

Attachment 2 - Mandatory PA Day Topics for 2024-25 with Detailed Descriptions

Literacy

- Professional activities regarding literacy shall include:
 - Professional learning focused on implementation of the revised 2023 Language/Français, Grades 1-8 curriculum and the 2023 de-streamed Grade 9 English/Français courses, and on principles and requirements related to early reading screening as described in PPM 168: Reading Instruction and Early Reading Screening.

Mathematics

- Professional activities regarding mathematics shall include:
 - Supporting student achievement in K-12 Mathematics with a focus on ensuring fidelity of curriculum implementation, strengthening mathematics content knowledge for teaching, knowing the mathematics learner, and identifying and collecting key performance indicators to measure improvement in student math performance.
 - Focusing on intentional use of high-impact instructional practices to support students in the elementary mathematics curriculum and de-streamed Grade 9 mathematics course.
 - Implementing Universal Design for Learning and Differentiated Instruction/Assessment when planning lessons and assessing learning, to address the strengths, needs and interests of students in the classroom and maximize inclusion, engagement and success.
 - Professional learning that is aligned with your board's individual Math Achievement Action Plan.

Curriculum implementation with an emphasis on literacy and STEM

- Professional activities regarding curriculum implementation shall include new and recently revised curriculum relevant to the staff attending:
 - The new de-streamed Grade 9 Geography course
 - Grades 9-10 Business Studies curriculum
 - Grades 9-10 Technological Education curriculum
 - Mental health literacy updates to the Grade 10 Career Studies course
 - Ongoing implementation of recently revised curriculum, including those issued for the 2023-24 school year
 - Supporting ongoing implementation of de-streamed Grade 9 courses
 - Making connections to skilled trades, transferable skills and apprenticeship

Guidance and career education

- Connection between guidance counsellors and local employers/labour market with a focus on high-demand economic sectors

Mental health, cell phones and vaping, bullying and school safety

- All educators **must** receive professional learning on supporting children and students with prevalent medical conditions (anaphylaxis, asthma, diabetes, and/or epilepsy) in schools as per [PPM 161](#) related to Prevalent Medical Conditions, in addition to one or more of the following:
 - Student safety and violent incident prevention: Supporting positive school climate, bullying prevention/intervention, progressive discipline, violent incident reporting, and legislative/policy requirements for safe schools.
 - Addressing Impacts of cellphones and vaping on Student Learning: Professional learning that supports educators in understanding the academic and health impacts of substance use like vaping and excessive cellphone use for students with an emphasis on enforcement requirements and effective classroom management strategies intended to remove classroom distractions and improve student achievement. Additionally, learning will highlight resources, tools, and strategies to support prevention approaches and healthy decision making for all students.
 - Address issues connected to technology use and student safety: Cyber safety and online privacy awareness training including professional learning on potential risks from student use of online platforms and new technologies (e.g., Artificial Intelligence).
 - Mental health learning: Student mental health and well-being with a focus on the mandatory mental health literacy learning and implementation of [PPM 169: Student Mental Health in Ontario](#).
 - Educator mental health & resilience: Engaging in professional activities that promote educator self-care to support effective practice in the classrooms. Educators are at the core of student achievement, child, family, and community well-being. Opportunities to enhance well-being, reflect on practice, and engage with others on best practices. School boards should consider including early childhood educators, Educational Assistants, English as a Second-Language teachers, and other educators as appropriate, in this professional learning opportunity.