

## IO21-03 Implementing The Third Path Framework to Support Student Well-Being and Achievement in a COVID-19 World



### PRESENTED BY

**Dr. David Tranter**



### SERIES SESSIONS

Date	Time
January 21, 2021	4:00 PM – 5:30 PM
February 18, 2021	4:00 PM – 5:30 PM
March 18, 2021	4:00 PM – 5:30 PM
April 21, 2021	4:00 PM – 5:30 PM
May 26, 2021	4:00 PM – 5:30 PM
June 09, 2021	4:00 PM – 5:30 PM



### LOCATION

**Online**

### FEE

**\$185.00**

### QUESTIONS?

**Contact Us:**

**780-623-2248**

### REGISTER ONLINE

**Visit our website to register:**

**[lnes.ca](https://www.lnes.ca)**

### Program

The events of 2020 have disrupted education in profound ways. The impact has yet to be fully known, but the consequences are likely far reaching. We have the lessons we have learned from the pandemic to help us begin, and the lessons that our efforts will teach us along the way. More than ever, we know that achievement and well-being are inextricably linked. And, that school is more than just a building. School is about human connection. It is the intricate web of relationships between children and adults that create a rich environment that fosters genuine learning and development. We now have both the responsibility and the opportunity to rethink and rebuild our school communities in ways that are even more intentional and responsive to our students. This webinar series will draw upon the Third Path Framework to guide educators to:

1. More clearly identify and more deeply understand the foundational social/emotional needs of their students.
2. Develop and implement a wider repertoire of responsive and effective approaches to supporting student social/emotional development and overall well-being.
3. Collaborate with like-minded educators to share ideas, provide and receive support, and be inspired to continue to strengthen the caring community that is education.

SESSION ONE: THINKING DIFFERENTLY ABOUT IMPLEMENTATION – The series will begin by examining how both a relational mindset and design thinking informs the implementation of successful social/emotional classroom and school-wide strategies. The following questions will be explored: 1. Why do social/emotional initiatives often fail to succeed? 2. How can we more accurately understand the nature of the challenges that we are trying to address? 3. What is at the heart of all successful social/emotional initiatives? 4. Why is it better to “place small bets” than focus on larger scale change? 5. What does student success look like and how can we best track it?

SESSION TWO: SUPPORTING EMOTIONAL SAFETY – The second session will examine the foundational role that emotional safety plays in student well-being and achievement. The questions that will guide this session are: 1. What is both “safety to” and “safety from”? 2. What is the difference between ensuring emotional safety and the problematic practice of “Safetyism”? 3. What are the signs and symptoms of children who may be feeling unsafe? 4. What are the critical educator attributes that support emotional safety? 5. Why is educator psychological safety at the heart of student safety and how can it be best fostered?

SESSION THREE: ENSURING EQUITY FOR ALL STUDENTS – This session will focus the challenge of ensuring equity in education and will highlight the powerful role that day to day expectations influence student opportunity and success. The questions that will guide this session include: 1. How do we initially form bias and beliefs about our students? 2. How do teacher expectations influence teacher behaviour and student performance? 3. What are the Pygmalion and Golem Effects? 4. What concrete actions can educators take to ensure equity among all students? 5. How can student success be best tracked?

SESSION FOUR: PROMOTING POSITIVITY IN THE CLASSROOM AND BEYOND – Maintaining a positive learning environment is critical, especially in light of the challenging reality of COVID-19. This session will examine the following questions: 1. What is the connection between positivity and learning? 2. What can we do to foster a positive mindset among students? 3. What are the key attributes of a positive learning environment? 4. Why is maintaining a sense of play critical to student success? 5. How can educators work together to foster a positive school environment for staff and student alike?

SESSION FIVE: MAKING A DIFFERENCE OVER THE LONG HAUL (Part 1) – Anyone can make change for a short while but making change that lasts over time in education is truly challenging. This two-part final webinar will focus on strategies to help educator make change that not only lasts, but grows. The following questions will guide this session: 1. What is the real difference between mainlining a short-term view of change and a long-term view? 2.

What are the specific strategies and environmental variables that support sustained change? 3. How can change be expanded outward from classroom, to school, to community? 4. What role does peer coaching play and what does it look like? 5. How can fence-sitters and naysayers be best supported to rethink some of their beliefs and practices?

SESSION SIX: MAKING A DIFFERENCE OVER THE LONG HAUL & A NEEDS INVENTORY (Part 2) – Anyone can make change for a short while but making change that lasts over time in education is truly challenging. In the second part of this conversation, we will check-back in as a group and do an informal needs inventory based on the eight conditions of this framework and possibly inform future work together. UNIQUE FEATURES OF THIS SERIES: • Each session will use the Third Path Framework to guide implementation and concrete action. • Each session will be stand alone as well as build on the preceding session. • Sessions will feature the ongoing work of outstanding educators. • Participants will be encouraged to create and implement strategies, as well as share their progress with colleagues through virtual professional learning communities.

This learning opportunity is being offered through a grant from Alberta Education.

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## Presenters

### **Dr. David Tranter**

Dr. David Tranter has been teaching and working in mental health, well-being, and education for over 30 years. As a researcher, professor and the Scientific Director for the Centre for Relationship-Based Education, Dr. Tranter works widely with educators across Canada and beyond to support students at all grade levels to reach their highest potential. He is a dynamic, thought-provoking, and entertaining speaker, who has challenged educators across the country to think differently about their role, and to understand the needs of students on a deeper level. He is the co-creator of The Third Path: a relationship-based pedagogical framework that promotes both student well-being and academic achievement. His book, "The Third Path", is now available through Nelson. More information about his work can be found at [thirdpath.ca](http://thirdpath.ca) and [relationshipbasedschools.com](http://relationshipbasedschools.com).

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## Registration Notes

**PLEASE NOTE, all times listed are 'Alberta Time'!**

Once you have registered for a professional learning session, our system automatically generates and sends a **'Confirmation of registration email'**. This 'automatic response' will be sent to the email address you enter at the time of registration'. If the workshop you registered for is **Online**, you will find a link to connect you to the workshop in your confirmation email. If you do **NOT** receive a confirmation email within 24 hours of registering, please check your **Spam/Junk/Trash file**. If you do not receive a confirmation email please contact [celine.zevola@learning-network.org](mailto:celine.zevola@learning-network.org)