

Connections Beyond Sept/Oct 2016



<https://wordpress.oise.utoronto.ca/robertson/>

Connections with First Nation Communities by Carol Stephenson

Working as part of the Robertson Program for Math and Science Inquiry, we were very lucky to return to Pegimagaabo and Onigaming First Nations schools, in north-western Ontario. This is the third year of our relationship with these schools, and it was thrilling to return to such excited and enthusiastic students and teachers. The Robertson Program was continuing a focus on geometric and spatial reasoning, expanding our collaborations this year to more specifically support numeracy development through a visual and spatial lens. We appreciate all the support from the administrations of these schools and the Seven Generations Education Institute.

Natural Curiosity Connections Abroad by Chriss Bogert

Haley Higdon, our Natural Curiosity program lead, and I were invited to visit schools in Buenos Aires, Argentina and Asuncion, Paraguay this summer to present and run workshops on the Lab School's environmental inquiry and knowledge building approaches. We worked with educators and students at Colegio Aletheia, Colegio del Sol, and Colegio Santa Elena, and presented at Lo Centro Paraguayo de Estudios Canadienses in Asuncion. Haley modelled a knowledge building circle with Grade Six students discussing the results of their air pollution catching experiments, while Paraguayan teachers observed.

<http://www.naturalcuriosity.ca>



Connections with International Lab Schools

In October, Jackman ICS hosted the International Association of Laboratory Schools International Tour, welcoming educators from Pittsburgh, New York, Halifax. Chriss Bogert then attended the Pittsburgh portion of the IALS International Tour with former Principal Elizabeth Morley, visiting the Children's school at Carnegie Mellon University, The Campus School at Carlowe University, and the Falk Laboratory School at Falk University. These are important connections for us with like-minded University affiliated schools and educators who share a similar vision for exploring what's possible in education.



Look for a focus on Research in the Lab School in the next issue of the newsletter!



Lab School Media Connections

http://www.oise.utoronto.ca/oise/About_OISE/

[11 Back to School Tips for Teachers by OISE Leading Experts.html](http://www.oise.utoronto.ca/oise/About_OISE/11_Back_to_School_Tips_for_Teachers_by_OISE_Leading_Experts.html)

<http://www.ctvnews.ca/lifestyle/teachers-kids-head-back-to-school-to-teach-each-other-learn-together-1.3054146>



Connections with Kobe

Preservice student teachers, student psychologists, and their professors from Kobe Shinwa Women's University in Japan came for their annual visit to the Lab school in September to observe and participate in our classrooms.

Richard Messina was invited to Japan to celebrate the 50th anniversary of Kobe Shinwa University, honouring our long standing relationship.



Beyond Nov/Dec 2016

Visitors from Near and Far

by Chriss Bogert

We welcome visits to the Laboratory School of educators, administrators, and researchers from schools, universities, and organizations around the world. So far this year we have had visits from schools close by in the Annex and from across the world, and many in between. Here is a sampling of these special guests:

Principals from Norway

Victoria Village Public School

Rektor Dale Primary School



Grade 6 Students take turns touring visitors and describing our school approach and curriculum: here educators from Japan listen while the Grade 6 "News" program is explained.

Visitors Continued...

- Ontario College of Teachers
- Teach For Canada
- Thunder Bay Catholic District School Board
- Rideau Heights Public School, Limestone District School Board
- Simcoe County District School Board
- The Mabin School
- Learning for a Sustainable Future
- with Dominican Republic guest
- Kawartha Pine Ridge District School Board Superintendent
- Seven Generations Education Institute
- Mikinaak Onigaming School
- Pegamigaabo School



The Lab School welcomes Professor Makoto Nakanishi from Ehime University, Japan to the Grade 5 Class to teach the students about writing Haiku poetry.



JICS Professor Joan Moss shares a math lesson on spatial reasoning with Grade 1 students for visitors from Seven Gens.

Lab School Media Connections

Richard Messina is featured in the Hamilton Spectator discussing the impact of learning environments on how students learn

<http://www.hwdsb.on.ca/blog/fostering-calm-in-the-classroom/>

Connections Beyond Jan, Feb, March 2017

Connections with our MA CSE Students: Lab School teachers support preservice teacher learning in academic and practicum settings

This year we welcomed over 40 preservice teachers from our own Master of Arts in Child Study and Education program into our classrooms, to be mentored by our Lab School teachers during their practicums. As mentors, our teachers supportively supervise the student teachers and work in an evolving partnership with their interns. They meet with the teacher candidates to discuss curriculum and programming, review plans to meet the placement goals, and evaluate performance at regular intervals. Lab School teachers also participate in the instruction of the MA courses usually at the invitation of and in collaboration with the course instructors. Here is a sample of our work this year!

