# WEBEXPERIENCE Recorded Sessions

Ontario English Catholic Teachers Association

| Session Title | For teachers | Kindergarten | Primary | Junior | Intermediate | Senior | French | The Arts | Mathematics | New Math | Technology | Civics | History | Geography & Politics | Law | Language Arts / English | Media Studies | World Issues | Social Sciences | Faith Development | FNMI | Equity Studies | ELL / ESL | Special Education | Inquiry | Assessment, Evaluation and Reporting | EQAO | Mental Health & Wellbeing | Remote Learning | Developed during the initial school closure in response to distance learning |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Supporting Caring Connections: Creating a sense of well-being and belonging in a virtual classroom | | x | x | x | x | x | | | | | | | | | | | | | | | | | | | | | | x | | x |
| Distance Learning and Communicating with Parents | x | x | x | x | x | x | | | | | x | | | | | | | | | | | | | | | | | | | x |
| Google 123 | | x | x | x | x | x | | | | | x | | | | | | | | | | | | | | | | | | | x |
| Brightspace 123 – Tea and a Tour with the Editor | | x | x | x | x | x | | | | | x | | | | | | | | | | | | | | | | | | | x |
| Going the Distance – Junior Math | | | | x | | | | | x | | x | | | | | | | | | | | | | | | | | | | x |
| Crossing the Distance to support students with special education needs | | x | x | x | x | | | | | | | | | | | | | | | | | | | x | | | | | | x |
| Learning at Home – Assessing from Afar: Assessment, Evaluation and Reporting During Distance Learning | | | | | x | x | | | | | | | | | | | | | | | | | | | | x | | | | x |
| Distance Learning K-3 | | x | x | | | | | | | | | | | | | | | | | | | | | | | | | | | x |
| Kindergarten Connections | | x | | | | | | | | | | | | | | | | | | | | | | | | | | | | x |
| Where's the Fun in Primary Math? | | x | x | | | | | | x | | | | | | | | | | | | | | | | | | | | | x |
| Restore, Reignite, Reclaim | x | x | x | x | x | x | | | | | | | | | | | | | | | | | | | | | | x | | x |
| Teaching Junior Grades at a Distance | | | | x | | | | | | | x | | | | | | | | | | | | | | | | | | | x |
| Brightspace 123 – Building Activities Using Brightspace | | x | x | x | x | x | | | | | x | | | | | | | | | | | | | | | | | | | x |
| Google Classroom as Your Digital Learning Space | | x | x | x | x | x | | | | | x | | | | | | | | | | | | | | | | | | | x |
| Engaging English Language Learners in a Distance Learning Model | | x | x | x | x | x | | | | | x | | | | | | | | | | | | x | | | | | | | |

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| Blended Learning K-3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Engaging English Language Learners in a Blended Learning Model | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Drama Through Reading & Reading Through Drama | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Growing with the Flow | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Purposeful Planning for New to K educators | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Monologues & Dialogues: A Dramatic Arts Toolbox for Junior Intermediate Teachers | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Creating Personality Portraits | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Baby steps to Bilingualism | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| New Math Up Front | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| What's New in the New Math | | x | x | | | | | | | | | | | | | | | | | | | | | | | | | x | | |
| Virtual Classroom Management in FSL | | x | x | x | x | x | | | | | | | | | | | | | | | | | | | | | | x | | |
| Geography of Elections | | | x | x | | | | x | | | | | | | | | | | | | | | | | | | | x | | |
| Géographie des élections | | | x | x | | | x | x | | | | | | | | | | | | | | | | | | | | | | |
| Civic Action: Then and Now | | | x | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Action citoyenne, d'hier à aujourdhui | | x | | | | | x | | | | | | | | | | | | | | | | | | | | | | | |
| Does Voting Matter? | | x | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Voter est-il important? | | x | | | | | x | | | | | | | | | | | | | | | | | | | | | | | |
| Elections by the Numbers | | | | x | x | | | x | | | | | | | | | | | | | | | | | | | | | | |
| Élections en chiffres | | | | x | x | | x | x | | | | | | | | | | | | | | | | | | | | | | |

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| Digital Skills for Democracy | | | x | x | x | | | x | | | | | | | | | | | | | | | | | | | | | x | |
| Démocratie et compétences numériques | | | x | x | x | | x | x | | | | | | | | | | | | | | | | | | | | | | |
| Mapping Electoral Districts | | | x | x | x | | x | | | | | | | | | | | | | | | | | | | | | | | |
| Cartographie des circonscriptions électorales | | | x | x | x | | x | | | | | | | | | | | | | | | | | | | | | | | |
| Voting Rights Through Time | | | x | x | x | | | | x | | | | | | | | | | | | | | | | | | | | | |
| Le droit de vote au fil du temps | | | x | x | x | | x | | x | | | | | | | | | | | | | | | | | | | | | |
| Building Personal Resiliency | | | x | x | x | | | | x | | | | | | | | | | | | | | | | | | | | | |
| Communicating with Parents | | | | | x | x | x | | | | x | | | | | | | | | | | | | | | | | | x | |
| Outdoor Learning K – 2 | | | | | x | x | | | | | | x | | x | | | | | | | | | | | | | | | | |
| Technology 101 – Digital Tools | | | | | x | x | x | | | | | x | x | x | x | | | | | | x | x | | | | | | | | |
| An Introduction to Indigenous Worldview & History | | | | | x | x | x | | | | | | | x | | x | | | | | | | x | | | | | | | |
| Understanding Indigenous Histories, A History Not Taught | | | | | x | x | | | x | | | x | | x | | x | x | | | | | | | | | | | | | |
| Understanding Indigenous Histories, Digging Deeper | | | | | x | x | x | | | | | x | | x | | x | x | x | | | | | | | | | | | | |
| Gwaayaksichikweyan – Making Things Right | | | | | x | x | | | | | | x | | x | | | | x | | | | | | | | | | | | |
| Interview Skills | | | | | x | x | | | | | | x | x | x | x | x | x | | x | | x | | | | | | | | | |
| Let's Code | x | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Being Present in their Learning | x | x | x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | |
| One Shape, Two Shape, Red Shape, Blue Shapes | | x | x | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hip to be Square | | x | x | x | x | x | | | | | x | | | | | | | | | | | | | | | | | | | |

