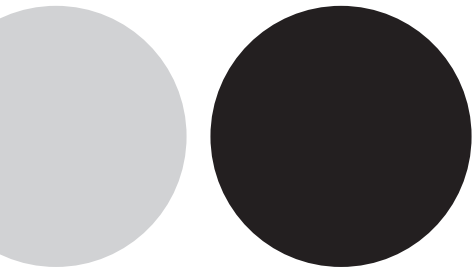


Walking the Path of Forgiveness  
~ OCSOA AGM 2016



# OCSOA

## Newsletter

June, 2016

## President's Message



Michael Nasello  
President, OCSOA

Greeting brothers and sisters in OCSOA and ROC SOA as we enter the most important season of our year – the commemoration of Jesus' passion and death and the celebration of the resurrection, the promise of new life for all - please accept my best wishes to you and your loved ones. In the midst of the many demands and stresses we navigate every day, it is so important to remember what we are about, the faith that unites us, and the call to life that we all enjoy. In a time when the value of life is challenged, it is ever more important for us to be witnesses to the faith that leads us to the God of life. We have moved from Easter, to Easter Season, celebrated the Ascension of Jesus and the feast of Pentecost, which is the founding of our early Christian community that we now call home and our Church.

It continues to be a most exhilarating year. There is so much happening – in our schools and boards and among our colleagues. We have successfully seen the complexities of negotiations with our various labor communities almost to their completion – certainly the end is in sight. Of course, at this point, our attention is more keenly focused on the discussion that will determine the future of our own compensation and benefits, a process which certainly continues informally and which we expect to formally commence in the near future.

In the face of all these interesting challenges, what has been most gratifying is our coming together as an association. The regional meetings, whether

face-to-face or by teleconference, have been important times for us to support each other and to engage in honest and critical dialogue on important issues. They have been rich conversations, both personally and professionally, and I have been privileged to be a part of them, to witness the varied and often challenging conditions under which our members exercise leadership in our Catholic Schools, and the incredible resilience and faith in which we welcome, support and educate all of our students.

OCOSA continues to monitor discussions on Benefit Trusts, prepare for a role in compensation, and participate in Ministry meetings on mental health and student wellness. We have participation at the Transition Committee and the Priorities committees. In short where there is discussion about Catholic education or educational goals in general, our association is present representing you and Catholic education at large.

Our annual retreat was well attended and received. Fr. Jack Welch, O. Carm. led us through an in-depth reflection on the wisdom of St. Teresa of Avila, St. John of the Cross, and St. Therese of Lisieux as various expression of our journey of faith. Our conference and annual general meeting on the theme of Mercy was a powerful and influential gathering for us to come together, to celebrate who we are, and to reflect on the challenges we will face moving into the future.

I continue to be grateful and humbled to serve as your president and look forward to the rest of this fascinating year. As we move from the Great Feast of Easter to the Great event of Pentecost, we realize the power of our stories to move people.

~ Michael Nasello

---

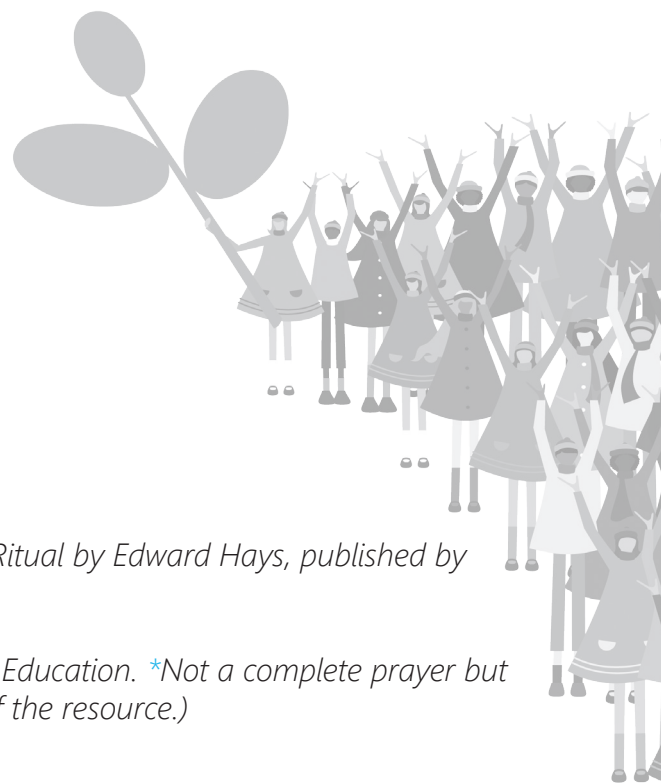
## Psalm of a Changing Work\*

In this erratic era of change,  
This Earthquake season of transition,  
Which causes the crumbling and collapse of social structures and traditions,  
I personally am a victim of the upheaval  
And must seek new directions.  
I am challenged to rise up out of the rubble,  
Not a victim but a victor...

O God of creations and transformations,  
Who constantly begets new beginnings,  
Inspire me by your perpetual creativity,  
Call me to change,  
To dig deeply within myself  
To find the uncultivated capabilities, With your belief in me  
And your great hand to support me,  
All things are possible  
As I seek once again to balance myself  
And to learn something new.

*Prayers for a Planetary Pilgrim, A personal Manual for Prayer and Ritual by Edward Hays, published by Forest of Peace from Ave Maria Press Inc.,*

*(An excellent resource for prayers and rituals for leaders in Catholic Education. \*Not a complete prayer but rather an amended prayer from the book to serve as an example of the resource.)*





## Executive Director's Report



John Kostoff, Executive Director  
OCSOA

The rapidity of change continues to be the only constant in education at this time, which means those of us in leadership positions must constantly be almost circuit breakers. Not my words but from leadership consultant Edwin Friedman, who indicated that when the organization gets hot, or conflict ranges, emotions get out of hand, people become more reactive, the more leaders have to ensure that things don't blow up. As Michael Jenkins, wrote recently, "if a system needs a circuit breaker, so that a building doesn't overload and burn out, so does the leader. Each of us needs an internal pause button that restrains us from reacting on impulse, and allows us the emotional room to respond thoughtfully and constructively. Calmness enables us to listen to others, and a leader who listens infuses others to do the same. Reflectivity can be, just as reactivity can be, a choice. Calm reflection can allow space for the group to see the full range of options. Hope, the opposite of cynicism, is a theological action. It is deeper and more enduring than optimism. "Into thy hands I commend my spirit" is a prayer of pure hope.