Lab School Teachers Lecture in MACSE Classes

- **Introduction to Special Curriculum Areas**, APD2214

with Heather Birch

- Zoe Donoahue on Social Studies
- Tara Rousseau on Visual Arts
- Richard Messina and Mike Martins on Shakespeare
- Sarah Murray on Drama

- **Childhood Education Seminar** APD2201Y

with Kristy Timmons and Daniel Poliszczuk

- Chriss Bogert, Richard Messina and Haley Higdon presented on Inquiry Pedagogy, Part 1 and 2
- Haley Higdon presented on Exploring Reconciliation through Environmental Inquiry

- **Child Study: Observation, Evaluation, Reporting, and Research** APD2200

with Julia Murray

- Zoe Donoahue presented on Number Sense, and on the Daily Math Discussion
- Carol Stephenson and Julie Comay presented on Math and Play in the Early Years

- **Child Study: Observation, Evaluation, Reporting, and Research** APD2200

with Rhonda Martinussen

- Ben Peebles and Norah L'Esperance presented on Social Relationships and Development: Bullying and Peer Relations
- Carol Stephenson and Richard Messina presented on Engagement, Coping, and Well-Being
- Chriss Bogert and Judith Kimel presented on Self-Regulation and Self-Regulated Learning
- Sarah Luongo and Mike Martins presented on Health & Fitness Promoting Schools
- Danielle Gutstein and Christel Durand presented on Mental Health and Education: Prevention and Intervention



Connections with Other Post-Secondary Students

- Carol Stephenson and Norah L'Esperance presented on Play in the Early Years for students in the Department of Psychology in the PSY319 *Developmental Psychology Research* class.
- Students from the University of Toronto's Department of Psychology observed in early years Lab School classrooms
- Students from the Early Childhood Leadership program at George Brown College observed and interviewed teachers on the use of technology at the Lab School
- Zoe Donoahue presented in OISE's CTL 7006 *Reflective Teaching & Inquiry into Research in Education* with Hilary Inwood about being a Teacher-Researcher

Lesson Study in the Lab School

February
2017



Zoe shares the book *The Golden Rule* with Grade Ones

Lessons Designed to Respond to the Truth and Reconciliation Commission's Calls to Action

- **Early Years Lesson:** Introducing the topic of residential schools in a developmentally appropriate manner through picture books
- **Primary Lesson:** Building a sense of community values through connecting to the Seven Grandfather Teachings
- **Junior Lesson:** Exploring initial understandings of Treaties, seeing Treaties as a sacred promise

We were very grateful to have support during our planning process from Jason Jones (Native Language Curriculum Coordinator/Land-Based Pedagogy Coordinator, RRDSB), Robert Horton (Anishinaabemowin Coordinator, Seven Gens), Niigaanibines (Don Jones, former Chief of Nigigoonsiminikaaning First Nation, Treaty #3 Nation) and our own Robertson Program team. We were also fortunate to have guests from outside our faculty to observe the lessons and take part in the formal debrief: Dr. Angela Nardozi, Community Development Advisory at the Ontario Provincial Advocate for Children and Youth; and Niigaanibines from Nigigoonsiminikaaning First Nations. Our discussant this year was none other than JICS parent Dr. Jennifer Wemigwans, assistant professor at York University specializing in the convergence between education, Indigenous knowledge and new media technology, and president of Invert Media. Jennifer shared her vast knowledge with us and has inspired us to continue our learning of Indigenous knowledge.

A Japanese Model of Professional Development

For over 10 years, the Lab School has been involved in Japanese Lesson Study. "Lesson Study" is a direct translation for the Japanese term *jogyokenkyu* which is composed of two words: *jogyo*, which means lesson, and *kenkyu*, which means study or research. It consists of the examination of teaching practice. Following the protocol from Japan, Jackman ICS teachers engage in a well-defined process that involves discussing lessons that they have first researched, planned and observed together.

This year, inspired by the Truth and Reconciliation Commission's report, the Lab School teachers identified Indigenous Education as a focus for this year's lesson study. After weeks of meticulous and collaborative planning in groups, which involved consulting with experts, the lessons were presented in February with all the other teachers involved as observers (while our wonderful supply teachers were with the children!) The process of collaboration, the research, the observation of the lesson, and the debrief afterward allow our teachers to gain vital information that can be used to improve student learning in all grades and specialties.



Robin asks the Grade Fives, "What is a treaty?"



Niigaanibines speaks about treaties

A blog of our Lesson Study days written by Robertson Program Director Dr. Bev Caswell can be seen here: <https://wordpress.oise.utoronto.ca/robertson/2017/02/23/jics-lesson-study-focuses-on-creating-curriculum-in-response-to-the-trcs-calls-to-action/>

The Reach of a Lab School

April, May &
June 2017

Educators from Saudi Arabia observe in the Lab School for nine weeks this Spring as part of Building Leadership for Change, a professional education immersion program organized by OISE.



