



## mRLC Details of Services 2017-2018

**Participation in all networks is voluntary. mRLC reserves the right to cancel and/or reorganize networks wherever there is insufficient enrollment. Lunch not included. Each network will determine how they would like to deal with lunch; for example, bring own, potluck, restaurant...**

### mRLC 2017-2018 Program At-a-Glance

If you are:	These networks are for you!		
<b>Early Years Teacher</b>	<b>1.1.2</b> – High-Impact Writing Strategies – EY/MY <b>1.2.4</b> – Gr. 3-8 Numeracy: <i>Multiplicative Thinking</i> <b>1.3.1</b> – <i>Wahkotowin</i> : The Road Towards Reconciliation	<b>1.1.3</b> – Learning to Implement the NEW ELA Curriculum <b>1.2.7</b> – Summer Institute: <i>Building Gr. 1-4 Numeracy Baseline System Assessments</i> <b>1.4.1</b> – Play-Based Learning	<b>1.2.3</b> – K-2 Numeracy: <i>Place Value</i> <b>2.1</b> – Developing Instructional Leadership
<b>French Immersion Teacher/Support Teacher</b>	<b>1.1.4</b> – K-Gr. 8 French Immersion: <i>Implementation of the New Français Curriculum</i> <b>1.2.6</b> – Quality Gr. 4-8 French Immersion Mathematics Instruction	<b>1.2.5</b> – Quality K-3 French Immersion Mathematics Instruction <b>2.1</b> – Developing Instructional Leadership	
<b>Literacy Learning Leader/Support Teacher/Coach/Consultant</b>	<b>1.1.1</b> – The Reading-Writing Connection <b>1.3.1</b> – <i>Wahkotowin</i> : The Road Towards Reconciliation	<b>1.1.2</b> – High-Impact Writing Strategies – EY/MY <b>2.1</b> – Developing Instructional Leadership	<b>1.1.3</b> – Learning to Implement the NEW ELA Curriculum
<b>Literacy Teacher/Classroom Teacher</b>	<b>1.1.2</b> – High-Impact Writing Strategies – EY/MY <b>1.3.1</b> – <i>Wahkotowin</i> : The Road Towards Reconciliation	<b>1.1.3</b> – Learning to Implement the NEW ELA Curriculum <b>2.1</b> – Developing Instructional Leadership	
<b>Middle Years Teacher</b>	<b>1.1.2</b> – High-Impact Writing Strategies – EY/MY <b>1.2.1</b> – Numeracy Action Research: <i>Implementing Substantive Numeracy Achievement</i> <b>1.3.1</b> – <i>Wahkotowin</i> : The Road Towards Reconciliation	<b>1.1.3</b> – Learning to Implement the NEW ELA Curriculum <b>1.2.4</b> – Gr. 3-8 Numeracy: <i>Multiplicative Thinking</i> <b>2.1</b> – Developing Instructional Leadership	
<b>Numeracy Learning Leader/Support Teacher/Coach/Consultant</b>	<b>1.2.1</b> – Numeracy Action Research: <i>Implementing Substantive Numeracy Achievement</i> <b>1.2.3</b> – K-Gr. 2 Numeracy: <i>Place Value</i>	<b>1.2.4</b> – Gr. 3-8 Numeracy: <i>Multiplicative Thinking</i> <b>1.3.1</b> – <i>Wahkotowin</i> : The Road Towards Reconciliation	<b>1.2.2</b> – Impacting Change, Quality Instruction and Student Learning <b>1.2.7</b> – Summer Institute: <i>Building Gr. 1-4 Numeracy Baseline System Assessments</i> <b>2.1</b> – Developing Instructional Leadership
<b>Numeracy Teacher/Classroom Teacher</b>	<b>1.2.1</b> – Change Action Research: <i>Implementing Substantive Numeracy Achievement</i> <b>1.2.4</b> – Gr. 3-8 Numeracy: <i>Multiplicative Thinking</i> <b>1.3.1</b> – <i>Wahkotowin</i> : The Road Towards Reconciliation	<b>1.2.7</b> – Summer Institute: <i>Building Gr. 1-4 Numeracy Baseline System Assessments</i> <b>2.1</b> – Developing Instructional Leadership	<b>1.2.3</b> – K-2 Numeracy: <i>Place Value</i>
<b>Resource Teacher/Special Needs Teacher</b>	<b>1.1.2</b> – High-Impact Writing Strategies – EY/MY <b>1.2.4</b> – Gr. 3-8 Numeracy: <i>Multiplicative Thinking</i> <b>2.1</b> – Developing Instructional Leadership <b>3.2</b> – From Assessment to Intervention Planning for Children with Special Learning Needs	<b>1.1.3</b> – Learning to Implement the NEW ELA Curriculum <b>1.3.1</b> – <i>Wahkotowin</i> : The Road Towards Reconciliation <b>3.1</b> – The Changing Role of the Resource Teacher	<b>1.2.3</b> – K-2 Numeracy: <i>Place Value</i>
<b>Senior Years Teacher</b>	<b>1.2.1</b> – Numeracy Action Research: <i>Implementing Substantive Numeracy Achievement</i> <b>2.1</b> – Developing Instructional Leadership	<b>1.3.1</b> – <i>Wahkotowin</i> : The Road Towards Reconciliation <b>4.2</b> – Rethinking High School Action Research Project	
<b>School Leader/Teacher Leader</b>	<b>1.3.1</b> – <i>Wahkotowin</i> : The Road Towards Reconciliation	<b>2.1</b> – Developing Instructional Leadership	
<b>School Team</b>	<b>1.1.2</b> – High-Impact Writing Strategies – EY/MY <b>1.2.3</b> – K-2 Numeracy: <i>Place Value</i> <b>1.2.7</b> – Summer Institute: <i>Building Gr. 1-4 Numeracy Baseline System Assessments</i>	<b>1.2.1</b> – Numeracy Action Research: <i>Implementing Substantive Numeracy Achievement</i> <b>1.2.4</b> – Gr. 3-8 Numeracy: <i>Multiplicative Thinking</i>	<b>1.3.1</b> – <i>Wahkotowin</i> : The Road Towards Reconciliation
<b>Superintendent</b>	<b>1.2.1</b> – Numeracy Action Research: <i>Implementing Substantive Numeracy Achievement</i> <b>2.2</b> – Leading Instruction Across a System: <i>The Superintendent's Role</i>	<b>1.3.1</b> – <i>Wahkotowin</i> : The Road Towards Reconciliation	

