction of New Members.....Pg 2

Leanne Peters, Assistant Superintendent
Hanover School Division

MASS Business

2019-2020 DRAFT Audited Financial Statements.....Pg 3
Christian Michalik, MASS Treasurer

Approval of 2020-2021 MASS Priorities.....Pg 15

10 am – 12 pm

“Remote Learning “with Jenni Donohoo..... Pg 17

NEW MASS MEMBERS

2020 – 2021

Name	School Division	Position
Marianne Fenn	Western	Interim Assistant Superintendent
Yvan St. Vincent	Seine River	Interim Assistant Superintendent
Selena Mell	Kelsey	Interim Superintendent
Lisa Minaker	Lord Selkirk	Interim Assistant Superintendent
Jeness Moffatt	St James Assiniboia	Assistant Superintendent, Education (K-12) and Administration
Thelma Nice	Frontier	Assistant Superintendent of Academic Programs and Instruction
Tim Cox	Winnipeg	Acting Director
Tim MacKay	Louis Riel	Director of ISP and Newcomer Services
Rebecca Brooks <i>(Associate Membership)</i>	MITT	Dean, Academic Programs

**THE MANITOBA ASSOCIATION OF SCHOOL
SUPERINTENDENTS INC.**

Financial Statements

Year Ended June 30, 2020

THE MANITOBA ASSOCIATION OF SCHOOL SUPERINTENDENTS INC.

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Year Ended June 30, 2020

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Rawluk & Robert

CHARTERED PROFESSIONAL ACCOUNTANTS

INDEPENDENT AUDITOR'S REPORT

To the Members of The Manitoba Association of School Superintendents Inc.

Opinion

We have audited the financial statements of The Manitoba Association of School Superintendents Inc. (the Association), which comprise the statement of financial position as at June 30, 2020, and the statements of revenues and expenditures, changes in net assets and cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the Association as at June 30, 2020, and the results of its operations and cash flows for the year then ended in accordance with Canadian accounting standards for not-for-profit organizations (ASNPO).

Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Statements* section of our report. We are independent of the Association in accordance with ethical requirements that are relevant to our audit of the financial statements in Canada, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Emphasis of Matter

We draw attention to Note 9 to the financial statements, which describes subsequent events related to the global COVID-19 pandemic declared by the World Health Organization. Our opinion is not modified in respect of this matter.

Other Information

Management is responsible for the other information. The other information comprises the information, other than the financial statements and our auditor's report thereon.

Our opinion on the financial statements does not cover the other information and we do not express any form of assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit or otherwise appears to be materially misstated. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Responsibilities of Management and Those Charged with Governance for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with ASNPO, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Association's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Association or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Association's financial reporting process.

(continues)

Independent Auditor's Report to the Members of The Manitoba Association of School Superintendents Inc.
(continued)

Auditor's Responsibilities for the Audit of the Financial Statements

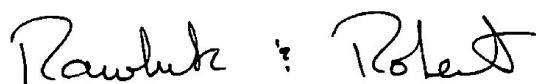
Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Association's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Association's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Association to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Winnipeg, MB
October 23, 2020



Rawluk & Robert Chartered Professional Accountants Inc.
Chartered Professional Accountants

THE MANITOBA ASSOCIATION OF SCHOOL SUPERINTENDENTS INC.

Statement of Financial Position

June 30, 2020

	2020	2019
ASSETS		
CURRENT		
Cash	\$ 154,133	\$ 133,064
Investments (Note 3)	69,775	68,860
Accounts receivable	83,508	15,358
Prepaid expenses	6,436	24,149
	313,852	241,431
TANGIBLE CAPITAL ASSETS (Note 4)	7,681	9,857
	\$ 321,533	\$ 251,288
LIABILITIES AND NET ASSETS		
CURRENT		
Accounts payable and accrued liabilities (Note 5)	\$ 18,162	\$ 28,381
Unearned revenue (Note 6)	153,417	129,150
	171,579	157,531
NET ASSETS		
Legal fund (Note 7)	14,695	14,478
Unrestricted net assets	135,259	79,279
	149,954	93,757
	\$ 321,533	\$ 251,288

ON BEHALF OF THE BOARD

_____ Director

_____ Director

The accompanying notes are an integral part of this statement
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THE MANITOBA ASSOCIATION OF SCHOOL SUPERINTENDENTS INC.

Statement of Revenues and Expenditures

Year Ended June 30, 2020

	2020	2019
REVENUES		
Membership fees	\$ 178,290	\$ 162,523
Teaching Sprints	108,181	85,100
Summer Institute	72,288	63,152
Education for ACTion	33,771	-
Leadership Development workshop	30,100	26,726
Other program revenue	4,002	48,566
Investment income	916	845
November conference	-	37,915
General meetings	-	11,925
	<u>427,548</u>	<u>436,752</u>
EXPENSES		
Amortization	2,176	2,327
Annual general meeting	1,000	12,061
Bad debts	2,558	-
Bank charges	1,894	661
CASSA memberships	6,780	3,240
Committee expenses	6,437	3,194
Educating for ACTion	17,972	-
Executive expenses	10,059	14,784
Leadership development workshop	17,320	65,144
Mentorship	7,172	8,868
Office expenses	19,296	24,197
Professional development staff	814	1,363
Professional fees	4,569	3,867
Salaries and wages	133,012	127,536
Summer Institute	51,103	32,867
Teaching Sprints	82,929	65,392
Travel	6,260	12,209
	<u>371,351</u>	<u>377,710</u>
EXCESS OF REVENUES OVER EXPENSES	\$ 56,197	\$ 59,042

THE MANITOBA ASSOCIATION OF SCHOOL SUPERINTENDENTS INC.

Statement of Changes in Net Assets

Year Ended June 30, 2020

	Legal Fund	Unrestricted Net assets	2020	2019
NET ASSETS - BEGINNING OF YEAR	\$ 14,478	\$ 79,279	\$ 93,757	\$ 34,715
EXCESS OF REVENUES OVER EXPENSES	217	55,980	56,197	59,042
NET ASSETS - END OF YEAR	\$ 14,695	\$ 135,259	\$ 149,954	\$ 93,757

THE MANITOBA ASSOCIATION OF SCHOOL SUPERINTENDENTS INC.