A Global Partnership

This Spring, OISE coordinated a program to support the professional development of inservice educators from Saudi Arabia in a joint initiative with the Saudi Arabian Cultural Bureau. The project, *Building Leadership for Change*, was designed to improve English language capabilities specific to the context of teaching/learning methodology and the Canadian education system. Exploring evidence-based models that improve student achievement was part of the program. The Lab School was chosen as a model school for the program and we welcomed 15 Saudi Arabian teachers, counsellors, and administrators in our classrooms over the course of 9 weeks.

Lab School teachers were happy to provide our visiting colleagues with a meaningful and valuable experience through this exciting program, and also welcomed the opportunity to learn from them about their experiences working in schools in the Kingdom of Saudi Arabia.

Other International Visitors

- Dr. Madrine King'endo, Dean of the Faculty of Education, University of Embu, Kenya with Njoki Wane, OISE
- Yoshi Hirooka, Kobe Shinwa University, Japan with Midori Sakurai
- Korean Institute for Curriculum Studies with Eunice Jang, OISE



Visitors to the Lab School January to June 2017

- Algonquin and Lakeshore Catholic District School Board, Supervisory Officer David Giroux and Superintendent Karen Shannon
- Brian Public School, Toronto DSB
- Church St. Public School, Toronto DSB
- Don Jones, Nigigoonsiminikaaning First Nation and Angela Nardozi, OISE
- Dr. Catherine Snow
- P.L. Robertson Public School educators, Halton DSB
- QiaoWei Education and Technology Group Inc.
- Robert Munsch Public School, York Region DSB
- Ronald McDonald House Charities school, Toronto
- Simcoe Country District School Board educators
- St. Mary Catholic School, Oakville
- Winnipeg School Division educators with Cheryl Zubrack
- OISE Concurrent Teacher Education candidates
- Rainy River DSB, Brad Oster, Numeracy Coordinator

Exploring how children learn best

Research in the Lab School 2016/17

Hibbert, K. (Western University). SSHRC: *Researching Multi-literacies Educational Assessments Through Digital Technologies. (2017-2018, Grade 2-6).*

Pyle, A., & De Luca, C. (University of Toronto & Queens University). SSHRC: *Constructing an Integrated Assessment Framework for Play-based Kindergarten Education. (2016-2017, Nursery, JK, SK).*

Reeve, R. & Svihla, V. (Queens University). *Discourse in Innovative Groups. (2016, Lab School Teachers and Pre-service Teachers).*

Scardamalia, M., Bereiter, C., & Peskin, J. (University of Toronto). SSHRC: *Digitally-Mediated Group Knowledge Processes to Enhance Individual Achievement in Literacy and Numeracy. (2016 & 2017 Grades 1-6).*

Zhang, J. & Scardamalia, M. (University of Albany & University of Toronto). NSF: *Connecting Idea Threads across Communities for Sustained Knowledge Building. (2015-18, Grades 4-6).*

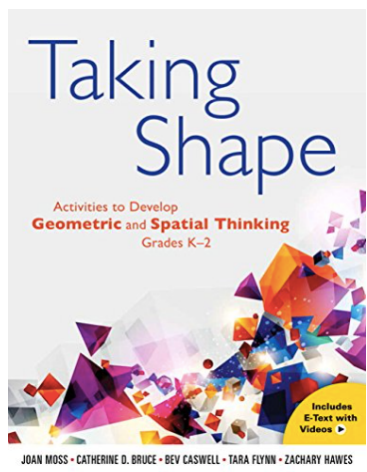


Jackman ICS Researchers in the News:

- Jackman ICS is featured in *OISE, 50 Years of Impact*
- Kang Lee's research about lying was referenced in a Globe and Mail feature: <http://www.theglobeandmail.com/life/parenting/taking-stock-of-toddlers-tall-tales/article34176978/>
- Jan Pelletier's research about whether or not children with late birthdays benefit from starting kindergarten a year later was featured in the Globe and Mail:
- <http://www.theglobeandmail.com/news/toronto/toronto-kindergarten-late-birthdays/article34229793/>

Now In Publication

Moss, J., Bruce, C., Caswell, B., Flynn, T. & Hawes, Z. (2016). *Taking Shape: Activities to enhance geometric and spatial thinking.* Toronto: Pearson School Canada.



Environmental Leadership

Haley Higdon, our *Natural Curiosity* Project Lead, won the 2017 UofT Inspirational Staff Green Ribbon Award for her environmentally-conscious efforts and education at Jackman ICS.

See Haley's Ted Talk at TEDxyouth@UTS here: <https://youtu.be/C9H3unUph7s>