	Service	Description	Learning Focus	Target Audience	Days/Dates	Location	Cost
<b>1.0</b> <b>Supporting</b> <b>Quality</b> <b>Learning</b> <b>and</b> <b>Teaching</b>	<b>1.1 Ensuring Student Achievement in Literacy (ME - Literacy/Numeracy Grants can be used for all mRLC networks.)</b>						
	 <p><b>1.1.1</b>  <b>Intensive Literacy Support for Learning Leaders: The Reading-Writing Connection</b></p> <p><b>Facilitator:</b>  <i>Faye Brownlie</i></p> <p>Faye is an author, B.C. staff developer, and national and international literacy leader.</p>	<p>Supporting classroom, school-wide, and system needs are all part of what literacy leaders are required to have the capacity to facilitate.</p> <p>Faye will offer professional learning support to school teams, and will model in-class demonstrations.</p> <p>This network will have an intensive focus on supporting literacy leaders with linking the <b>reading-writing connection</b> at all of these levels:</p> <ul style="list-style-type: none"> <li>- to expand the repertoire of high-impact literacy reading and writing strategies and assessments</li> <li>- to demonstrate a co-teaching model that builds quality instruction and teacher capacity that improves student learning for all</li> <li>- to work effectively with adult learners for real change – to provide effective descriptive feedback to the teachers they work with</li> <li>- to develop communities of support</li> </ul> <p>This network will take place:</p> <ol style="list-style-type: none"> <li>1) in classrooms, with participants observing Faye and then reflecting on what they saw,</li> <li>2) in meeting places to learn together with Faye</li> </ol>	<p><b>Literacy Leaders will be able to:</b></p> <ul style="list-style-type: none"> <li>- observe a quality co-teaching instructional model that builds capacity and supports student learning for all</li> <li>- apply a co-teaching model to their practice</li> <li>- collaborate with others on an effective system/school plan</li> <li>- know a broad range of high-impact strategies and assessments</li> <li>- implement learning approaches that engage the adult learner</li> <li>- know the change process and all that it entails</li> </ul>	<p><b>Literacy support leaders working with teachers</b></p>	<p>4 days</p> <p><b>Dates:</b>            January 23            February 20 &amp; 21            April 17</p>	<p><b>Location:</b>            Portage la Prairie</p>	<p>\$650 per participant</p> <p><b>Maximum 25 participants</b></p>
 <p><b>1.1.2</b>  <b>High-Impact Writing Strategies</b></p> <p><b>Facilitator:</b>  <i>Faye Brownlie</i></p>	<p>Reading and writing are intertwined and inseparable, and need to be connected in all quality literacy classrooms.</p> <p>Last year Faye focused on reading; this year, writing, and how it relates to quality literacy instruction.</p> <p>Faye will:</p> <ul style="list-style-type: none"> <li>- support school teams in enhancing the reading-writing connections in their classrooms and across the school</li> <li>- use concrete examples of how to plan and</li> </ul>	<p><b>Participants will be able to:</b></p> <ul style="list-style-type: none"> <li>- enhance their knowledge and use of high-impact writing strategies and assessments that build capacity and support student learning for all</li> <li>- apply these strategies to their teaching practices</li> <li>- effectively plan for daily quality reading and writing instruction</li> </ul>	<p>School/divisional teams of 3-6 Early Years and Middle Years teachers and literacy coaches</p>	<p>3 days</p> <p><b>Dates:</b>            January 24 &amp; 25            April 18</p>	<p><b>Location:</b>            TBD</p>	<p>\$750 per team of 3-6 participants</p> <p>OR</p> <p>\$350 per participant</p> <p>(whichever is less)</p> <p><b>(Note:</b></p>	