Statement of Cash Flows

Year Ended June 30, 2020

	2020	2019
OPERATING ACTIVITIES		
Excess of revenues over expenses	\$ 56,197	\$ 59,042
Items not affecting cash:		
Investment Income	(916)	(845)
Amortization of tangible capital assets	2,176	2,327
	<u>57,457</u>	<u>60,524</u>
Changes in non-cash working capital:		
Accounts receivable	(68,150)	(11,081)
Prepaid expenses	17,713	21,041
Accounts payable and accrued liabilities	(10,218)	9,793
Unearned revenue	24,267	(18,631)
	<u>(36,388)</u>	<u>1,122</u>
Cash flow from operating activities	<u>21,069</u>	<u>61,646</u>
INVESTING ACTIVITY		
Purchase of tangible capital assets	-	(1,242)
INCREASE IN CASH FLOW	21,069	60,404
Cash - beginning of year	<u>133,064</u>	<u>72,660</u>
CASH - END OF YEAR	\$ <u>154,133</u>	\$ <u>133,064</u>

THE MANITOBA ASSOCIATION OF SCHOOL SUPERINTENDENTS INC.

Notes to Financial Statements

Year Ended June 30, 2020

1. PURPOSE OF THE ASSOCIATION

The Manitoba Association of School Superintendents Inc. (the "Association") was incorporated under *The Corporations Act* of Manitoba on April 7, 1986 without share capital. The Association is exempt from income tax under Section 149(1)(l) of the *Income Tax Act*.

The Association operates to provide leadership for public education by advocating in the best interest of learners, and to support its members through professional services.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of presentation

The financial statements were prepared in accordance with Canadian accounting standards for not-for-profit organizations (ASNFPO).

Investments

Short term investments, which consist primarily of term deposits with original maturities at date of purchase of twelve months, are carried at amortized cost.

Investments for which there are quoted prices in an active market are carried at fair value. Unrealized gains or losses are reported as part of net income. Investments for which there is not an active market are carried at amortized cost except when it is established that their value is impaired. Impairment losses, or reversal of previously recognized impairment losses, are reported as part of net income.

Tangible capital assets

Tangible capital assets are stated at cost or deemed cost less accumulated amortization and are amortized over their estimated useful lives at the following rates and methods:

Computer equipment	30% declining balance method
Website	10 years straight-line method

The Association regularly reviews its tangible capital assets to eliminate obsolete items. Government grants are treated as a reduction of tangible capital assets cost.

Tangible capital assets acquired during the year but not placed into use are not amortized until they are placed into use.

Government grants

Government grants are recorded when there is a reasonable assurance that the Association had complied with and will continue to comply with, all the necessary conditions to obtain the grants.

(continues)

THE MANITOBA ASSOCIATION OF SCHOOL SUPERINTENDENTS INC.

Notes to Financial Statements

Year Ended June 30, 2020

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES *(continued)*

Revenue recognition

The Association follows the deferral method of accounting for contributions.

Membership fees are collected a year in advance from each school division. Unrestricted contributions are recognized as revenue when received or receivable if the amount to be received can be reasonably estimated and collection is reasonably assured

Legal restricted contributions are recognized as revenue in the year in which the related expenses are incurred.

Session and conference revenue is recognized when the service is delivered to members and collection is reasonably assured at the time of event.

Unrestricted investment income is recognized as revenue when earned.

Financial instruments

Financial instruments are recorded at fair value when acquired or issued. In subsequent periods, financial assets with actively traded markets are reported at fair value, with any unrealized gains and losses reported in income. All other financial instruments are reported at amortized cost, and tested for impairment at each reporting date. Transaction costs on the acquisition, sale, or issue of financial instruments are expensed when incurred.

Measurement uncertainty

The preparation of financial statements in conformity with Canadian accounting standards for not-for-profit organizations requires management to make estimates and assumptions that affect the reported amount of assets and liabilities, disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the period. Such estimates are periodically reviewed and any adjustments necessary are reported in earnings in the period in which they become known. Actual results could differ from these estimates.

3. INVESTMENTS

	<u>2020</u>	<u>2019</u>
CIBC Canadian T-Bill Fund Premium Class	\$ 55,080	\$ 54,382
CIBC, Flexible GIC, redeemable, matures April 7, 2021, 1.15% interest rate	14,695	-
CIBC, Flexible GIC, redeemable, matures April 7, 2020, 1.600% interest rate	-	14,478
	<u>\$ 69,775</u>	<u>\$ 68,860</u>

THE MANITOBA ASSOCIATION OF SCHOOL SUPERINTENDENTS INC.

Notes to Financial Statements

Year Ended June 30, 2020

4. TANGIBLE CAPITAL ASSETS

	Cost	Accumulated amortization	2020 Net book value
Computer equipment	\$ 6,500	\$ 4,228	\$ 2,272
Website	12,020	6,611	5,409
	\$ 18,520	\$ 10,839	\$ 7,681

	Cost	Accumulated amortization	2019 Net book value
Computer equipment	\$ 6,500	\$ 3,254	\$ 3,246
Website	12,020	5,409	6,611
	\$ 18,520	\$ 8,663	\$ 9,857

5. GOVERNMENT REMITTANCES PAYABLE OTHER THAN INCOME TAX

Government remittances (other than income taxes) include, for example, federal and provincial sales taxes, payroll taxes, health taxes, and workers' safety insurance premiums. The following government remittances were payable at year end and are included in accounts payable and accrued liabilities.

	2020	2019
Goods and services tax	\$ 6,814	\$ 14,961

6. UNEARNED REVENUE

	Membership Fees	Summer Institute	Other	2020
Balance, June 30, 2018	\$ 64,500	\$ 17,287	\$ 65,994	\$ 147,781
Amounts received	269,250	119,256	30,940	419,446
Amounts recognized	(270,698)	(97,214)	(70,165)	(438,077)
Balance, June 30, 2019	63,052	39,329	26,769	129,150
Amounts received	153,087	98	5,545	158,730
Amounts recognized	(68,365)	(39,329)	(26,769)	(134,463)
Balance, June 30, 2020	\$ 147,774	\$ 98	\$ 5,545	\$ 153,417

THE MANITOBA ASSOCIATION OF SCHOOL SUPERINTENDENTS INC.