The many activities that supervisory officers are involved with locally in each board is complex and has a myriad of ranges, but provincially we are very much involved, regarding the new Mathematics Strategy, Benefit trusts, mental health strategy, discussion on what does the well-being of our students mean and how can we better analyze it, so as to improve upon it in our schools? We continue to have a voice on the Early Years projects especially as it relates to assessment. The discussion and involvement of the new ICE material continues to be a work in progress for boards, as well as the implementation of new Ministry directions. As well, we hope to see some movement on the compensation issue now that Principals and Vice Principals have settled. One thing is for sure, the ministry is seeking to make up time for the time spent on labour negotiations, which will only mean greater activity over the remainder of this government's Mandate. While Superintendents enter into personal service contracts, OCSOA will continue to speak and recommend action regarding benefits for our members, at various tables. As well OCSOA has been able to obtain both legal advice as an association and provide a legal contact for all members, paid for by our members, to advise our membership.

ECCODE has sought to obtain greater clarification regarding mathematics strategy, and OCOSA will host a teleconference with the Assistant Deputy Minister in the near future on this topic for all superintendents. Work is also taking place for a Ministry board meeting on the new mathematics strategy.

Add to your other regular workload, the ebb and flow of your day, and you can see why leaders need to be "circuit breakers" and speak of hope, not just optimism.

May God continue to bless your efforts.

~ John B. Kostoff

## Updates.....

Currently the OCSOA has a number of members who represent the Association by serving on a number of provincial committees. Recent committees that OCSOA has members serving on are:

- Priorities Committees,
- Implementation Committee,
- Benefit Committee Transition,
- ICE Committee on Leadership.

As well our Association continues to follow and obtain legal advice on recent court and arbitration rulings that impact our members and contract provisions. At the time of publication, there is no committee established to discuss compensation and related grid movement and benefits of Supervisory Officers and Directors of Education, but it is anticipating that such a committee will be struck to deal with long standing issues. The success of education in this province is certainly the result of many, but the role of Supervisory Officers and Directors of Education have been paramount over the last five years in many of the successes of Education in the Province of Ontario.



## Mentorship Directors of Education

In the past five years, thirty-one (31) newly appointed Directors of Education have participated in the mentorship program. In several boards, that means that two (or even three in one instance!!) Directors have been appointed new to the role. Of the 2011 Directors, only five are still in place. Practically every present Director of Education has been involved in the program as either a mentee, mentor (or both!).

These statistics clearly point out the need and value of the mentorship/coaching program.

The Ministry of Education has been funding the mentorship program for eight years. The funding level has varied over that time period, in part due to variances in numbers but also due to shifting allocations at the provincial level.

The heart of the program is its “community” aspect. Although each new Director is matched one-on-one with an experienced Director for direct mentorship, the entire community of Directors has a long history of supporting each other, sharing resources and innovations and providing advice on whatever topic is providing a challenge either locally or provincially.

While specific events are planned for the newly appointed Directors (e.g. panel discussions, board visits) all Directors are included in special presentations on leadership, dissemination of resources and support for the participation in professional development opportunities such as ILA, CASSA, Rotman and Ivey.

The role of Director in a Catholic school board is exciting, uplifting and hugely impactful..... but it can also be very challenging and stressful. The sure knowledge that one is supported by colleagues, that help or advice will be generously given by any of the other (or even past!) Directors and the opportunity to gather with those in like circumstances, makes a significant difference in the achievement of success and the betterment of our Catholic Schools.

## OCSOA Mentor-Coaching 2015-16

The OCSOA Mentor-Coaching Committee is grateful for the leadership that Corrie Gicante provided to the program and we were proud to see her receive the OCSOA B.E. Nelligan Award. We also said good-bye to Theresa Harris, a strong advocate of the program who saw over a hundred newly appointed Superintendents during her time as Executive Director. Our new Executive Director, John Kostoff and President Michael Nasello were at every meeting, proudly “pinning” each of the newly appointed Supervisory Officers.

There were twenty-one newly appointed Superintendents in the 2015-2016 year who were matched with twenty-one outstanding mentor-coaches who helped guide and support them as they began their first year as a Catholic Supervisory Officer. Testimonials indicated that all the participants enjoyed a very successful year with many opportunities for reciprocal learning. There were also four Supervisory Officers and their mentor-coaches who elected to participate in year 2 of the program with a focus on self-directed learning opportunities. As each of them stated, “You really don’t know what you don’t know”.

Several new appointments were made during the year and more will be appointed for September. We are currently matching them with mentor-coaches who share similar portfolios. A sincere thank-you to the many experienced Superintendents who have offered to be mentor-coaches and to their Directors who encouraged their involvement in the program. Undoubtedly the program is a success as a result of everyone’s on-going commitment to living the OCSOA motto “Called to Lead, Called to Serve.” We look forward to supporting our new class of 2016-2017!



Sandra Scime – HWCDSB Mentee with Mentor-Coach Tina D’Acunto – York Catholic DSB. They completed Year One of the Mentor-Coaching program in February 2016.



Michael Nasello, OCSOA President, presenting Jason Connolly - Waterloo Catholic District School Board with the OCSOA pin.



Dr. Jean Clinton, in the background, spoke to the group on the importance of mental health and well-being. Mentees and Mentor-Coaches discuss authentic experiences from the field.



Shesh Maharaj, Superintendent of Business – Waterloo Catholic District School Board supports his mentee, Alecia Lantz from Bruce-Grey Catholic District School Board.

# OCSOA AGM

The annual conference offered an opportunity to celebrate and extend best wishes to our retirees and honour our award recipients.