	<p>Faye is an author, B.C. staff developer, and national and international literacy leader.</p>	<p>implement literacy programming that ensures that reading and writing are daily occurrences</p> <ul style="list-style-type: none"> <li>- enhance participants' repertoire of high-impact literacy strategies</li> <li>- provide assessment strategies and collection processes that inform next steps in instruction</li> </ul>	<ul style="list-style-type: none"> <li>- reflect and make adjustments to their teaching practices from the evidence collected</li> <li>- plan for and implement high-impact writing strategies in their classrooms and be prepared to discuss this with their colleagues</li> </ul>				<p><b>Maximum of 6 participants per team)</b></p> <p><b>Minimum 12 teams</b></p>
	 <p><b>1.1.3 Learning to Implement the NEW English Language Arts Curriculum</b></p> <p><b>Facilitator:</b> TBD</p>	<p>The NEW English Language Arts Curriculum engages students in particular ways of thinking, knowing, and doing, thereby providing multiple and disciplinary perspectives for making meaning. English language arts learners become flexible, reflective, and critical thinkers who are able to interact with complex ideas about themselves, the world, and society. The English language arts also encourage creativity and imagination.</p> <p><i>Specific details regarding the approach of this network, as to working with teachers in school divisions, will follow.</i></p>			<p><b>Dates:</b> 3 days TBD</p>	<p><b>Location:</b> TBD</p>	
	 <p><b>1.1.4 K-8 French Immersion - Implementation of the New Français Curriculum (French Language Arts)</b></p> <p><b>Facilitator:</b> Suzanne Dienstbier</p> <p>Suzanne (Literacy and Language Support, Sunrise School Division) has been a French Immersion classroom and support teachers</p>	<p><b>* This network will be conducted in French.</b></p> <p>The learning landscapes of the new Français curriculum, and the pictures of practice in the French Immersion classroom, will be explored and developed.</p>	<p><b>Learning foci will include:</b></p> <ul style="list-style-type: none"> <li>- clarifying what the curriculum is and isn't</li> <li>- exposing how the curriculum supports and guides teaching and learning in the French Immersion classroom</li> <li>- how curriculum is a lived and situated experience</li> <li>- illustrating roles of teachers and students</li> </ul>	<p>Teams of K-8 French Immersion classroom and support teachers</p>	<p><b>Dates:</b> 3 days TBD</p>	<p><b>Location:</b> Portage la Prairie</p>	<p>\$750 per team of 3-6 participants</p> <p>OR</p> <p>\$350 per participant</p> <p>(whichever is less)</p> <p><b>(Note: Maximum of 6 participants per team)</b></p> <p><b>Minimum 12 teams</b></p>

	for over 25 years. She has worked with Manitoba Education in developing the French Immersion ELA curriculum.						
<b>1.2 Ensuring Student Achievement in Numeracy (ME - Literacy/Numeracy Grants can be used for all mRLC networks.)</b>							
	<p><b>1.2.1 Numeracy Action Research: Implementing Substantive Numeracy Achievement</b></p> <p><b>Facilitators:</b> Laura Brake &amp; Ted Johnston</p> <p>Laura and Ted are leading Canadian achievement specialists in Mathematics Education.</p> <p><b>Cohort 1:</b> Continuation of Year 1 – Grades 6 &amp; 9 pilot schools</p> <p><b>Cohort 2:</b> Grades 6 &amp; 9 pilot schools in 5-7 new divisions to begin Year 1</p>	<p>Over the last 4 years, PEI has engaged in a provincial numeracy initiative with the aim of improving student achievement. This initiative, and the structure and processes within it, have demonstrated that, with focused energy and teacher commitment, substantial improvement can happen.</p> <p>Although no one model can be assured similar results in a different context, this action research has brought together 6 school divisions in the southeast of the province and 7 divisions in the southwest to implement an intensive numeracy improvement project focused on Grades 6 and 9. After completion of Year 1, the impact on student achievement will be measured, and recommendations for Year 2 will be implemented.</p> <p>Teachers will be given the knowledge, skills, and tools to continue to support the implementation.</p> <p>Numeracy learning leaders, through participation, will understand their role in supporting mathematics at the divisional/school level. <b>(NOTE: Divisional numeracy leaders are expected to attend.)</b></p> <p>Principals will be supported in leading the change.</p> <p>A baseline assessment must be completed in June, 2017.</p> <p>An assessment of Year 1 and its findings will be documented and communicated. mRLC will coordinate the research.</p> <p><b>It is tentatively planned that a second cohort will begin Year 1 in September, 2017, involving 5-7 new pilot divisions.</b></p>	<p><b>Teachers will be able to:</b></p> <ul style="list-style-type: none"> <li>- analyze and interpret baseline data</li> <li>- collect additional specific information if required</li> <li>- create and use class profiles</li> <li>- create and use instructional organizers</li> <li>- expand their repertoire of quality instructional and assessment strategies</li> <li>- track formative improvement</li> <li>- adjust their instruction</li> <li>- differentiate instruction</li> <li>- develop an approach for pacing the instruction of their curriculum</li> </ul> <p><b>Numeracy Leaders will be able to:</b></p> <ul style="list-style-type: none"> <li>- further develop their knowledge and skill in facilitating numeracy achievement</li> <li>- understand the change process</li> <li>- apply quality learning opportunities for adult learners</li> <li>- use research to support decision making</li> <li>- prepare tools to support evidence collection</li> <li>- effectively analyze and interpret evidence with educators</li> </ul> <p><b>Principals will be able to:</b></p> <ul style="list-style-type: none"> <li>- lead the action research in their schools</li> <li>- provide the necessary resources and supports</li> </ul>	<p>Divisional teams of 6 <b>must</b> include:</p> <p><b>2 – experienced Gr. 6 teachers</b> (1 can be an experienced Gr. 7 teacher)</p> <p><b>2 – experienced Gr. 9 teachers</b> (1 can be an experienced Gr. 8 teacher)</p> <p><b>1 Numeracy Leader</b></p> <p><b>1 Principal –</b></p> <p><i>Principals from the designated schools are required to participate in the action research project.</i></p> <p><i>Superintendents will be updated on the progress of the action research, and will be invited to attend 2 half-days of the teacher training sessions.</i></p> <p><b>There will be one network for all new divisions.</b></p>	<p><b>Both cohorts:</b></p> <p><b>Teachers and Numeracy Leaders –</b> 4 days</p> <p><b>Principals –</b> Will be expected to attend on 2 of these days</p> <p>*****</p> <p><b>Cohort 1 – SW – (Brandon U.)</b> September 29 February 9 March 2 May 4</p> <p><b>Cohort 1 – SE – (U. of M.)</b> September 28 February 8 March 1 May 3</p> <p><b>Cohort 2 – NEW – (Winnipeg)</b> September 27 February 7 February 28 May 2</p>	<p><b>Cohort 1 – continuing divisions:</b></p> <p><b>SW –</b> Brandon University</p> <p><b>SE –</b> University of Manitoba</p> <p><b>Cohort 2 – new divisions:</b> Winnipeg (specifics TBD)</p>	<p>Costs to be shared among the participating school divisions</p>