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| We're not just playing games, We're Learning! | | x | x | x | x | | | | | | | | | | | | | | | | x | | | | | | | | | |
| Inquiry in the Applied Math Classroom | | x | x | x | x | x | | | | | | | | | | | | | | | x | | | | | | | | | |
| Engaging and Innovative Math Instruction/Technology Tools | | x | x | x | x | x | | | | | | | | | | | | | | | x | | | | | | | | | |
| Early Number Sense | | x | x | x | x | x | | | | | | | | | | | | | | | x | | | | | | | | | |
| Jumping into a 21st Century Math Class: Tools, Strategies and More | | x | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| The First Fifteen Minutes of Math Class | | | x | | | | | | x | | x | | | | | | | | | | | | | | | | | | | |
| Let's Measure Up in the Primary Grades | | | | x | x | | | | x | | | | | | | | | | | | | | | | | | | | | |
| Math is Everywhere | | x | x | | | | | | x | | | | | | | | | | | | | | | | | | | | | |
| Lets do some Real Math | | | | x | | | | | x | | | | | | | | | | | | | | | | | | | | | |
| Spirraling in Mathematics | | | | x | | | | | x | | | | | | | | | | | | | | | | | | | | | |
| Building Thinking Classrooms | | | | | x | x | | | x | | | | | | | | | | | | | | | | | | | | | |
| From Pattering to Algebraic Thinking | | | | x | | | | | x | | x | | | | | | | | | | | | | | | | | | | |
| Fraction Development | x | x | | | | | | | x | | | | | | | | | | | | | | | | | | | | | |
| Bringing Wonder into the Math Class Through Inquiry Based Learning | | | | | x | x | | | x | | x | | | | | | | | | | | | | | | | | | | |
| Coding – Unplugged | | | x | x | | | | | x | | | | | | | | | | | | | | | | | | | | | |
| Get Your Game On! Multiplication and Division Games to Support Fluency | x | x | | | | | | | x | | | | | | | | | | | | | | | | | | | | | |
| Throw Out the Tests and Quizzes (Grade 9 & 10 Applied) | | | | x | x | | | | x | | | | | | | | | | | | | | | | | | | | | |

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| Mental Math Strategies Number Talks | | | | x | | | | | x | | x | | | | | | | | | | | | | | | | | | | |
| Number Talks for Intermediate Learners | | | | x | x | | | | x | | | | | | | | | | | | | | | | | | | | | |
| Exploring Math Through a Social Justic Lens | | | | | x | x | | | x | | | | | | | | | | | | | | | | | | | | | |
| Mindset and Mathematics | | | | x | x | | | | x | | | | | | | | | | | | | | | | | | | | | |
| Play Based Learning in the Math Classroom and Beyond | | | | x | | | | | x | | | | | | | | | | | | | | | | | | | | | |
| Curriculum Mapping | | | x | x | | | | | x | | | | | | | | | | | | | | | | | | | | | |
| Number Talks Primary | | | x | x | | | | | x | | x | | | | | | | | | | | | | | | | | | | |
| From the Big Picture to the Little Things | | x | x | x | x | x | | | x | | | | | | | | | | | | | | | | | | | | | |
| Working From the Inside Out; A Well-being Workshop for Teachers | | | | | x | | | | x | | | | | | | | | | | | | | | | | | | | | |
| Inquiry Stance | | | | x | | | | | x | | | | | | | | | | | | | | | | | | | | | |
| Building Relationships in the Kindergarten Classroom | | | | | x | | | | x | | | | | | | | | | | | | | | | | | | | | |
| The Learning Environment and Self-Regulation | | | | x | x | | | | x | | | | | | | | | x | | x | | | | | | | | | | |
| Play Based Learning in Kindergarten | | x | x | x | x | x | | | x | | | | | | | | | | | | | | | | | | | | | |
| Moving Forward: Documenting Learning with Technology | | | | x | x | | | | x | | | | | | | | | | | | | | | | | | | | | |
| Lifting Learning as we Notice and Name What Counts | | | x | x | x | | | | x | | | | | | | | | | | | | | | | | | x | | | |
| Communication of Learning: Linking Documentation and Comment Writing | | | x | | | | | | x | | | | | | | | | | | | | | | | | | | | | |
| Inquiry Based Learning in Kindergarten | | | | | x | x | | | x | | x | | | | | | | | | | | | | | | | | | | |

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| Literacy & Faith | x | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Effective Ways to Share Evidence of Growth and Learning: Assessment and Evaluation in Kindergarten | | x | | | | | | | | | | | | | | | | | | | | | | | x | | | | | |
| Noticing and Naming Math Learning | | x | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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