CASSA/EXL Award- John Stadnyk, whose name has been forwarded to CASSA for participation in the national selection process within Canada.



Distinguished Leadership Award - Sheila McWatters.



B.E. Nelligan Award - Theresa Harris



B.E. Nelligan Award - Corrie Gicante



# Leadership

The Ontario Catholic Supervisory Officers' Association (OCSOA) is pleased to introduce our 2016-17 Leadership Team:

- OCSOA President: **Deb Crawford**, Superintendent of Education, St. Clair CDSB
- Vice President: **Theresa Kennedy**, Superintendent of Education, Algonquin and Lakeshore CDSB
- Past President: **Michael Nasello**, Superintendent of Education, York CDSB

Deb, who will begin her official duties as President in August, shared an inspiring address at the Mass that concluded the AGM. Deb Crawford has served on the OCSOA Executive as Vice President and as the Regional Representative for Catholic Supervisory Officers in Region 3.



## EXL Award

John Crocco was recognized at the annual American Association of School Administrators conference (AASA), as being awarded the Canadian Association of School System Administrators (CASSA) prestigious EXL Award as the 2015 Canadian Superintendent of the Year.



Left to right: Yolanda Baldasaro, Ted Farrell, John Crocco, Frank Iannantuono, Lee Ann Forsyth-Sells and Giancarlo Vetrone.

# LEARNING

## for Leadership Academy

As part of its focus on technology and learning strategy the Ministry of Education through CODE provided supervisory officers' associations funding for professional development in the area of technology. OCSOA and OPSOA each received \$40,000 for this purpose and decided to partner together to contract Apple, IBM and Cisco to develop a program particular to SO needs. Thus the Learning for Leadership Academy (L4LA) was established.

For this academic year there have been 4 cohorts planned for our members. Academies were offered in Ottawa, London and Toronto during the spring and an additional cohort will be delivered in Toronto this summer. The steering committee is discussing the next sites and dates for the 2016/17 school year and an announcement with registration information will be made prior to the end of this school year.

To date, 32 boards and 131 supervisory officers have participated in L4LA. There were single sessions offered in March and the middle two day sessions will be completed by May 20th. On July 4, 5 or 6 the final sessions will wrap up the first cohorts with the summer session beginning on July 12th. The summer session is over subscribed and there is already a wait list for this session.

During the academy participants are introduced to the use of technological tools that are designed to assist them in the system leadership. One such instrument has been placed as an application in the Super Mate App that is available to all OCSOA members and can be found under the Resource tab. This instrument provides a snapshot of system wide innovation and technology enabled pedagogical practice. It is intended to serve as the foundation of a conversation

about opportunities for growth and exploration relating to the elements of leadership, pedagogy, and digital learning.

After each session the participants were asked to complete a survey. These surveys are very positive and have assisted the presenters in understanding the expectations for future academies. Some observations shared were:

- Are we as a Catholic School District asking the right questions. I like the focus on pedagogy, leadership and learning environments
- Importance of collaboration, sharing and articulating the vision, knowing why this vision is important, garnering voice, meeting people where they are in their learning, identifying methods to measure success
- The importance of developing and sustaining leadership strategies that promote and inspire innovation.
- Doing things better vs doing better things...

There will be a complete summary of the survey results prepared and submitted to the OCSOA and OPSOA executives.

Should you have any questions or concerns please do not hesitate contacting John Fauteux who has been coordinating the academies.

John can be reached at [tjfauteux@me.com](mailto:tjfauteux@me.com) or 905.635.2586.

# 10

## Top Ten Takeaways from “Amoris Laetitia”

SYNOD ON THE FAMILY

Apr 8 2016 - 6:00am | James Martin, S.J.



Pope Francis greets newly married couples during his general audience in St. Peter's Square at the Vatican in this Sept. 30, 2015, file photo.

Pope Francis's groundbreaking new document “Amoris Laetitia” (“The Joy of Love”) asks the church to meet people where they are, to consider the complexities of people's lives and to respect people's consciences when it comes to moral decisions. The apostolic exhortation is mainly a document that reflects on family life and encourages families. But it is also the pope's reminder that the church should avoid simply judging people and imposing rules on them without considering their struggles.

Using insights from the Synod of Bishops on the Family and from bishops' conferences from around the world, Pope Francis affirms church teaching on family life and marriage, but strongly emphasizes the role of personal conscience and pastoral discernment. He urges the church to appreciate the context of people's lives when helping them make good decisions. The goal is to help families—

in fact, everyone—experience God's love and know that they are welcome members of the church. All this may require what the pope calls “new pastoral methods” (199). Here are ten things to know about the pope's ground breaking new document.

1. The church needs to understand families and individuals in all their complexity. The church needs to meet people where they are. So pastors are to “avoid judgements which do not take into account the complexity of various situations” (296). People should not be “pigeonholed or fit into overly rigid classifications leaving no room for personal and pastoral discernment” (298). In other words, one size does not fit all. People are encouraged to live by the Gospel, but should also be welcomed into a church that appreciates their particular struggles and treats them with mercy. “Thinking that everything is black and white” is to be avoided (305). And the church cannot apply moral laws as if they were “stones to throw at people's lives” (305). Overall, he calls for an approach of understanding, compassion and accompaniment.

2. The role of conscience is paramount in moral decision making. “Individual conscience needs to be better incorporated into the church's practice in certain situations which do not objectively embody our understanding of marriage” (303). That is, the traditional belief that individual conscience is the final arbiter of the moral life has been forgotten here. The church has

been “called to form consciences, not to replace them” (37). Yes, it is true, the Pope says, that a conscience needs to be formed by church teaching. But conscience does more than to judge what does or does not agree with church teaching. Conscience can also recognize with “a certain moral security” what God is asking (303). Pastors, therefore, need to help people not simply follow rules, but to practice “discernment,” a word that implies prayerful decision making (304).