Notes to Financial Statements

Year Ended June 30, 2020

7. LEGAL FUND

The Association has established a Legal Fund to provide support for active members, in good standing, who require legal assistance with respect to their working conditions and professional welfare. The Legal Fund is funded by a short term investment and \$14,000 is required to be maintained. Upon written request by the member, the Association may resolve to reimburse the member up to 50% of the legal costs incurred, up to a maximum of \$2,000.

8. FINANCIAL INSTRUMENTS

The Association is exposed to various risks through its financial instruments. Its financial instruments consist of cash, investments, accounts receivable, and accounts payable. It is management's opinion that the Association is not exposed to significant interest or currency arising from these financial instruments. The carrying value of the instruments approximates their fair values, unless otherwise noted.

(a) Credit risk

Credit risk arises from the potential that a counter party will fail to perform its obligations. The Association's main credit risks relate to its accounts receivable from its members.

(b) Liquidity risk

Liquidity risk is the risk that an entity will encounter difficulty in meeting obligations associated with financial liabilities. The Association is exposed to this risk mainly in respect of its accounts payable.

(c) Additional risk

Unless otherwise noted, it is management's opinion that the Association is not exposed to significant other price risks arising from these financial instruments.

9. SUBSEQUENT EVENTS

In March 2020, the World Health Organization declared a global pandemic due to the novel coronavirus (COVID-19). The situation is constantly evolving, and the measures put in place are having multiple impacts on local, provincial, national and global economies.

The Association is aware of changes in its operations as a result of the COVID-19 crisis, including the closure of its office, but remain operational through remote connection.

Management is uncertain of the effects of these changes on its financial statements and believes that any disturbance may be temporary; however, there is uncertainty about the length and potential impact of the disturbance.

As a result, we are unable to estimate the potential impact on the Association's operations as at the date of these financial statements.

10. COMPARATIVE FIGURES

Some of the comparative figures have been reclassified to conform to the current year's presentation.

PRIORITIES 2020-2021

MASS provides leadership for public education by advocating in the best interests of learners, and supports its members through professional services.

MASS believes that our mandate is to be *leaders of learning*, in our local school systems and in the broader domains of provincial, national and global public education. MASS believes a quality education empowers the whole child to constructively participate in global society.

We model learning that is:

- ❑ active and visible;
- ❑ based on robust research;
- ❑ tested through purposeful application in the field;
- ❑ evaluated using a wide range of meaningful data.

We take responsibility for our own continuous learning and the learning of everyone we lead:

- ❑ creating and fostering safe, supportive, inclusive and challenging environments;
- ❑ ensuring essential learning for each and every child;
- ❑ preparing others to go beyond our own learning.

We are guided by our learning in shaping policy and practice to achieve what is best for the learners in our care.

MASS believes that *improved achievement and well-being* for all of our students requires a shared commitment to raising both equity and quality.

- ❑ A conscious and persistent commitment to equity, system-wide and across sectors, leads to poverty reduction, greater inclusion and an appreciation for the riches that diversity brings.
- ❑ A purposeful and sustained commitment to quality education for every student increases the capacity for teaching, learning and leading throughout the system.
- ❑ A strong grounding in literacy and numeracy and a rich learning experience involving inquiry, curiosity, creativity and artistic expression enables all students to achieve success and to flourish in life, academics and career.
- ❑ A respect for and openness to authentic youth voices and support for meaningful student action are critical for building capacity and self-efficacy in our students.

MASS actively works towards *equity and quality* throughout the public education system, with a special focus on three action areas:

- ▣ **Early Learning**
- ▣ **Indigenous Education**
- ▣ **Mental Health and Well-Being**



The **Early Learning Committee will take leadership to ensure that MASS:**

- ▣ Advocates for full implementation of the Calls to Action in the MASS position paper on Early Childhood Education.

The **Indigenous Education Committee will take leadership to ensure that MASS:**

- ▣ Builds capacity in MASS and school divisions to address the Truth and Reconciliation Calls to Action.
- ▣ Promotes ever increasing academic achievement, graduation, school completion and positive life outcomes for Indigenous students, informed by collective inquiry into evidence.
- ▣ Actively supports the teaching of Indigenous perspectives, corrective history and culture and the use of Indigenous languages.

The **Mental Health and Well-Being Committee will take leadership to ensure that MASS:**

- ▣ Advocates for an implementation of a comprehensive provincial Children and Youth Mental Health Strategy.
- ▣ Collaborates with The Education for Sustainable Well-Being Research Group at the University of Manitoba and Manitoba Education and Training to develop tools and indicators for assessing the well-being and well-becoming of students in schools.
- ▣ Pursues inter-sectoral liaisons with public and mental health organizations and agencies.
- ▣ Contributes to a national voice on mental health through CASSA and through input into the Canadian Mental Health Strategy.
- ▣ Promotes Mental Health Literacy in mental health for all educators and pre-service educators.
- ▣ Sharing of Mental Health & Well-being paper with community and provincial partners.

JENNI DONOHOO



Remote learning in its many forms has become a reality in Manitoba Education as we navigate public education during a pandemic. What does quality learning at home look like? Manitoba Education is working with Jenni Donohoo to provide a foundational document on teaching and learning when not all children are physically present in the classroom.

During MASS Members Day, Jenni will remotely facilitate an opportunity for us to engage in her work so far, and provide our feedback and further contributions to the process. A DRAFT version of the work in progress will be circulated to member in advance of November 6.

Jenni Donohoo, PhD, is a three-time, best-selling author and professional learning facilitator with more than 20 years experience in leading school change. Jenni's four books include: Quality Implementation: Leveraging Collective Efficacy to Make "What Works" Actually Work (co-authored by Steven Katz), Collective Efficacy: How Educators' Beliefs Impact Student Learning, The Transformative Power of Collaborative Inquiry: Realizing Change in Schools and Classrooms (co-authored by Moses Velasco) and Collaborative Inquiry for Educators: A Facilitator's Guide to School Improvement.

Introduction

All students deserve to feel a sense of belonging in a learning community where their value and worth as contributing members are realized and acknowledged. All students deserve to feel efficacious in their ability to accomplish challenging tasks and achieve their goals. Students also deserve to have their voices heard in order to foster a sense of learner autonomy and independence. These attributes are critically important to students' success in both face-to-face and virtual learning environments. Ensuring that *all* students develop the skills, competencies, and dispositions to be independent, self-directed online learners can be challenging given the diverse strengths and needs of the students in our educational system. Unfortunately, issues of inequity exist. Therefore, there is a need to achieve greater consistency in implementing the Manitoba Education Standards for Remote Learning in schools across the province in order to meet the needs of *all* students. Ensuring equitable outcomes for *all* students requires a concerted and cohesive provincial effort. These are the reasons *why* a provincial framework is needed at this time.