			<ul style="list-style-type: none"> <li>- identify and adjust, based on the strengths, challenges and next steps as the teachers move through the action research</li> </ul> <p><b>Divisions will receive:</b></p> <ul style="list-style-type: none"> <li>- 2 summative assessments (Gr. 6 &amp; 9)</li> <li>support and training for staff</li> <li>- bank of formative assessments (Gr. 6 &amp; 9)</li> <li>- improved mathematics achievement</li> <li>- support for planning and taking it to scale</li> </ul>				
	 <p><b>1.2.2 Numeracy Coaches – Impacting Change, Quality Instruction and Student Learning</b></p> <p><b>Facilitator:</b> <i>Carole Fullerton</i></p> <p>Carole Fullerton is an author and educational consultant in Mathematics Teaching and Learning in Vancouver, British Columbia.</p> <p>Carole brings her passion and knowledge as a teacher leader working in K-12 classrooms across B.C., Alberta, the Territories, and beyond.</p>	<p>Carole will work with K-8 numeracy coaches.</p> <p>She will conduct conversations about the role of a numeracy coach and the expectations of the role. She will guide coaches on how to focus their role on building the capacity of teachers and schools to learn the math, plan quality mathematics instruction, and to collect evidence that student learning is improving.</p> <p>Carole will impart how to use high-impact strategies, processes and resources. Although there will be no in-class demonstrations in this network, <b>this coaching network links to the primary and intermediate networks 1.2.3, 1.2.4, 1.2.5, and 1.2.6, which all include in-class demonstrations.</b></p> <p>Coaches may invite a team of teachers with whom they are collaborating to <b>one or all</b> of these networks. Coaches and teams will be supported in their work to further enhance their capacity for implementing quality math instruction.</p> <p><b>* Required texts:</b> Place Value in Primary: Developing Number Sense K-2</p> <p>Multiplicative Thinking: From Skip Counting to Algebra Grades 3-8</p>	<p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- understand their role and purpose as coach</li> <li>- target place value and multiplicative thinking, as a learning focus</li> <li>reflect on core mathematical principles that guide sound mathematical instruction</li> <li>- improve their content knowledge and understand how to support teachers learning the math</li> <li>- learn to use different mathematical models to guide concept development and to represent student thinking</li> <li>- plan to apply this new knowledge when working with a colleague or team</li> <li>- learn valuable skills for working effectively with adults</li> </ul>	<p>Numeracy coaches and leaders</p>	<p>3 days</p> <p><b>Dates:</b> October 31 January 29 April 23</p>	<p><b>Location:</b></p> <p>McKenzie United Church, 85 – 11<sup>th</sup> St. NW, Portage la Prairie</p>	<p>\$450 per participant</p> <p>(fee includes copies of the 2 required resource texts)</p> <p><b>Maximum 25 participants</b></p>

	 <p><b>1.2.3</b> <b>K-2 Numeracy: Place Value – Impacting Primary Math Instruction</b></p> <p><b>Facilitator:</b> Carole Fullerton</p> <p>Carole Fullerton is an author and educational consultant in Mathematics Teaching and Learning in Vancouver, British Columbia.</p> <p>Carole brings her passion and knowledge as a teacher leader working in K-12 classrooms across B.C., Alberta, the Territories, and beyond.</p>	<p>Carole will work with K-2 school teams and their numeracy coach/support person.</p> <p>Through demo sessions, conversations and use of quality resources, school teams will:</p> <ul style="list-style-type: none"> <li>- learn and understand the math</li> <li>- examine quality math instruction</li> <li>- learn how to differentiate instruction</li> <li>- understand the continuum of math concepts for this level</li> <li>- know how to plan for the diversity of learners in the primary classroom</li> </ul> <p>Participants will be expected to discuss, plan, read and apply what they are learning to their own classrooms/context.</p> <p><b>Required text:</b> Place Value in Primary: Developing Number Sense K-2</p> <p><b>* Orders can be placed through mRLC. Divisions will be invoiced.</b></p>	<p><b>Teams will:</b></p> <ul style="list-style-type: none"> <li>- learn and understand the math to be taught</li> <li>- learn the mathematical models used to create student understanding</li> <li>- acquire new teaching strategies</li> <li>- observe <b>in-class demonstration lessons</b></li> <li>- plan to meet the diverse needs of the learners in their classrooms</li> <li>- apply this new knowledge to their own math classes and in school professional learning</li> <li>- report back each session, reflecting on successes and challenges in applying new knowledge</li> </ul>	<p>Numeracy coaches/support and K-2 teacher teams</p> <p>Coaches may want to bring a K-2 team with whom they are working to this network.</p>	<p>3 days</p> <p><b>Dates:</b> October 30 January 30 April 24</p>	<p><b>Location:</b></p> <p>McKenzie United Church, 85 – 11<sup>th</sup> St. NW, Portage la Prairie</p>	<p>\$750 per team of 3-6 participants</p> <p>OR</p> <p>\$350 per participant</p> <p>(whichever is less)</p> <p><b>(Note: Maximum of 6 participants per team)</b></p> <p><b>Minimum 12 teams</b></p>
	 <p><b>1.2.4</b> <b>Gr. 3-8 Numeracy: Multiplicative Thinking from Skip Counting to Algebra</b></p> <p><b>Facilitator:</b> Carole Fullerton</p> <p>Carole Fullerton is an author and educational consultant in Mathematics Teaching and Learning in</p>	<p>Carole will work with school teams of Gr. 3-8 classroom teachers and their numeracy coaches.</p> <p>Through demo sessions, conversations and use of quality resources, school teams will:</p> <ul style="list-style-type: none"> <li>- learn and understand the math</li> <li>- examine quality math instruction</li> <li>- learn how to differentiate instruction</li> <li>- understand the continuum of math concepts for this level</li> <li>- know how to plan for the diversity of learners in the primary classroom</li> </ul> <p>Participants will be expected to discuss, plan, read and apply what they are learning to their own classrooms/context.</p>	<p><b>Teams will:</b></p> <ul style="list-style-type: none"> <li>- learn and understand the math to be taught</li> <li>- learn the mathematical models used to create student understanding</li> <li>- acquire new teaching strategies</li> <li>- observe <b>in-class demonstration lessons</b></li> <li>- plan to meet the diverse needs of the learners in their classrooms</li> <li>- apply this new knowledge to their own math classes and in school professional learning</li> <li>- report back each session,</li> </ul>	<p>Numeracy coaches/support and Gr. 3-8 teacher teams</p> <p>Coaches may want to bring a Gr. 3-8 team with whom they are working to this network.</p>	<p>3 days</p> <p><b>Dates:</b> November 1 January 31 April 25</p>	<p><b>Location:</b></p> <p>McKenzie United Church, 85 – 11<sup>th</sup> St. NW, Portage la Prairie</p>	<p>\$750 per team of 3-6 participants</p> <p>OR</p> <p>\$350 per participant</p> <p>(whichever is less)</p> <p><b>(Note: Maximum of 6 participants per team)</b></p> <p><b>Minimum 12 teams</b></p>