3. Divorced and remarried Catholics need to be more fully integrated into the church. How? By looking at the specifics of their situation, by remembering “mitigating factors,” by counseling them in the “internal forum,” (that is, in private conversations between the priest and person or couple), and by respecting that the final decision about the degree of participation in the church is left to a person’s conscience (305, 300). (The reception of Communion is not spelled out here, but that is a traditional aspect of “participation” in church life.) Divorced and remarried couples should be made to feel part of the church. “They are not excommunicated and should not be treated as such, since they remain part” of the church (243).

4. All members of the family need to be encouraged to live good Christian lives. Much of “*Amoris Laetitia*” consists of reflections on the Gospels and church teaching on love, the family and children. But it also includes a great deal of practical advice from the pope, sometimes gleaned from exhortations and homilies regarding the family. Pope Francis reminds married couples that a good marriage is a “dynamic process” and that each side has to put up with imperfections. “Love does not have to be perfect for us to value it” (122, 113). The pope, speaking as a pastor, encourages not only married couples, but also engaged couples, expectant mothers, adoptive parents, widows, as well as aunts, uncles and grandparents. He is especially attentive that no one feels unimportant or excluded from God’s love.

5. We should no longer talk about people “living in sin.” In a sentence that reflects a new approach, the pope says clearly, “It can no longer

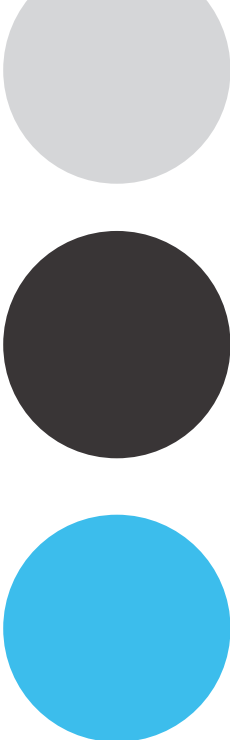
simply be said that all those living in any ‘irregular situation’ are living in a state of mortal sin” (301). Other people in “irregular situations,” or non-traditional families, like single mothers, need to be offered “understanding, comfort and acceptan everyone, the church need to stop applying moral laws, as if they were, in the pope’s vivid phrase, “stones to throw at a person’s life” (305).

6. What might work in one place may not work in another. The pope is not only speaking in terms of individuals, but geographically as well. “Each country or region...can seek solutions better suited to its culture and sensitive to its traditions and local needs” (3). What makes sense pastorally in one country may even seem out of place in another. For this reason and others, as the pope says at the beginning of the document that for this reason, not every question can be settled by the magisterium, that is, the church’s teaching office (3).

7. Traditional teachings on marriage are affirmed, but the church should not burden people with unrealistic expectations. Marriage is between one man and one woman and is indissoluble; and same-sex marriage is not considered marriage. The church continues to hold out an invitation to healthy marriages. At the same time, the church has often foisted upon people an “artificial theological ideal of marriage” removed from people’s everyday lives (36). At times these ideals have been a “tremendous burden” (122). To that end, seminarians and priests need to be better trained to understand the complexities of people’s married lives. “Ordained ministers often lack the training needed to deal with the complex problems currently facing families” (202).

8. Children must be educated in sex and sexuality. In a culture that often commodifies and cheapens sexual expression, children need to understand sex within the “broader framework of an education for love and mutual self-giving” (280). Sadly, the body is often seen as simply “an object to be used” (153). Sex always has to be understood as being open to the gift of new life.

*continued...*



9. Gay men and women should be respected. While same-sex marriage is not permitted, the pope says that he wants to reaffirm “before all else” that the homosexual person needs to be “respected in his or her dignity and treated with consideration, and ‘every sign of unjust discrimination’ is to be carefully avoided, particularly any form of aggression or violence.” Families with LGBT members need “respectful pastoral guidance” from the church and its pastors so that gays and lesbians can fully carry out God’s will in their lives (250).

10. All are welcome. The church must help families of every sort, and people in every state of life, know that, even in their imperfections, they are loved by God and can help others experience that love. Likewise, pastors must work to make people feel welcome in the church. “Amoris Laetitia” offers the vision of a pastoral and merciful church that encourages people to experience the “joy of love.” The family is an absolutely essential part of the church, because after all, the church is a “family of families” (80).

Over thirty ROCSOA members attended the annual meeting and luncheon at the London DoubleTree by Hilton hotel. Although good conversation, catching up and story telling abounded, a key feature of the meeting was the presentation by Father Michael Béchar.

In this Year of Mercy, it was most appropriate that Father Béchar described his program which is truly an example of mercy in action. Each year, he leads a group of students from King’s College to join the Dene First Nations of Fond du Lac and Black Lake, for their annual pilgrimage to Pine Channel. Over the years over fifty students have shared in this journey. A number have decided to stay to help develop capacity with local youth.

This is clearly more than an “excursion” as far as Father Michael is concerned....it has become a mission of love as he returns to the region during his vacation and other times in the year. He is clearly committed and devoted to this community, and to reminding us all that situations requiring help, support and prayers do exist right here in Canada!

The ROCSOA members were also updated on travel opportunities, new members and issues impacting Supervisory Officers in the province. President Michael Nasello and new Executive Director John Kostoff were able to join the fun and bring greetings.

All in attendance received a special “tote” bag. Those who weren’t able to make it will receive theirs in the mail.

# Q & A

## Math Strategy

### Question 1

*What is the pedagogical difference in the “new” math strategy?*

### Ministry Response:

The strategy is “renewed” rather than “new” because, based on research conducted by Carol Campbell, Ottawa University, and other math and school improvement experts, it was clear that increasing the focus, identifying evidence-based practices such as those found in SWST or OFIP, some early work being done with respect to students with learning disabilities and math, it became evident that we had many effective practices, but often they were disconnected from understanding the learning needs of the learner, found in isolated classrooms or schools, or were not being monitored for impact. Identifying specific uses and applications of technology and a deliberate Early Years math focus were areas where evidence showed us we need to develop further.