How can greater consistency and more equitable outcomes be achieved? Success in schools lies in the strength of believing that through their combined efforts, principals and their faculty can accomplish great things for the learning lives of students (Hattie, Donohoo, & DeWitt, 2020). Collective efficacy is the shared conviction that educators make a significant contribution in raising student achievement. When a school staff believe that they have what it takes to positively influence student outcomes, measurable improvements are realized. Classroom educators can work together to find ways to implement evidence-based strategies for online learning and teaching and realize collective impact. System and school leaders can support teachers, foster a sense of collective efficacy, and create the conditions necessary to achieve cohesion within and across schools.

Sidebar: "It is important to remind teachers that it's not the time in class, nor the medium of delivery, but *what they do with the time they have* that really matters" (Hattie, Donohoo, & DeWitt, 2020).

A Provincial framework outlining foundational beliefs and guiding practices for ManitobaLearning@Home has been created to help build common understandings and support the implementation of evidence-based practices for online learning and teaching. Included are practical strategies for (a) establishing a sense of belonging and community in an online environment; (b) increasing teacher and student efficacy for online learning; and (c) increasing students' ability to be independent, self-regulated learners.

Sidebar:

Why? All students deserve to feel a sense of belonging, self-efficacy, and autonomy in an environment that is conducive to learning.

How? Together educators can discover ways to implement evidence-based strategies for online learning and teaching and realize collective impact.

What? The Guiding Principles for ManitobaLearning@Home provide a framework and specific strategies for engaging, supporting, and challenging students in an online environment.



Text Rendering Experience

Developed in the field by educators affiliated with NSRF.

Purpose

To collaboratively construct meaning, clarify, and expand our thinking about a text or document.

Roles

A facilitator to guide the process.

A scribe to track the phrases and words that are shared.

Set Up

Take a few moments to review the document and mark the sentence, the phrase, and the word that you think is particularly important for our work.

Steps

1. First Round: Each person shares a *sentence* from the document that he/she thinks/feels is particularly significant.
2. Second Round: Each person shares a *phrase* that he/she thinks/feels is particularly significant. The scribe records each phrase.
3. Third Round: Each person shares the *word* that he/she thinks/feels is particularly significant. The scribe records each word.
4. The group discusses what they heard and what it says about the document.
5. The group shares the words that emerged and any new insights about the document.
6. The group debriefs the text rendering process.

Three Guiding Principles

The following guiding principles for ManitobaLearning@Home in Manitoba school divisions and funded independent schools provide the philosophical foundation for learning and teaching through online approaches. These guiding principles reflect a commitment to learners and highlight the importance of creating authentic, relevant, and inclusive learning experiences for students based on shared understandings about how students learn best. They also provide a framework to support system and school leaders and teachers with the consistent implementation of ManitobaLearning@Home in a way that will lead to better outcomes for *all* students.

Guiding Principle #1

Student learning and well-being are enhanced when students feel like they belong to a community in which everyone is valued, accepted, and supported.

Underlying assumptions:

- Positive teacher-student relationships are critical to student success and can be cultivated and maintained online.
- A sense of belonging and community can be achieved through virtual means.
- Parents/caregivers are integral extended members of online learning communities.
- Community members are comfortable seeking help and exposing what they know and don't know for the purpose of gaining deeper understandings.

Guiding Principle #2

Student learning and well-being are enhanced when students have a sense of efficacy in their ability to demonstrate progress and achievement in an online environment.

Underlying assumptions:

- It is important to instill a sense of efficacy for online teaching and learning because improved outcomes result when *everyone* in an educational setting shares the belief that individually and collectively they can impact positive change - regardless of their circumstances and/or specific challenges.
- Teachers can utilize evidence-based practices to enhance students' efficacy for online learning while at the same time increasing their own efficacy for online teaching.
- High-expectations, trauma-informed practices, and inclusive mind-sets and values are demonstrated in teacher-student interactions, tasks and assignments, and assessment strategies.

Guiding Principle #3

Student learning and well-being are enhanced when students feel a sense of autonomy and independence fostered through student voice, self-regulation, and metacognition.

Underlying assumptions:

- Students have opportunities to express their voices and teachers will use information gathered from students to inform their online instruction.
- Through modeling and support students can learn self-regulation strategies in an online learning environment.
- Students can gain knowledge of themselves as learners in order to improve their online learning experiences.
- Exposing students to strategies that facilitate performance while engaging them in critically analyzing the effectiveness and efficiency of strategies can help to support student metacognition in an online environment.



Save the Last Word for ME

Developed by Patricia Averette.

Purpose

To clarify and deepen our thinking about articles we read.

Roles

Timekeeper/facilitator, who both participates and keeps the process moving.

The process is designed to build on each other's thinking, and not to enter into a dialogue.

Participants may decide to have an open dialogue about the text at the end of the 30 minutes.

Timing is important; each round should last approximately 7 minutes.

Total Time

approximately 30 minutes.

The Protocol

1. Create a group of 4 participants. Choose a timekeeper (who also participates) who has a watch.
2. Each participant silently identifies what s/he considers to be (for him or her) the most significant idea addressed in the article, and highlights that passage.
3. When the group is ready, a volunteer member identifies the part of the article that s/he found to be most significant and reads it out loud to the group. This person (the *presenter*) says nothing about why s/he chose that particular passage.
4. The group should pause for a moment to consider the passage before moving to the next step.
5. The other 3 participants each have 1 minute to respond to the passage — saying what it makes them think about, what questions it raises for them, etc.
6. The first participant then has 3 minutes to state why s/he chose that part of the article and to respond to — or build on — what s/he heard from his/her colleagues.
7. The same pattern is followed until all four members of the group have had a chance to be the presenter and to have “the last word.”
8. Optional open dialogue about the text and the ideas and questions raised during the first part of the protocol.
9. Debrief the experience. How was this a useful way to explore the ideas in the text and to explore your own thinking?