	<p>Vancouver, British Columbia.</p> <p>Carole brings her passion and knowledge as a teacher leader working in K-12 classrooms across B.C., Alberta, the Territories, and beyond.</p>	<p><b>Required text:</b> Multiplicative Thinking: From Skip Counting to Algebra Grades 3-8</p> <p><b>* Orders can be placed through mRLC. Divisions will be invoiced.</b></p>	<p>reflecting on successes and challenges in applying new knowledge</p>				
<p></p> <p><b>1.2.5 Quality K-3 French Immersion Math Instruction</b></p> <p><b>Facilitator:</b> Carole Fullerton</p> <p>Carole Fullerton is an author and educational consultant in Mathematics Teaching and Learning in Vancouver, British Columbia.</p> <p>Carole brings her passion and knowledge as a teacher leader working in K-12 classrooms across B.C., Alberta, the Territories, and beyond.</p>	<p><b>* This network will be conducted in French.</b></p> <p>Carole will work with teams of K-3 French Immersion classroom and support teachers. She will conduct conversations about the challenges of developing mathematical reasoning and conceptual understanding in French-as-a-second language learners, and will offer concrete strategies and processes to enhance teaching and learning les mathématiques at the primary level through open tasks, games, and meaningful practice.</p> <p><b>In-class demonstrations</b> will illustrate all of the above.</p> <p><b>Participants will be responsible for purchasing the required resource text. Specifics will be provided upon registration.</b></p>	<p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- learn strategies for developing mathematical language and conceptual understanding in French immersion classrooms</li> <li>- deepen mathematical content knowledge and learn instructional methods to engage student thinking and improve student learning</li> <li>- plan to apply this new knowledge when working with a colleague or team</li> </ul>	<p>School teams of K-3 French immersion classroom/support teachers</p>	<p>3 days</p> <p><b>Dates:</b> November 2 February 1 April 26</p>	<p><b>Location:</b> McKenzie United Church, 85 – 11<sup>th</sup> St. NW, Portage la Prairie</p>	<p>\$750 per team of 3-6 participants</p> <p>OR</p> <p>\$350 per participant</p> <p>(whichever is less)</p> <p><b>(Note: Maximum of 6 participants per team)</b></p> <p><b>Minimum 12 teams</b></p>	
<p></p> <p><b>1.2.6 Quality Gr. 4-8 French Immersion Mathematics</b></p>	<p><b>* This network will be conducted in French.</b></p> <p>Carole will work with teams of Gr. 4-8 French Immersion classroom and support teachers. She will conduct conversations about the challenges of developing mathematical reasoning and conceptual understanding in French-as-a-second language learners, and will offer concrete</p>	<p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- learn strategies for developing mathematical language and conceptual understanding in French immersion classrooms</li> <li>- deepen mathematical content knowledge and learn instructional methods</li> </ul>	<p>School teams of Gr. 4-8 French immersion classroom/support teachers</p>	<p>3 days</p> <p><b>Dates:</b> November 3 February 2 April 27</p>	<p><b>Location:</b> McKenzie United Church, 85 – 11<sup>th</sup> St. NW, Portage la Prairie</p>	<p>\$750 per team of 3-6 participants</p> <p>OR</p> <p>\$350 per participant</p> <p>(whichever is</p>	