Similarly, the secondary SSI initiative also showed some promise, but again, evidence suggests the targets were not ambitious enough and further developing precision and personalization as a more consistent practice will help more students reach higher levels of achievement. The renewed math strategy will provide support to all schools, increased support to some schools, and intensive support to a select group of schools with the greatest needs in mathematics. Specifically, the strategy includes a focus on pedagogical approaches to identify and support the strengths and needs of students with learning disabilities, recognizing that these approaches will benefit all students. In secondary schools, it will focus on students taking compulsory courses in Applied Mathematics.

The Ontario Curriculum: Mathematics advocates for a balanced approach, which includes problem solving, direct instruction, investigation, assessment, and practice. The renewed math strategy will assist teachers in planning for a balanced approach to learning and teaching that will allow students to learn with understanding, develop proficiency, learn mathematical ways of thinking and an appreciation for how mathematics is used in everyday life.

The strategy also builds upon the track record of positive gains achieved by elementary whole-school approaches and secondary whole-department approaches to improvement. Support for schools will focus on providing capacity building opportunities for teams of educators to engage and network in professional learning.

## Question 2

*In comparing last year's EPO grants to this year's GSN funding, Boards have reduced funding to use for support staff and for professional development specifically in mathematics... why?*

## Ministry Response:

The funding model that supports the renewed math strategy is designed to differentiate support to district school boards based on schools' performance with respect to EQAO results in mathematics. Therefore, some district school boards will experience a difference in EPO funding compared to last year. However, no DSB will experience more than a 25% change (plus or minus) in student achievement related EPO funding.

## Question 3

*The reduction in funding to provide supports will have a direct impact on the level of student achievement in math we have attained to date. A reduction in financial support for Boards that have shown improvement in math achievement will have a direct effect on maintaining or improving math achievement levels. Why are Boards that have shown success being penalized with reduced funding?*

## Ministry Response:

In looking at needs, we considered evidence of impact of resources, the improvement trends and board capacity. As sameness is not fairness, we have resourced most where there are the greatest student needs.

## Question 4

*Can you provide evidence that this is a net financial gain for Boards – local Board evidence indicates it is not?*

## Ministry Response:

See answer #3 above. In addition, some of the difference boards are experiencing relates to the specific items we have eliminated the funding for. For example, funding for the SWST was discontinued and boards are not expected to carry on that activity.

## Question 5

*Why was this rolled out in haste with the GSN – it lacks clarity and appropriate levels of discussion with Directors, Superintendents of Student Achievement – Program, Superintendents of Business and Financial Services?*

## Ministry Response:

Initially, the Deputy Minister spoke at CODE in January regarding the renewed math strategy and described the Ministry's intent to differentiate Ministry support to boards based on student achievement performance.

Subsequently, EDO leadership met with Directors of Education at their Regional Education Council meetings to discuss the emerging directions with respect to a renewed math strategy in February. All regions were visited except Ottawa, where the REC was cancelled.

At these meetings, the ideas of differentiating support based on need and that some Ministry initiatives would be discontinued in order to focus resources and efforts on mathematics were discussed.

On March 24, 2016, Directors of Education received two B memos, one related to GSN funds and the other was the first B memo related to EPO funding. A subsequent B memo focused on the renewed math strategy was sent to directors on April 8, 2016.

It was important to communicate GSN and EPO funding (and the renewed math strategy) in the same timeframe for several reasons:

1. In continuing to support Ministry core goals and priorities, several existing Ministry programs were transferred into the GSN for 2016-17.
2. Several existing EPO-funded programs were being discontinued with the funds refocused toward the renewed math strategy for 2016-17; and
3. The strategy provides funding enabling boards to hire human resources and provide teacher/principal release time for additional professional learning in mathematics, all of which requires time to prepare and implement prior to the start of the 2016-17 school year.

In the April 8, 2016 B memo on the renewed math strategy, the Ministry identified key elements of the strategy as well as the next steps in implementing the strategy. Additionally, the first appendix to the B memo included a comprehensive explanation of the funding model for the strategy with assumptions, definitions and criteria explained.

An important part of the strategy is that while the funding model rests on certain assumptions about how implementation may occur, boards will have flexibility in configuring support to fit within the unique context of their schools and existing resources and capacity. Monitoring for impact will be essential moving forward.

#### Question 6

*In identifying schools for specific support, why was data from two years ago used in selecting schools?*

#### Ministry Response:

In identifying elementary schools requiring increased or intensive support, three-year rolling averages of Grade 3 and 6 math results were used. This metric produces some stability by reducing the likelihood of large year-over-year turnover in the number of schools requiring this level of support and ensures that schools receive the necessary supports as they continue to improve their math results over time.

#### Question 7

*Boards will try to implement the requirements within the new math strategy, however, Boards are bound by Collective Bargaining Agreements (CBA), which are agreed to and beyond Board control to adjust. For example, reductions in funding will mean staff redundancies which cannot be implemented in Boards whose CBA has a redundancy date prior to the release of the financial information on the new math strategy; if Boards are to change the schedule of the day, it requires association agreement. Such changes to meet Ministry expectations will result in grievances and likely arbitrations. What support will the Ministry provide in grievances/arbitrations?*

#### Ministry Response:

Prior to the announcement of the renewed math strategy on April 4, 2016, the ministry had met with federations to discuss various components of the strategy.

Discussion with federations and other education partners, including board staff, will continue over the next several months as we collaboratively plan to implement the strategy for the start of the 2016-17 school year.

Some boards may need to make adjustments to staff supports according to the requirements of their CBAs.

### Question 8

*With Regulation 274, how will Boards staff a math specialist in Grades 7, 8, and 9? What support will we receive from the MOE when grievances are filed?*

### Ministry Response:

There is AQ support for elementary math but no call for a mandatory qualification specialist in grades 7 and 8 math courses. The Renewed Math Strategy memo contains a request to consider (not a firm direction) staffing Grade 7 and 8 mathematics courses and Grade 9 Applied mathematics courses with a qualified mathematics teacher. Boards which choose to move toward this consideration will do so in consultation with their education partners.

