MEMORANDUM TO: Directors of Education
Supervisory Officers and Secretary-Treasurers of School Authorities
Director of the Provincial Schools Branch

FROM: Ann Perron
Chief Executive Officer, Interim
The Literacy and Numeracy Secretariat

DATE: March 17, 2008

SUBJECT: Teaching-Learning Networks

Let me begin by thanking all of you for your continued leadership and dedication to the students of Ontario. On behalf of the Secretariat, I wish you and the students you serve, continued success in the final term of the 2007 - 2008 academic year. We are looking forward to a period of consolidation where we will work with boards to build on the practices that are having a significant impact on learning outcomes for students. In particular our partners in education have told us that you would appreciate regionally-based support to serve the needs of your school communities.

In this spirit we are pleased to offer you a model for support that has been successful in many schools. Our proposal is to offer a field-tested networking model for OFIP 3 schools. This process will provide tangible support to staff as they move through the cycle of school improvement planning outlined in the School Effectiveness Framework, as well as other local planning models.

A powerful outcome of this work has been that teachers are sharing, learning and connecting with other teachers both within and across families of schools. This approach supports a professional learning model with a focus on evidence of student learning along with next steps. The process builds teacher efficacy, confidence, and enthusiasm and ultimately results in improved student achievement.

The Teaching-Learning Network is a process that:

- starts by identifying students’ greatest areas of need based on data
- links identified areas of greatest need to specific curriculum expectations
- uses an embedded professional learning approach
- employs actions attached to evidence of student improvement
Student Achievement Officers and school staff who have used the Teaching-Learning Networks have found that they are able to make significant improvements in student achievement. The Secretariat is prepared to offer two on site sessions to school teams who are interested in learning about this approach and adapting it to their local needs.

The following members should be part of the school team wherever possible: the principal, a primary and junior teacher and the literacy lead. In addition, the superintendent of the school, the school effectiveness lead and program staff should be prepared to support schools between the LNS sessions.

If you are interested in learning more about this process, please contact Patricia Manson at patricia.manson@ontario.ca to discuss how we may accommodate local needs and scheduling requirements.

This April we will disseminate LNS resources to school boards and partners to ensure that educators have access to monographs, webcasts and other material on a timely basis. These widely acclaimed resources will complement the work already going on in school boards and professional learning communities while focusing on high-yield strategies that we know have made a significant difference to student learning.

Please extend our sincere appreciation to all staff as we continue to work on behalf of Ontario students.

Sincerely,

Ann Perron
Chief Executive Officer, Interim
The Literacy and Numeracy Secretariat

cc: EDU Deputy Minister
    EDU Assistant Deputy Ministers
    Regional Managers
    Frank Kelly, CODE
    OPC Executive Director
    CPCO Executive Director
    OTF Secretary General
    ETFO General Secretary
    OECTA General Secretary
    OSSTF General Secretary
    ADFO Director General
    AEFO Director General
    OCSOA, Executive Director
    OPSOA, Executive Director
    AGÉFO, President