Strategies for Each of the Three Guiding Principles

Guiding Principle #1

Student learning and well-being are enhanced when students feel like they belong to a community in which everyone is valued, accepted, and supported.

1. Practice self-care
2. Build awareness of the benefits of community
3. Interact with students in ways that promote personal connections
4. Structure opportunities for students to learn more about each other
5. Design assignments that facilitate discussion amongst students
6. Incorporate rituals
7. Utilize cooperative learning strategies
8. Gain awareness of the research regarding parents'/caregivers' experiences and support parental involvement
9. Bring the outside in and the inside out
10. Acknowledge and respond to the effects of trauma

Guiding Principle #2

Student learning and well-being are enhanced when students have a sense of efficacy in their ability to demonstrate progress and achievement in an online environment.

1. Convey high expectations coupled by positive reassurance
2. Help raise students' expectations
3. Follow the Goldilocks Principle
4. Determine and share learning intentions
5. Co-create success criteria
6. Teach and reinforce effective learning dispositions
7. Help students set goals
8. Provide effort-based feedback
9. Encourage accurate attributions
10. Identify and create multiple access points in all learning experiences

Guiding Principle #3

Student learning and well-being are enhanced when students feel a sense of autonomy and independence fostered through student voice, self-regulation, and metacognition.

1. Provide student voice and choice
2. Scaffold instruction
3. Provide opportunities for students to self-assess what they do and do not know (against the learning intentions and success criteria)
4. Teach students about how their brains work

5. Help students to self-regulate their environment
6. Help students to self-regulate their motivation
7. Help students to self-regulate their behaviour
8. Help students to self-regulate their cognition (plan - monitor - evaluate)
9. Provide opportunities for students to show their thinking
10. Introduce and provide practice using strategies that facilitate performance

Guiding Principle #1

Student learning and well-being is enhanced when students feel like they belong to a community in which everyone is valued, accepted, and supported.

“Alone we can do so little; together we can do so much.” (Hellen Keller)

WHY

Research demonstrates that students’ motivation, perseverance, and academic success correlate with feelings of belonging (Osterman, 2000). Students experience belongingness when they feel connected to others and see themselves as a member of a community. Fostering a strong sense of community is vital to the success of all students in a face-to-face environment and it is an equally necessary precondition for online learning.

There are numerous benefits resulting from community building as demonstrated through research. In a study examining the process of online community-building, Brown (2001) noted that levels of community experienced by students were closely linked to levels of engagement in the class. Thormann (2014) examined students’ experiences about how community building and online interactions should be structured in online classes. The researcher found that when provided the opportunity to learn from each other, students gained appreciation for the diverse view-points of their classmates. Wilson, Cordry, and King (2004) noted that fostering community online resulted in greater student satisfaction. Finally, Thormann and Fidalgo’s (2014) study revealed that online community building increased the quality of student work.

HOW

The process of community building in an online learning environment requires a concerted effort on the part of teachers. Brown’s (2001) research demonstrated that even though it took a longer period of time to create bonds of friendship and camaraderie in an online environment than it typically does in a face-to-face situation, there are certain conditions that can be put in place which can positively affect the formation of an online learning community.

WHAT

Below are evidence-based strategies that have been gleaned from studies examining how community building occurs in an online environment. Teachers are encouraged to consider how to utilize these strategies in their daily practice.

1. Practice Self-Care

In order to make meaningful connections with students, teachers need to first take care of their own well-being. When teachers are feeling their best both physically and emotionally, they are more resilient and better equipped to deal with stress. Maintaining physical and emotional health will not only help teachers realize better productivity, but by taking the time to care for themselves, teachers become better caretakers for others. In addition, teachers' state of mind gets transmitted to their students so it is important to nurture positive emotions within.

Research on the effects of pandemics however, demonstrate negative psychological consequences including increased stress (Bai et al., 2004) and anxiety (Bults et al., 2011; Jones & Salathe, 2009). As teachers are required to adapt quickly to new schedules and different ways of teaching, it is perfectly normal that stressors will arise. In environments where there is ambiguity and uncertainty, educators' personal concerns become more intense. For example, teachers might be thinking "How much of my time is online teaching going to require? Or "What will I need to do to prepare and how will this shift to online teaching impact my personal life?". These types of concerns are completely legitimate. In fact, research (Hall & Hord, 2015) in schools demonstrates that most change processes begin with almost everyone "having more intense informational and personal concerns from the very beginning" (p. 141) and that teachers' personal concerns are often related to uncertainty about what will be expected and self-doubts about one's ability to succeed with the new way. What is important to note is that while it is perfectly normal for personal concerns to become intensified, over time with self-care, support, encouragement, and the recognition of small successes, the stress and anxiety that are an inevitable part of the change process will be alleviated and teachers' efficacy for online teaching will increase.

Some ways in which self-care can be practiced include:

- regularly scheduling breaks and meals;
- turning the computer off during scheduled breaks;
- increasing exercise and incorporating routine muscle stretching activities;
- being aware of negative self-talk and purposefully shifting perspectives;
- engaging in activities that promote calm;
- seeking social support and maintaining strong connections with colleagues;
- identifying short-term goals and taking the time to pause, reflect, and share positive feelings that ensue when goals have been met.

Efficacy Enhancing Opportunity

Positive feelings and emotions are a source of individual and collective efficacy (Bandura, 1977). Individuals and teams draw upon the emotional reactions (also known as affective states) that

they have experienced in the past when forming beliefs about what they are capable of accomplishing in the future. Positive emotions support teams' willingness to tackle difficult challenges. When teams are successful in regulating their responses to negative emotions, they strengthen their resilience.

As teachers continue to engage in remote learning and teaching and implement the strategies contained within this provincial framework, they are encouraged to be aware of the positive feelings experienced when meeting with success. Educators are encouraged to share small wins with team members and explain how each success made them feel.

2. Build Awareness of the Benefits of Community

Students often do not realize that they can create the opportunity to learn from each other and gain help and support beyond what their teacher can provide. Brown (2001) noted that community building happens more readily when students understand how it can benefit them and when they are given the background, tools, and expectations for community participation. Brown's (2001) research concluded that when the perceived need is created, students will want to fill the need.