### Question 9

*Where will the 60 minutes come from in an already packed 304 minutes of instruction? Is this dedicated Math time or is this integrated into other subject areas?*

### Ministry Response:

Approximately 60% of teachers teaching grades 3 and 6 reported through EQAO surveys that they were teaching at least 60 minutes of mathematics a day. OECD research has indicated a minimum of 60 minutes is a characteristic of high performing jurisdictions.

There will be additional support through the PPM on this topic, in development now.

We recognize that there will be individual cases and circumstances that will present challenges in timetabling 60 minutes per day. As needed, the ministry will support boards in working towards a solution. We know that what happens in 60 minutes is more important than the minutes themselves.

In addition to this dedicated time for mathematics instruction, there are many opportunities to integrate mathematics learning in other curriculum areas. The Ontario Curriculum has been designed to foster connections across subject areas. For example, in Grade 4, students must use scientific inquiry and experimentation skills to investigate changes in force, distance, speed, and direction in pulley and gear systems. Students will inevitably use their measurement skills, learned through the study of mathematics, to carry out such investigations. In a similar way, students in Grade 7 will use their knowledge of line graphs and bar graphs to construct climate graphs, which combine temperature and precipitation data in the study of geography.

The mathematical processes – problem-solving, reasoning and proving, reflecting, selecting tools and computational strategies, connecting, representing, and communicating – support learning across the curriculum.

### Question 10

*Why was there little consultation with Directors for the Math Strategy prior to the announcement? This was not discussed through LSA presentations.*

### Ministry Response:

The renewed math strategy takes the latest research, along with what we have learned from our collective success in improving literacy achievement among elementary students and pass rates among secondary students, and applies that knowledge to support better outcomes in mathematics. The Deputy Minister spoke at CODE in January regarding the renewed math strategy.

EDU leadership met with Directors of Education at their REC meetings to discuss the emerging directions with respect to a renewed math strategy in February. All regions were visited except Ottawa, where the REC was cancelled.

At these meetings, the ideas of differentiating support based on need and that some Ministry initiatives would be discontinued in order to focus resources and efforts on mathematics were discussed.

The strategy also addresses the request from boards to have fewer individual EPO-funded initiatives by consolidating 12 different EPO-funded programs, not all of which were solely supporting math, and re-focusing this funding to support the renewed math strategy.

### Question 11

*Was there any consideration to calling all Directors of Education and Superintendents of Program together to discuss this math strategy as part of a transparent process to eliminate implementation guessing*

### Ministry Response:

The Deputy Minister spoke at CODE in January regarding the renewed math strategy.

EDU leadership met with Directors of Education at their REC meetings to discuss the emerging directions with respect to a renewed math strategy in February. All regions were visited except Ottawa, where the REC was cancelled.

At these meetings, the ideas of differentiating support based on need and that some Ministry initiatives would be discontinued in order to focus resources and efforts on mathematics were discussed.

On May 18th, the Ministry is hosting a Provincial Mathematics Learning Day in order to begin a collaborative conversation with boards in supporting the implementation of the renewed math strategy.

This event has been informed by a conversation between the Ministry and the CODE Executive Committee, and is intended to be responsive to the request from directors for more opportunities to plan together, including sharing evidence and effective practice.

### Question 12

*What are the time expectations of school math leads verses working with students?*

### Ministry Response:

The elementary school math lead teacher is not a new job classification. The math lead teacher will be a current educator in a school and will have access to release time equivalent to five days to deepen their mathematics knowledge through professional learning that involves studying students' mathematics learning with other teachers, to apply this learning to their professional practice, and to share their learning with other educators in their school as appropriate in professional practice.

### Question 13

*How will the local leads be selected – some Boards have contract language that has Associations involved in selection based on Regulation 274 seniority clause?*

### Ministry Response:

While the ministry has not established any specific criteria for how schools will select math lead teachers, schools will be encouraged to seek out individuals who are committed to deepening their mathematics knowledge for teaching, applying this learning in their classroom, and sharing their learning with other staff at their school as would be appropriate in professional practice.

### Question 14

*Will local leads be provided with explicit direction to facilitate with colleagues or is this the duty of a consultant with an additional financial allowance?*

### Ministry Response:

The math lead teachers will be encouraged to share their professional learning with other staff at their school, as would be appropriate in professional practice.

### Question 15

*The Math Strategy speaks of Applied level courses, what about locally developed courses?*

### Ministry Response:

The strategy is focused on improving Applied math scores due to the significant number of students enrolled in this course type (relative to LDCC) and the continued achievement gaps between Applied and Academic EQAO scores. However, schools and school boards are encouraged to include LDCC achievement in their implementation of the Renewed Math Strategy.

### Question 16

*What resources will be provided to support students with Special Education needs?*

### Ministry Response:

In partnership with school boards, the ministry will provide responsive and differentiated intensive support for schools with the greatest need in mathematics to focus on building capacity in mathematics knowledge for learning and teaching and understanding of students' learning profiles (e.g. cognitive profiles and mathematical profiles).

These school-based professional learning opportunities will also support the implementation of PPM8 regarding learning disabilities in a collaborative school culture. Building upon current effective practices, research informed and evidence based assessment and instructional approaches (e.g. Universal Design for Learning, differentiated instruction, and tiered approach) will continue to be implemented to improve mathematics learning and teaching for students with learning disabilities. As a result, effective Individual Education Plans will outline more appropriate accommodations and fewer modifications.

\$1.5M as part of Renewed Math Strategy EPO funding will be provided to all school boards based on the funding formula used in previous years to support Learning for All K-12 projects. This funding will enable additional support for schools where there is deliberate attention to students with learning disabilities and continue to mobilize knowledge and build capacity in all boards on the integrated assessment and instructional process as described in Learning for All, K-12 (2013).

Though a focus on students with learning disabilities in schools with the greatest need in math is one of the highlights of the RMS, this deliberate attention to evidence-based assessment and instructional practices that enhance learning in mathematics for students with LDs is “necessary for some, and good for all” students/ The RMS is a strategy to mobilize evidence-based strategies and to improve mathematics learning, teaching, and leading for all. The RMS supports students with special education needs in all schools through incremental features in a tiered, differentiated model.

