

Afterschool Learning Series

March 2026

All sessions run from 3:45 - 4:45 p.m. on Microsoft Teams. Meeting links can be accessed on the [WQSB PD Calendar](#)

Date	Topic and Facilitator	Audience	Description
Mar. 12	<p>Antiracism: Bystander Intervention</p> <p>Dr. Sabrina Jafralie, Diversity and Equity Specialist</p>	Elementary & Secondary	<p>Be an Upstander!</p> <p>The goal of this session is to equip participants to identify and interrupt bias and microaggressions in classrooms, athletics and school life. Deepen your awareness of oppression's effects on equity deserving students and practice empathetic interventions embodying Ubuntu ('What hurts you hurts me')</p> <p>We will explore key steps including:</p> <p>Self Check: Breathe deeply, reflect on personal biases/fears, choose public/private timing, secure consent from those affected.</p> <p>Call-in: Be direct- name the behaviour's impact, challenge the idea not the person, use resources (ex: the TRC Calls to Action)</p>
Mar. 19	<p>In the Know! Microsoft 365 Tools</p> <p>Lisa Diner, Education Technology Consultant</p>	Elementary and Secondary	<p>Explore some new powerful tools and features in not only Microsoft 365, but also Acrobat Reader, OneNote Notebook, to name a few. Discover some new "coup de Coeur's" all available through our Microsoft 365 license, as well as other tools we support at WQSB.</p>
Mar. 19	<p>Math Manipulatives: From Concrete to Abstract</p> <p>Jeff Harvey, Mathematics and Science Consultant, WQSB</p>	Elementary	<p>Manipulatives! We know there is great potential in using them, but how do we leverage the power of these concrete representations in our classrooms? In this session, we will explore how three different manipulatives can support Grade 1 to 6 students at all stages of their mathematical development. We will look specifically at Cuisenaire rods, AngLegs and double-sided tiles. You will leave with new ideas and a deeper understanding of how manipulatives can be used to meaningfully support and extend student learning.</p>