Build awareness of the benefits of community by:

- having early discussions of a virtual classroom community and its benefits;
- involving students in co-creating guidelines that speak to creating and maintaining an inclusive online community (e.g. Prompts might include 'What does a truly inclusive community look like for our class? What can each of us do to achieve our shared vision? Once these guidelines are established, be sure to model them and correct students for occasional non-inclusive and/or disrespectful comments);
- referring to the class as 'us', 'we', and 'our';
- conveying that being part of the virtual community is an expectation (when students think it is an expectation, they will work harder to meet it); Teachers can:
 - explicitly share time, participation, and accountability expectations while being aware of and empathic to students' individual circumstances (e.g. access issues, lack of functionality in regard to different electronic devices, etc.)
 - ensure that students are aware of the expectations for student participation regarding real time online instruction and independent work outlined in Manitoba Education Standards for Remote Learning;
 - define and discuss what active online participation looks like and how it can be achieved;

- ensure that students are aware of accountability expectations and help students to develop an understanding of what accountability entails regarding their responsibilities as an online community member.
- periodically asking students to note what they have done to contribute to the virtual community, what others have done to help them feel more included and connected, what this has accomplished, and what still needs to be attained.

3. Interact with Students in Ways that Promote Personal Connections

Sidebar: Hattie's (2019) research synthesis demonstrated that teacher-student relationships has an effect size of 0.48.

Research demonstrates that frequent interactions between the teacher and the students is a key component in creating virtual learning communities (Swan, 2003; Thormann & Fidalgo, 2014). Feelings of belonging are built by fostering teacher-student relationships through meaningful interactions. There are many ways that teachers can interact with students in a virtual environment in ways that promote personal connections. Below are a few ideas for consideration.

Promote personal connections with students by:

- sharing morning announcements and acknowledging birthdays;
- disclosing something personal of a vulnerable nature (note: use your professional judgement here in a careful and well-thought-out way); Note: explicit examples to be included
- providing students with a glimpse of your personal side by placing personal items (e.g. artwork, books, awards, etc.) within their view;
- addressing students by name, directly referring to their ideas, and inviting them to expand on ideas;
- modelling inclusive language;
- having your live video on and encouraging students to keep theirs on as well;
- paying attention to how you greet the students and managing their arrivals in ways that will make them feel welcomed;
- starting online sessions with 'connections' activities (e.g. ask students to select a word that demonstrates how they feel and type the word in the chat window or sharing a story related to the learning intention).

4. Structure Opportunities for Students to Learn More About Each Other

Feelings of belonging are also built by fostering relationships amongst students and their peers.

Swan (2002) found that interaction among classmates predicted students' perceptions of satisfaction and learning in online classes. Brown (2001) found that helping to facilitate early discovery of commonalities among students helped create feelings of acceptance in a virtual classroom. Teachers can establish and support an online climate that fosters belonging for all students by providing meaningful opportunities for students to express themselves and get to know each other.

Structure opportunities for students to learn more about each other by:

- encouraging students to personalize their backgrounds and share a glimpse of their personal side by placing personal items (e.g. artwork, books, awards, etc.) within everyone's view;
- beginning with 'icebreakers' (e.g. using an online collaboration tool such as a whiteboard or Padlet, students list 'hopes' on one colour sticky note and 'fears' on a different colour, organize and engage in a discussion);
- designing 'getting to know you' type of assignments
 - establish small groups and challenge them to find 4-5 things that they have in common and then share something unique or special about themselves - when reconvening as a large group, have the students share commonalities;
 - ask students to describe themselves in a Tweet (note: students do not need a Twitter account to complete this activity - the idea here is that students are challenged to describe themselves in 140 characters or less);
 - ask students to post 2-3 links that reflect their interests/hobbies and have the other students guess each other's interests/hobbies.
- encouraging students to address each other by name.

Teacher Vignette

My students range in grade from 4-8 (in literacy levels the range is much greater) and we meet as a whole group a few times a week. We generally use this time to talk about visual texts (i.e. images/photos, infographics, photo essays, etc.). These discussions usually lead into quick-writing. In early weeks, we use this time to share about ourselves as we generate ideas for writing (i.e. creating Likes-Dislikes charts, Self-portraits of Our Battle Scars, and Positive/Negative Life Event graphs). Through these activities we have been getting to know each other. Something else we have been doing is passing a question around each morning we meet (i.e. "If you were an animal, what animal would you be?"). I ask the question to one student, who then passes it on to another student and so on, until it comes back to me. We are mindful to use each other's names as we pass the question on. We have also done some fun polling activities (i.e. raise your hand if you: have dyed your hair...had an allergy....have pets....ever spent a night in the hospital...moved from one city to another, etc.).

Tamara Franz, Literacy Coach, Border Land School Division

5. Design Assignments that Facilitate Discussion Amongst Students

Sidebar: Hattie's (2019) research synthesis demonstrated that classroom discussion has an effect size of 0.82.

Participation in discussions with teachers and their peers has the potential to enrich students' online learning experiences. In a study that examined best practices in K-12 virtual schools, DiPetro, Ferdig, Black, and Preston (2008) noted that when teachers encouraged and supported communication between students, meaningful connections were made and positive social climates resulted. Bender (2003) noted that online discussions allowed students to share rich and deep perspectives and that perceived psychological distance was reduced when students participated in online discussions.

Online discussions can happen both synchronously and asynchronously and/or either verbally or using written communication. There are important considerations to take into account when determining how to best structure opportunities for students to engage in meaningful online discussions that will assist them in gaining essential understandings. For example, since written communication is more permanent than verbal communication, it makes peer's ideas more easily accessible. However, when communicating through writing, it is easy to misinterpret messages. In addition, relying too heavily on written communication can become problematic for some learners who may need to acquire communication strategies that are relevant to text-based online environments. Students who experience difficulties in reading comprehension and expressive writing will need additional support. Also, since English language learners' oral language development is heavily reliant on hearing language as it is spoken, they will need frequent opportunities to hear the English language modelled. Knowing individual student's strengths and needs will help teachers in determining the best approaches to take.