#### Question 17

*How, specifically, will the Student Achievement Division of the Ministry of Education support Boards?*

#### Ministry Response:

Staff from the Student Achievement Division (SAD) will be available to work with board staff in implementing the various components of the renewed math strategy. More specifically, SAD staff and other ministry staff will help facilitate, in partnership with DSBs, professional learning to deepen mathematics knowledge for teaching among math lead teachers, school-based and board-based math facilitators and other math leaders in boards. Boards can expect more direct support where there is evidence of the greatest need. Directors of Education are welcome to call on EDO for more support when needed.

#### Question 18

*Will there be continued funding of Math AQ courses by the Ministry of Education?*

#### Ministry Response:

The Ministry plans to continue funding individual teacher subsidies for math AQ courses, administered by the federations, for the 2016-17 school year.

In addition, the Ministry is currently consulting with federations and other education partners regarding the creation of a new subsidy to encourage teams of educators to participate in a math AQ course to-

# Teaching and Learning in Applied Level Mathematics

Vince MacDonald, Ph.D.

Schools within the province of Ontario are witnessing a prevalent call for a renewed focus on the achievement of students in mathematics. Whereas the ability of students to grow in their understanding of mathematics is rooted in the opportunity to receive feedback, evaluate its merits and apply the feedback in their learning (Black & Wiliam, 1998; Beesley & Apthorp, 2010; Butler & Winne, 1995; Hattie, 2009; Hattie & Timperley, 2007, Kluger & DeNisi, 1996; Kulvahy, 1977; Marzano, Pickering & Pollock, 2001; Sadler, 1989), researchers and practitioners have advocated for many years for the consistent use of strategies that have an empirical basis for improving student achievement.

The power of feedback has been established as a salient and effective support for teaching and learning. The manner in which teachers support learning through effective feedback has been an important focus of research to understand how pedagogy, metacognition and self-regulation collec-

tively nurture the mathematical communications of students (Baker, Guersten & Lee, 2000; Bruce, Esmonde, Ross, Dookie, and Beatty (2010); Egodawatte, McDougall and Stoilescu (2011); Hattie, 2009; Slavin & Lake, 2008). An imperative implication of the research is that feedback has positive but varied effects and highlights the importance of assessment ‘as feedback to the teacher’ in a reciprocal interaction where “the power of feedback results more from feedback from the student to the teacher” (Hattie, 2009).

The varied effect of feedback has important implications for teachers to support the needs of students in grade 9 applied level mathematics. Primarily, teachers in grade 9 applied level mathematics perceive students to experience significant difficulty in evaluating the merits of feedback. The lack of basic skills and proficiency in mathematics provide significant limitations on the ability of students in applied level classrooms to judge the

value of feedback. The research shows that students in applied level classrooms experience many years of failure, therefore, the foundational relationship with the teacher is imperative for affective supports that can nurture confidence in a safe learning environment.

The findings show that teachers value the immediacy of feedback, establish a learning environment that is conducive to frequent rehearsal and require students to justify coherence between their written and oral communications in math. Teachers of grade 9 applied level mathematics indicate that they are aware of the value of strategies that support metacognition, however, the explicit use of learning goals, success criteria and manipulatives to support feedback and communications may not be intentionally applied.

There are important implications for our school systems as we proceed with a comprehensive renewal of mathematics strategies and overcome the practical

barriers of our everyday classrooms. Our focus on metacognition and self-regulation of students in grade 9 applied level mathematics is enhanced with an intentional focus on explicit feedback, monitoring students' reaction to feedback, adapting instructional practices with responsive learning environments and a balanced approach to guided, direct and shared teaching strategies with fidelity to the individual needs of students.

Baker, S., Gersten, R., & Lee, D. (2002). A synthesis of empirical research on teaching mathematics to low-achieving students. *The Elementary School Journal*, 103(1), 51-73.

Black, P., & Wiliam, D. (1998). Assessment and classroom learning. *Assessment in Education: Principles, Policy and Practice*, 5(1), 7-74.

Beesley, A. D., & Apthorp, H. S. (2010). *Classroom instruction that works, second edition: Research report*. Denver, CO: Mid-continent Research for Education and Learning.

Bruce, Esmonde, Ross, Dookie & Beatty (2010). The effects of sustained classroom-embedded teacher professional learning on teacher efficacy and related student achievement. *Teaching and Teacher Education*, 26, 1598-1608.

Butler, D., & Winne, P. (1995). Feedback and self-regulated learning: A theoretical synthesis. *Review of Educational Research*, 65(3), 245-281.

Egodawatte, G., McDougall, D., & Stoilescu, D. (2011). The effects of teacher collaboration in grade 9 applied mathematics. *Educational Research for Policy and Practice*, 10(3), 189-209.

Hattie, J.A.C. (2009). *Visible learning: A synthesis of 800+ meta-analyses on achievement*. London: Routledge.

Hattie, J.A.C. & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81-112.

Kluger, A.N. & DeNisi, A. (1996). The effects of feedback interventions on performance: A historical review, a meta-analysis, and a preliminary feedback intervention theory. *Psychological Bulletin*, 119(2), 254-284.

Kulvahy, R. W. (1977). Feedback in written instruction. *Review of Educational Research*, 47, 211-232.

Marzano, R.J., Pickering, D.J., & Pollock, J.E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.

Sadler, D.R (1989). Formative assessment and the design of instructional systems. *Instructional Science*, 18(2), 119-144.

Slavin, R.E., & Lake, C. (2008). Effective programs in elementary mathematics: A best-evidence synthesis. *Review of Educational Research*, 78(3), 427-515.

## Growing in Faith, Growing in Christ: projected publication dates

	<b>Gr 2</b>	<b>Gr 3</b>	<b>Gr 4</b>	<b>Gr 5</b>	<b>Gr 6</b>	<b>Gr 7</b>	<b>Gr 8</b>
<b>Print Publication Date</b>	August 2015	April 2016	April 2017 (was August 2016)	August 2017	April 2018	Aug 2018	April 2019
<b>Digital Launch</b>	Jan 2016	Aug 2016	Aug 2017 (was Dec 2016)	Dec 2017	Aug 2018	Dec 2018	Aug 2019

The digital launch date is when the 'etext' (student components) and Teacher Website unit(s) go live. As with Grade 1, more interactive elements are added in the months that follow.