	<p><b>Instruction</b></p> <p><b>Facilitator:</b> Carole Fullerton</p> <p>Carole Fullerton is an author and educational consultant in Mathematics Teaching and Learning in Vancouver, British Columbia.</p> <p>Carole brings her passion and knowledge as a teacher leader working in K-12 classrooms across B.C., Alberta, the Territories, and beyond.</p>	<p>strategies and processes to enhance teaching and learning les mathématiques at the primary level through open tasks, games, and meaningful practice.</p> <p><b>In-class demonstrations</b> will illustrate all of the above.</p> <p><b>Participants will be responsible for purchasing the required resource text. Specifics will be provided upon registration.</b></p>	<p>to engage student thinking and improve student learning</p> <p>- plan to apply this new knowledge when working with a colleague or team</p>				<p>less)</p> <p><b>(Note: Maximum of 6 participants per team)</b></p> <p><b>Minimum 12 teams</b></p>
	 <p><b>1.2.7 Summer Institute: Building Credible Numeracy Baseline System Assessments Gr. 1-4</b></p> <p><b>Facilitators:</b> Meagan Mutchmor &amp; Lori Emilson</p> <p>Meagan is a K-6 Math Consultant with Winnipeg School Division, and Lori is a math support teacher in Lakeshore School Division.</p>	<p>Finding quality, effective system numeracy assessments has been an ongoing challenge in rural Manitoba. This summer institute will teach participants how to facilitate others to create assessment tools that are reliable, valid and user friendly, while developing instruments ready for use.</p> <p>The focus will be on Grades 1-4 this year.</p> <p>The result will be a bank of quality assessment baseline tools, developed for your use, along with a greater understanding of what really matters in mathematics assessments, and why.</p>	<p><b>Numeracy support teachers and classroom teachers will:</b></p> <ul style="list-style-type: none"> <li>- understand and create accurate specification charts</li> <li>- create banks of questions, as they relate to the curricular outcomes</li> <li>- learn how to develop questions that have fidelity</li> <li>- develop questions that assist teachers in determining the type of error students are making</li> <li>- develop tools that are easy to use and mark, both within and across classrooms/schools/divisions</li> </ul>	<p>Divisions are encouraged to send a team consisting of:</p> <p><b>Teachers at the Gr. 1-4 level and numeracy leaders</b> (teacher participation is critical to quality question development)</p>	<p>3-day Summer Institute</p> <p><b>Dates:</b> August 28-30</p>	<p><b>Location:</b> TBD</p>	<p>\$300 per participant</p> <p><b>Minimum 15 participants</b></p>
		<p>The Numeracy Action Research was designed to determine if the processes and strategies of the 2-year pilot would have a</p>	<p><b>The learning focus will include:</b></p>	<p>Each school division participating in the Numeracy Action</p>	<p>2-day Summer Institute:</p>	<p><b>Location:</b> TBD</p>	<p><b>Cost:</b> To be shared</p>

<p><b>1.2.8</b> <b>Summer Institute: Intensive Training for Numeracy Leaders – Facilitating the Numeracy Action Research Approach Within a School</b></p> <p><b>Facilitator:</b> <i>Laura Brake</i></p>	<p>positive impact on student achievement in Mathematics at the Grades 6 and 9 levels.</p> <p>Preliminary results suggest that this may be true and, therefore, to ensure this work can be brought to scale, school divisions will need a numeracy leader who can effectively plan and facilitate this work at a divisional or even regional level.</p> <p>The approach with these leaders will be multi-pronged:</p> <ul style="list-style-type: none"> <li>- Laura will work with leaders at the summer institute.</li> <li>- Leaders will have opportunities to co-facilitate the 2 cohort groups in the 2017-2018 school year.</li> <li>- Based on the articulated needs of the learning leaders, additional professional learning will be provided by the mRLC.</li> </ul>	<ul style="list-style-type: none"> <li>- structure of the mRLC Math Action Research Project</li> <li>- facilitation and presentation skills specific to the math project sessions</li> <li>- supporting the balance of conceptual understanding and procedural fluency</li> <li>- Target, Proximity to Target and Next Steps, at the classroom level</li> <li>- assessment tools vs. assessment response</li> <li>- the “when” and “where” effective use of selected response, constructed response, and extended response items in math</li> </ul>	<p>Research may register <b>one participant</b> for this summer institute.</p>	<p>August 21 &amp; 22</p>		<p>by all pilot school divisions</p> <p>More specific information will follow.</p>
<p><b>1.3 Indigenous Education</b></p>						
<p><b>1.3.1</b> <b>Wahkotowin: The Road Towards Reconciliation</b></p> <p><b>Facilitator:</b> <i>Niigaanwewidam James Sinclair</i></p> <p>Niigaanwewidam James Sinclair is an assistant professor and acting department head at the U. of M. He is also a commentator on indigenous issues on CBC, CTV, and APTN.</p>	<p><i>Wahkotowin</i> is a Nehiyawewin (Cree) term that refers to the process of becoming relatives. It is through education and understanding that we begin to understand one another as relatives, and proceed on roads towards reconciliation. <b>As educators, we hold the unique opportunity to facilitate the renegotiation of relationships between all cultural groups and empower students to join the process of reconciliation in Canada.</b></p> <p>Over a three-day period, educators will be led through the process of visioning how reconciliation might look in the classroom, and will come away from the gathering with an action plan on how to implement Indigenous education in their classrooms:</p> <ul style="list-style-type: none"> <li>- understanding how educational structures were historically used to oppress and assimilate Aboriginal peoples into Euro-Canadian cultural, economic and spiritual institutions</li> <li>- learning how historical trauma resulting from educational oppression has impacted many Aboriginal peoples currently attending the contemporary public education system</li> <li>- exploring the historical changes in the education jurisdiction for First Nations peoples through a study of legislation</li> </ul>	<p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- develop awareness about how traditional education practices were utilized by indigenous communities prior to colonization</li> <li>- explore the historical experiences and contemporary realities of Indigenous Education in Canada. Specific topics of study include Indigenous teaching and learning methodologies and pedagogies, treaty education and treaty relationships, a political overview of the history of Indigenous Education in Canada, Residential Schools, teaching for inclusion, and teaching for reconciliation.</li> </ul>	<p>Teams of 3-6 EY, MY, and SY teachers and support teachers</p>	<p>3 days</p> <p><b>Dates:</b> October 2 &amp; 3 December 1</p>	<p><b>Locations:</b></p> <p><b>Oct. 2 &amp; 3 –</b> McKenzie United Church, 85 – 11<sup>th</sup> St. NW, Portage la Prairie</p> <p><b>Dec. 1 –</b> Portage la Prairie (TBD)</p>	<p>\$750 per team of 3-6 participants</p> <p>OR</p> <p>\$350 per participant</p> <p>(whichever is less)</p> <p><b>(Note: Maximum of 6 participants per team)</b></p> <p><b>Minimum 8 teams</b></p>