In addition to knowing their learners well and designing opportunities for verbal and/or written discussion with students' strengths and needs in mind, teachers could also consider the following strategies to maximize student participation and cognitive engagement in online discussions:

- engaging students in developing specific guidelines for online discussions;
- encouraging participation with positive and specific feedback;
- teaching students conversational skills that foster critical thinking and content understandings (e.g. how to elaborate and clarify, how to support ideas with examples, how to synthesize, using questioning and paraphrasing, and building on/challenging each other's ideas in an online environment);

- assigning students specific roles and responsibilities in an online discussion (e.g. facilitator, time-keeper, mediator, reporter, etc.);
- dividing students into diverse groups and providing discussion prompts;
- using tools which allow for verbal asynchronous conversations (e.g. Voxer);
- providing the appropriate amount of think time and/or writing time for students to reflect on their thoughts and generate ideas prior to engaging in an online discussion;
- providing sentence starters for students who need additional support (e.g. I agree with what ____ said, because _____.);
- integrating multi-media and providing rich prompts;
- using protocols to maximize equal voice and participation (e.g. Penny for Your Thoughts, Virtual Gallery Walks, etc.);
- seeking feedback (e.g. students' perceptions about online classroom discussion) and using that information to improve students' experiences.

6. Incorporate Rituals

Online learning communities are built on trust. Besides modeling authenticity and their own vulnerability, teachers can build trust by facilitating online rituals with their class. Hobson (date), a researcher at the University of Toronto, and his colleagues recently conducted experiments to measure the impact that rituals have on people. One important conclusion from this research was that ritual experiences change how people interact with each other, especially when it comes to the amount of trust they extend to others.

Rather than wait for rituals to emerge in a virtual learning environment, teachers can deliberately create social moments. While symbolizing what is important in a community, rituals help students relate to each other and relationships are built through celebration and/or the recognition that sometimes things can go wrong.

Incorporate rituals in an online class by:

- identifying occasions that deserve some form of personal or social ceremony and then holding a ceremony online;
- creating a pledge (along with the students) and engaging students in reciting it as a regular routine;
- opening the day with a morning intention prompt (e.g. Ask students to reflect on the following - What good will I do in our online community today?);
- closing the day with an afternoon prompt (e.g. What good did I do in our online learning community today?);

- opening each day with a positive quotation and facilitating a whole class discussion about the quotation, or group students in pairs, or have each student share a one-word response;
- focusing on gratitude by asking students to identify 2-3 things they are grateful for and providing opportunities for students to share their thoughts and ideas.

7. Utilize Cooperative Learning Strategies

Sidebar: Hattie's (2019) research synthesis demonstrated that cooperative learning has an effect size of 0.40.

There are many benefits to cooperative learning. Cooperative strategies help in making students feel connected and engaged while providing a way for learners to enter into communications with each other virtually. When students are required to teach and learn from each other, the essential understandings based on the learning intentions, it increases retention. Furthermore, when cooperative tasks are structured to promote individual accountability and positive interdependence, individual student efficacy and collective efficacy are enhanced.

Sidebar: Five Elements of Cooperative Learning

The most basic elements of pillars of cooperative learning according to researchers Johnson and Johnson (2017) include:

1. Individual accountability
2. Positive interdependence
3. Promotive interaction
4. Interpersonal and small group skills
5. Group processing

Online cooperative learning doesn't happen spontaneously, however. It requires planning and the right tools to ensure student participation is smooth and simple. Gradel and Edson (2011) examined how to mesh technology-enhanced learning with cooperative learning pedagogy and offered suggestions on start-up strategies.

Effective implementation strategies identified by Gradel and Edson (2011) included:

- starting small and using cooperative learning smartly (e.g. "systematically, for learning tasks that make sense, and sufficiently often while not over-using it" (p. 99));
- keeping groups small (e.g. 3-4 students per group) and minimizing homogeneous groupings (especially ability grouping);

- starting with what teachers want students to do and then selecting the appropriate online tools;
- doing effective frontloading (e.g. help groups understand how to communicate and which tools to use);
- creating opportunities for students to lead (building on their strengths and talents);
- maintaining a ‘support toolbox folder’ and asking students to help grow it.

To ensure learner success, teachers can consider the following:

- teaching students the skills for effective online cooperation including turn-taking, planning, and negotiating;
- having teams draw up a ‘team contract’ in which they define roles and responsibilities;
- asking teams to ensure that labour is equalized within their task-specific roles;
- asking students to consider potential barriers and conflicts to online cooperative work and having them determine solutions to potential issues;
- monitoring group activities closely;
- engaging students in group processing (e.g. ask students to give each other feedback on how they worked together virtually. What did your peers do well and what do they need to work on?);
- leveraging different technologies (e.g. Google docs or slides allow students to simultaneously work on a project from multiple devices and utilize online spaces that allow for small group discussion).

Based on the research of Johnson and Johnson (1999), Gradel and Edson (2011) also recommended using different grouping patterns as part of the ongoing use of cooperative learning in an online environment. They described three types of groupings and their purposes below:

***Informal groupings** are groups doing work that can take a few minutes to a class period or part of a day. Online, this can be an informal interchange with someone else in a blog or Wiki discussion. They are used to check for/process understanding, focus attention, or to get closure.*

***Formal groupings** typically last several days or weeks. These groups are designed to ensure that the five elements of cooperative group structures are in place, and typically involve completing a complex assignment.*

***Base groups** are long term and are built to give students structure and*

support. They often last for a semester or a full academic year. We see this done well in face-to-face situations when students sit in clusters and have specific work that they accomplish each day or frequently. Online, these can be assigned teams that check in with each other routinely and/or do routinely assigned work together” (p. 200).

8. Gain Awareness of the Research Regarding Parents’/Caregivers’ Experiences and Support Parental Involvement

Sidebar: Hattie’s (2019) research synthesis demonstrated that parental involvement has an effect size of 0.45.

Parents and caregivers are vital partners in education and thus integral extended members of online learning communities. Research shows that when students are supported by their parents/caregivers in virtual schooling it contributes to student success in a significant way (Borup et al., 2014; Makrooni, 2019; Woofter, 2019). When their children are learning at home, parent/caregiver’s meaningful involvement is essential to improving students’ experiences and outcomes.

In a pre-pandemic survey, online teachers identified the following parental scaffolds as helpful to the success of their students while engaging in virtual learning:

- a) helping to organize and manage students’ schedules;
- b) nurturing relationships and interactions;
- c) monitoring and motivating (in a supportive way as opposed to a surveillance approach) student engagement;
- d) helping to instruct students as necessary (Borup, 2016).