# WISDOM

## from our Elders....

The question presented to me was "Given your years of leadership, what skills or attitudes did you call upon when you were in the boardroom to be so successful?"

Metropolitan Separate School Board (MSSB) was my employer for 34 years. I served as Deputy Director to both B.E. Nelligan and B.J. Kipp for a total of 8 years before becoming Director for 7 years. The first 3 directors served a total of 29 years. Since my retirement there have been 9 TCDSB directors in 21 years. Tenure is not what it used to be. In addition, boards are quite different now. MSSB had 27 trustees, 24 English language and 3 French language. Compare that to the 12 TCDSB trustees of today.

Skills are acquired through meaningful experiences and education. I believe that my many administrative positions gave me a broad perspective to cope with nitty-gritty issues with patience and diplomacy. You may lose some battles: however, the goal is to win the war.

A good sense of humour is somewhere between a skill and an attitude. Many a tense moment can be dissipated with a proper, yet ameliorating comment. Sometimes we can take ourselves too seriously. I believe the Director and the Chair must strive to develop a strong positive relationship for the good of the system. Mutual respect for the office of each will create an amicable, productive relationship. The Directorship has a beginning and an end. It will take up time that should belong to family, friends and personal interests. Put the job in proper perspective and create personal time. When you retire, someone will replace you and then you will appreciate other interests on a full time basis.

~ Submitted, Tony Barone

## How to download the Super Mate APP?

If you received this email, you already have an account.

**Now all you need to do is download the app!**

- 1) To download the app - Go to the App Store, Google Play (Android) or Blackberry World ([Coming Soon](#)) and search for "CODE Super Mate Catholic".
- 2) Tap "Forgot Password?"
- 3) Load the app and tap the "Forgot Password" link. Add your email address and the app will email you a link to change your password. Once you have completed this process you will have access to the Super Mate app.



# OCSOA's Annual Retreat

## Save the Date

Mark your calendars for next year's OCSOA Retreat and join your colleagues in Catholic Education across the Province for a few days of spiritual renewal. David Wells will lead us in retreat with reflections on scripture, personal stories, humour, and the connections to our personal and professional lives in faith.

**Wednesday, February 8 – Friday, February 10, 2017**

### **Kingbridge Conference Centre**

12750 Jane Street, King City, ON

### **Retreat Facilitator: David Wells**

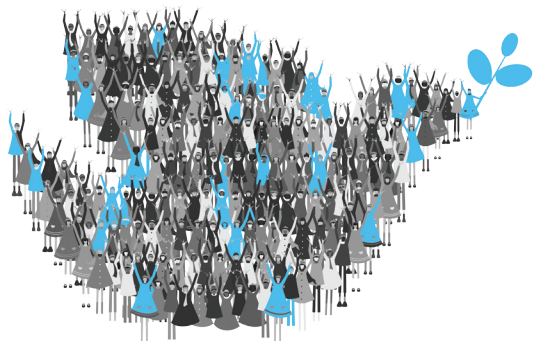


David Wells began his career as a teacher before becoming a research assistant for the Catholic Bishops' Conference of England and Wales. Since then, his work has taken him all over the world, and especially to Canada where he has appeared on national television. He presently serves as Director of Religious Education for the Diocese of Plymouth, in the south of England. Wells has spoken at more than 350 conferences worldwide, in Europe and North America, and he has been a guest lecturer in three English universities. He is a regular speaker at the Los Angeles Congress for Religious Educators and was the keynote speaker at WFMP this past October. David has a unique gift of bringing scripture and faith into our own lives through storytelling and humour. His most recent book, *The Reluctant Disciple: Daring to Believe*, is described as "A Collection of contemporary Parables written by a reluctant disciple, these delightfully observed episodes are a blessing and will live long in the mind." Dr. Anthony Towey, The Aquinas Centre, St. Mary's University, Twickenham.

The Reluctant  
**Disciple**  
*Daring to Believe*

DAVID WELLS

# Ontario Catholic Supervisory Officers' Association



*A faith-centred learning community of leaders called to serve and shape the future of Catholic Education*

**OCSOA and Catholic Partners  
Upcoming Events: 2015-16 / 2016-17**

<b>2016</b>	<b>EVENTS 2015-16</b>
June 16	OCSOA Board of Directors' Meeting, OCSOA Office - Room 216
July 7-9	CASSA Conference, <i>Heart &amp; Minds - Creating a Culture of Caring</i> , Winnipeg
Aug. 18-19	ECCODE/CODE Meetings
<b>2016</b>	<b>EVENTS 2016-17</b>
Sept. 15-16	Region 1 Meeting, The Waring House, Picton
Sept. 28-30	OCSBOA Conference and AGM, Nottawasaga Inn
Oct. 5-6	New SO Orientation, InterContinental Hotel
Oct. 27	WFMP Directors' Dinner at 4:30 p.m.
Oct. 27-29	When Faith Meets Pedagogy 2016: Opening Liturgy at 7:00 p.m.
Nov. 3-4	Executive Assistants' Conference, InterContinental Toronto Yorkville
Nov. 13-15	38th Annual Ontario Student Leadership Conference (OSLC), Niagara Falls
Nov. 23	OCSOA Board of Director's Meeting, InterContinental Toronto Yorkville
Nov. 24	Mentor Coaching Session for Supervisory Officers
Nov. 24-25	ECCODE AGM, InterContinental Toronto Yorkville
<b>2017</b>	<b>EVENTS 2016-17</b>
Jan. 25-27	CEO/CFO Conference, InterContinental Toronto Yorkville
Feb. 8-10	OCSOA Retreat, Kingbridge Centre, King City
Mar. 2-4	AASA Conference, New Orleans
April 5-7	OCSOA AGM & Conference, Hosted by Dufferin-Peel and Halton CDSBs