		<ul style="list-style-type: none"> <li>- specific to First Nations education</li> <li>- understanding how to incorporate indigenous teaching methodologies in the classroom through experiential learning experiences</li> <li>- understanding how to incorporate indigenous contributions into provincial curricula and daily lesson planning</li> <li>- exploring current issues related to Indigenous education</li> <li>- identifying strategies on teaching for reconciliation</li> </ul>					
<b>1.4 Other Disciplines</b>							
	<b>1.4.1 Play-Based Learning</b>  <b>Facilitator:</b> TBD	<p>The Kindergarten teacher has a unique opportunity to foster children’s health in all develop-mental domains through the creation of a rich play-based curriculum.</p> <p>Play-based learning is intentional, developmentally appropriate and respects all children as capable, motivated and confident learners.</p> <p><i>Required text: <u>A Time for Learning, A Time for Joy</u></i></p>	<p>Learning foci will include:</p> <ul style="list-style-type: none"> <li>- the role of play in children’s cognitive development</li> <li>- how play meets learning objectives and goals</li> <li>- building a curriculum based on children’s play</li> <li>- setting up the environment to stimulate play</li> <li>- documentation of play experiences</li> <li>- the teacher’s role in play</li> <li>- time for discussion and reflection on play experiences</li> <li>- teaching strategies in a play-based curriculum</li> <li>- using observation as a primary assessment tool</li> </ul>	Kindergarten and K/1 and K/2 classroom teachers; coaches	3 days  <b>Dates:</b> TBD	<b>Location:</b>  Portage la Prairie	\$350 per participant  <b>Minimum 12 participants</b>
	<b>Service</b>	<b>Description</b>	<b>Learning Focus</b>	<b>Target Audience</b>	<b>Days/Dates</b>	<b>Locations</b>	<b>Cost</b>
	  <b>2.1 Year 2: Developing Instructional Leadership – Context, Catalysts &amp; Conversations:</b>	<p>This network is specially designed to be a continuation for participants from the 2015-16 and 2016-17 Year 1 networks.</p> <p><i>Participants who have NOT attended the Year 1 network, but who would like to attend, will need the permission of the facilitator in order to register. Selection criteria will be based on background and experience.</i></p>	<p>Participants in this network will build on their experience, strengthen their understanding of the change process and change theory, and share strategies for working with those who resist change and for managing conflict.</p> <p><b>Participants will:</b></p>	<b>Ideal participants</b> in this network will be teacher leaders, consultants and early service school leaders who have participated in one of the three previous networks, and have assumed or been delegated responsibility for a change initiative. If	3 days  <b>Dates:</b> November 17 January 26 April 13	<b>Location:</b>  Brandon (or possibly Portage la Prairie, according to enrollment)	\$350 per participant  <b>Minimum 15 participants</b>

<h2 style="margin: 0;">2.0 Instructional Leadership</h2>	<p><b>Embracing Change and Conflict</b></p> <p><b>Facilitator:</b> <i>Dr. Cathryn Smith</i> (Brandon University)</p>	<p>The <b>purpose</b> of this network is to continue and extend conversations with participants in previous networks: teacher leaders and novice or early service school leaders from mRLC member school divisions who want to continue to enhance and develop their ability to initiate, facilitate and navigate change in educational contexts.</p> <p>This network community will be strength-based, practical, inquiry-based, dialogic, collaborative, collegial, facilitated, sustained and strategic.</p> <p>The <b>intention</b> is to carefully plan strategies and processes which will help facilitate critical conversations.</p>	<ul style="list-style-type: none"> <li>- have input into the agendas, topics and processes</li> <li>- reflect on their practice, alone and with others</li> <li>- learn from and with others</li> <li>- further develop their leadership knowledge and skills</li> <li>- experience learning processes that facilitate critical reflection and support change</li> <li>- co-construct a community to provide support, challenge, vision and opportunity</li> <li>- learn effective strategies for handling conflict and engaging in critical conversations</li> <li>- experience appreciative inquiry and action research</li> </ul>	<p>you are a committed and optimistic risk-taker who wants to strengthen your leadership skills to respond to challenge, conflict and resistance, then this network for you.</p>			
	<div style="text-align: center;">  </div> <p><b>2.2 Leading Instruction Across a System: The Superintendent's Role</b></p> <p><b>Facilitator:</b> <i>Chris van de Mark</i> (Superintendent – Smithers, B.C., and President of the B.C. Superintendents' Association)</p>	<p>Chris van de Mark is a rural superintendent who walks the talk.</p> <p>He understands the demand and complexity of leading an instructional focus across a district. His experience with engaging Indigenous communities and other cultures is integral to the way his district works.</p> <p>Chris will bring clarity to the question “What is the job?” He will share his vision, his role as instructional leader, and how plans are linked to the needs of the students they serve.</p>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>- relate to the complexity of the role</li> <li>- reflect on core principles that guide instructional leadership across a system</li> <li>- learn how to integrate this vision at every level of the system</li> <li>- engage in the depth, breadth and challenges of leading the instructional agenda</li> <li>- revisit the role of supervisor of principals and teachers</li> <li>- create a personalized action plan for their context</li> </ul>	<p>Superintendents and senior leadership teams</p>	<p>3 days</p> <p>September 15 November 24 April 20</p>	<p><b>Location:</b></p> <p>TBD, according to enrollment</p>	<p>\$750 per team of up to 3 participants</p> <p style="text-align: center;">OR</p> <p>\$350 per participant</p> <p>(whichever is less)</p> <p><b>(Note: Maximum of 3 participants per team)</b></p> <p><b>Minimum 8 teams</b></p>