While these supports are helpful to students and teachers, the reality is that many parents/caregivers feel unprepared and ill-equipped to effectively support their children’s online learning experiences. As parents/caregivers are clearly critical partners and stakeholders to students’ success, it is important for educators to be aware of the struggle’s parents are experiencing, demonstrate empathy, and figure out ways to strengthen family-school partnerships.

In a working paper, Adams and Todd (2020) provided an overview of the challenges facing parents as schools moved to full time or partial distance learning. The authors noted that parents are faced with the challenge of balancing priorities of supporting the family’s financial security, ensuring the health of safety of their children, and supporting their children’s

education and academic success. Garbe and colleagues (2020) investigated parents' experiences as they took on the new role of learning facilitator and noted that parents agreed with school closure policies and were generally satisfied with the level of support provided by school divisions. The researchers also noted the following areas where parents were struggling: balancing responsibilities (e.g. balancing employment demands while supporting multi-levels of learners at home), motivating their children to engage in remote learning, attending to their child's special learning needs, and accessing technology and learning resources. In addition, parents described their lack of content knowledge and pedagogy as a barrier to supporting their children during remote learning and expressed concerns about their child's academic progress and social-emotional development (Garbe et al. 2020).

In a report that focused on how educators can support equitable, effective teaching and learning regardless of the medium through which it takes place, Darling-Hammond and colleagues (2020) noted the importance of strengthening partnerships with families. While acknowledging the importance of engaging families from diverse backgrounds, the researchers noted that in communities where trust has been violated, embracing a philosophy of partnership in which power and responsibility are shared will go a long way. They suggested that rebuilding relationships requires a proactive, authentic process in which educators practice extensive listening and demonstrate that they are trustworthy.

Specific strategies outlined by Darling-Hammond and colleagues (2020) included:

- conducting virtual home visits to build relational trust and to help make families feel welcomed;
- planning teacher time for student-teacher-parent conferences that are flexibly scheduled around parents' availability and designed to help teachers learn from parents/caregivers about their children;
- reaching out to involve families in online classroom activities;
- communicating regularly through positive phone calls, emails, or text messages.

As parents/caregivers take on the new and unfamiliar role of supporting their children's online learning, many will require assistance and guidance. The following specific strategies have been gleaned from Darling-Hammond's (2020) paper and Garbe et al.'s (2020) study:

- acknowledging the challenges parents/caregivers are facing;
- acknowledging how parents/caregivers are feeling;
- providing frequent and clear communication regarding tasks, timelines, and expectations;
- providing the big picture or scope of what needs to be learned along with information that outlines the progression of learning intentions along with success criteria;

- providing checklists that break down the steps for task completion and making them readily available to students and parents/caregivers;
- encouraging flexibility and providing online tutorials.

9. Bring the Outside in and the Inside Out

At times, virtual learning might seem very isolating and compartmentalized for learners. Schaeffer and Konetes' (2010) research demonstrated that social isolation was the main reason for students' dissatisfaction in online classes. While learning at home, students do not have the ability to interact with their peers in the hallway before or after school or in cafeterias during lunch breaks. Also, when students only have opportunities to engage in interactions with their classmates in a single virtual classroom with a single teacher, they might lose sight of the fact that they are part of a larger community.

Teachers can help to increase students' connectedness with the entire school community and even extend connections with a larger community by 'bringing the outside in'. Teachers can 'bring the outside in' by:

- occasionally making joint classes - virtually with teachers and students in the same school or in another school (in a different city or country);
- inviting guests to join from time to time (e.g. someone from the outside who can bring value inside);
- taking students on virtual fieldtrips (e.g. teachers can access live stream recordings from national parks, etc.)
- orchestrating a virtual scavenger hunt (e.g. teachers can access virtual tours from museums and create a scavenger hunt).

Furthermore, teachers can make online learning more relevant by bringing the inside out. When students have opportunities to share their work with an authentic audience, it helps them understand why the task is worthwhile. Teachers can extend students' audiences and 'bring the inside out' by:

- making student work public on a class website (Note: be sure to adhere to school division policies regarding the sharing of students' name, images, and artifacts);
- asking students to post digital book reviews;
- asking students to submit work to contests and competitions;
- hosting a virtual classroom showcase event;
- creating and sharing student work through a virtual gallery walk.

10. Acknowledge and Respond to the Effects of Trauma

There is no doubt that some students are distracted by stresses brought on by trauma which might include living in poverty, living in a dysfunctional home, bullying, physical abuse, grief, medical trauma, and refugee trauma to name a few. Trauma is even more widespread due to the realities of 2020. Burke-Harris (2020), pediatrician and founder of the Center for Youth Wellness, noted that the pandemic is a huge stressor for students and it can impact students in a variety of ways. Just like when teachers are stressed, when students are stressed, it impacts their resilience, productivity, and ability to learn.

Sidebar: Tomlinson (2020) noted that the most powerful lesson in teaching students who struggled with trauma was that “empathy was a great healer.” Tomlinson noted “To the degree that we were able, together, to take steps forward, empathy was the reason” (p. 33).

Teachers cannot stop trauma from occurring but they can help to create safe online communities where students feel supported regardless of the trauma that is impacting them. The importance of teacher-student relationships was outlined earlier in this document. Relationships and well-being should take priority over assignments. Minahan (2020) noted that teacher-student relationships can “mitigate the adverse effects of trauma, making relationship-building of utmost importance during the pandemic and in the future” (p. 22). Besides ensuring for positive teacher-student relationships, Minahan (2020) suggested that teachers can respond to students’ anxieties and fears by:

- validating students’ feelings;
- reminding students of what they can control;
- being thoughtful to avoid specific fear-inducing topics when designing lessons;
- promoting joy and fun throughout the day;
- sharing emotional-regulation strategies;
- reframing negative comments;
- listening to and responding to students’ behaviour (since many students will communicate their feelings through changes in behaviour);
- ensuring that routines and practices are consistent and predictable.

Efficacy Enhancing Opportunity

Vicarious experiences are a source of individual and collective efficacy (Bandura, 1977). They occur when teachers observe their colleagues meet with success and the epiphany that “I too can be successful” is sparked.

As teachers continue to engage in remote learning and teaching and implement the strategies contained within this provincial framework, take opportunities to share successes and small wins with colleagues. Consider inviting colleagues into virtual spaces as strategies are experimented with and figure out together, the best way to move forward and strengthen student outcomes.