	Service	Description	Learning Focus	Target Audience	Days/Dates	Locations	Cost
<b>3.0 Resource Networks</b>	 <b>3.1 Response to Intervention: The Changing Role of the Resource Teacher</b>  Facilitator: TBD	<p>The Response to Intervention and the new provincial funding models significantly change the role of the resource teacher.</p> <p>This network will support resource teachers with strategic and effective ways of how to work side by side with colleagues. How to build capacity within a classroom and across a division to support all learners and improve achievement for all will be a primary focus.</p> <p><i>Resource Certificate – 15 hours per year for eligible candidates</i></p>	<p>Resource/support teachers will:</p> <ul style="list-style-type: none"> <li>- re-examine the resource model, looking at classroom co-teaching models that address all three tiers</li> <li>- address system approaches the support learners</li> <li>- examine how to strengthen tier 1 supports</li> <li>- address proactive behaviour models as part of this delivery</li> </ul>	Resource teachers and teachers responsible for programming and reporting for students with special needs	3 days  <b>Dates:</b> TBD	<b>Location:</b>  TBD	\$350 per participant  <b>Minimum 12 participants</b>
	 <b>3.2 From Assessment to Intervention Planning for Children with Special Needs</b>  Facilitator: TBD	<p>This network is “hands on,” involving <b>actual children</b> with an identified learning concern.</p> <p>This network will explore the cognitive/social issues pertinent to the cases as they are unveiled, along with discussion of intervention approaches in relation to relevant psycho-educational research.</p> <p><i>Resource Certificate – 15 hours per year for eligible candidates</i></p>	<ul style="list-style-type: none"> <li>- demonstration of assessment tools and observation techniques</li> <li>- Emphasis will be placed on discussing intervention strategies that may impact children’s learning, based on assessment results.</li> </ul>	Resource and learning support teachers; classroom teachers with an interest in assessment; school psychologists	3 days  <b>Dates:</b> TBD	<b>Location:</b>  TBD	\$350 per participant  <b>Minimum 12 participants</b>
	Service	Description	Learning Focus	Target Audience	Days/Dates	Locations	Cost
<b>4.1 School Self-Review: Year 3</b>  <b>NOTE: All participants have been selected for 2017-2018.</b>	<p>An effective school self-review process supports school leaders in a process of monitoring student progress and achievement and assessing the effectiveness of teaching and learning. Its purpose is also to achieve a <b>step up</b> in the performance of the education system for priority learners.</p> <p>SSR is also a process by which schools are provided with in-depth support for the implementation of at least one component of their school plan.</p>	<p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- broaden their understanding of what constitutes effective school self-review</li> <li>- implement a 2-3 year-long school review process in either literacy or numeracy</li> <li>- have clarity on the learning targets that support this process</li> <li>- engage in a staff self-</li> </ul>	9 schools – teachers and principals  2 school divisions – teachers/principals/senior administration	Year-long investigation	<b>Please contact Eileen Sutherland</b>	Cost to be shared by mRLC and the participating school divisions  mRLC will cover the cost of critical friends and facilitation	

<b>4.0 Research &amp; Development</b>		<p>This project will continue to support 9 pilot schools, and will begin to support 2 additional school divisions in a school self-review process in literacy or numeracy, and share their learning experiences with other educational partners.</p> <p>Ongoing direct support will be provided to schools via an external critical friend..</p> <p>Opportunities will be provided to connect with other participating schools.</p>	<p>reflection process that explores</p> <ul style="list-style-type: none"> <li>the conditions that need to exist to make self-review possible</li> <li>the tools that are required to support this work</li> <li>the strengths and hurdles to implementation</li> </ul> <p>- provide recommendations and support to schools within their school division and for other schools in rural Manitoba.</p>				<p>expenses.</p> <p>Participating divisions will cover sub costs, mileage for participants (if applicable), and mileage for critical friends.</p>
	<b>4.2 Rethinking High School Action Research Project</b>  <i>Facilitator:</i> TBD	<b>SPECIFIC INFORMATION TO FOLLOW</b>					
	<b>Service</b>	<b>Description</b>	<b>Learning Focus</b>	<b>Target Audience</b>	<b>Days/Dates</b>	<b>Locations</b>	<b>Cost</b>
<b>5.0 Services Within Divisions</b>	<b>5.1 Brokering Services</b>	mRLC is happy to support divisions in finding facilitators, or making connections, to support projects within and across divisions, wherever possible.	<b>TBD by division</b>	<b>TBD by division</b>	TBD	TBD	TBD
	<b>5.2 Grassroots Networking</b>	Schools or school divisions interested in joining forces with others engaged in similar initiatives may contact the mRLC, and every effort will be made to create connections and provide support if necessary	<b>TBD by schools/division</b>	<b>TBD by schools/division</b>	TBD	TBD	TBD