



**Date of Meeting:** 2019, January 8

**Item #:** 5.0

<b>REPORT TO:</b>	<input type="checkbox"/> Administrative Council	<input checked="" type="checkbox"/> Program and School Services Advisory Committee	<input type="checkbox"/> Planning and Priorities Advisory Committee
	<input type="checkbox"/> Board	<input type="checkbox"/> Policy Working Committee	
	<input type="checkbox"/> PUBLIC	<input type="checkbox"/> IN-CAMERA	
<b>TITLE OF REPORT:</b>	Community Connected Experiential Learning Strategic plan for TVDSB ( CCEL )		
<b>PRESENTED BY:</b>	Paul McKenzie, Superintendent of Student Achievement Bruce Neilson, Learning Supervisor Nikita Miller, Experiential Learning Lead		
<b>PRESENTED FOR:</b>	<input type="checkbox"/> Approval	<input checked="" type="checkbox"/> Information	<input type="checkbox"/> Advice
<b>Recommendation(s):</b>	That Program and School Services Advisory Committee be provided with an overview of the three year proposed plan for Implementation of the Community Connected Experiential Learning (CCEL) Strategic plan.		
<b>Purpose:</b>	To provide the Board of Trustees with an overview of the context, components, actions, and expected impacts involved in the development of the CCEL Strategic plan for the Thames Valley District School Board.		
<b>Content:</b>	Contained in the package is a summary report of the Community Connected Experiential Learning Strategic Plan, which outlines the priorities and goals of the CCLE, the aligning elements to the TVDSB Operational Plan, and Targeted strategies and metrics for assessing impact through the implementation of the program. The report will include also in the presentation, a summary of undertakings to date with the early phase implementation of the action plan.		
<b>Cost/Savings:</b>	Expenditures/costs have been based on funding that was allocated from the previous Provincial Government. Continuation of / level of funding from the Provincial government is ( at the time of submission of this report ) uncertain.		
<b>Timeline:</b>	January 8 <sup>th</sup> , Presentation of Report to Board of Trustees for Information		
<b>Communications:</b>	November, 2018: Presentation of draft for input at Program Advisory Council November, 2018: Presentation to TVSSAC for input January 7 <sup>th</sup> , 2019: Report to Administrative Council for Review		
<b>Appendices:</b>	Attached Documents: CCEL Strategic Plan Summary Report		

Form Revised: January 2016

**Relation to Commitments:**

- Putting students first.
- Actively engaging our students, staff, families and communities.
- Recognizing and encouraging leadership in all its forms.
- Being inclusive, fair, and equitable.
- Ensuring safe, positive learning and working environments.
- Inspiring new ideas and promoting innovation.
- Taking responsibility for the students and resources entrusted to our care.

**We build each student's tomorrow, every day**

# Community Connected Experiential Learning Strategic Plan

## STRATEGIC PRIORITIES

Over the next 3 years TVDSB will focus on the following priorities in relation to Community Connected Experiential Learning opportunities:

- 1. Community Connectedness**
- 2. Student Centred Approach**
- 3. Build Educator Capacity**

## GOALS

**Community Connectedness** – We have diverse, mutually beneficial, and sustainable community connections across a wide range of sectors.

**Student Centred Approach** – We engage diverse populations of students in a variety of Experiential Learning by meeting them where they are, valuing their process over product, and encouraging metacognition.

**Build Educator Capacity** – Our educators engage in their own deep learning to provide responsive teaching and learning opportunities through Community Connected Experiential Learning.

## CCEL ALIGNMENT WITH TVDSB 2018/2019 OPERATIONAL PLAN

- Enhance communication and engagement within our TVDSB community
- Create secondary learning experiences and environments that are engaging, inclusive, and relevant
- Create equitable and inclusive learning environments for students and staff to achieve success

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## PRIORITY #1 COMMUNITY CONNECTEDNESS

GOAL: We have diverse, mutually beneficial, and sustainable community connections across a wide range of sectors.

Objective	Target Strategies (Ideas)
Expand our community connections by developing tools to assist with developing, managing, and sharing community connections	<ul style="list-style-type: none"> <li>• Develop "how to" tools to assist with community connections</li> <li>• Explore the potential of a community partner database (community/education-wide or TVDSB only)</li> <li>• Explore opportunities to connect with other education institutions to cross experiential learning opportunities</li> <li>• Understand and articulate the needs of community partners to ensure that learning and benefits are multidirectional</li> </ul>
Work across board departments to clarify and articulate the policies, procedures, and processes when establishing community partnerships	<ul style="list-style-type: none"> <li>• Clarify board policies, procedures, and agreements to understand how we can connect with community and what the parameters are</li> <li>• Develop a planning check list for things to consider when exploring EL opportunities</li> </ul>
Work with our schools and communities to ensure accessible and suitable CCEL opportunities for all students throughout the district	<ul style="list-style-type: none"> <li>• Engage with our rural communities to expand community connections outside of the London core</li> <li>• Explore and facilitate ways for rural school to connect with organizations in London and beyond (i.e. virtual opportunities)</li> </ul>

## Research and Assessment

Data – Outputs	Measurement Tool
Number of community organizations connected to schools through CCEL	Some tracking is built in to CCEL funding request form and ELL will track additional introductions and engagements
Number of community events created and / or attended through CCEL	Some tracking is built in to CCEL funding request form and ELL will track additional events and engagements
Dollars from grant that are put back into our community (speakers, non-profits, local businesses)	Tracking is built in to CCEL funding request form
Data – Outcomes	Measurement Tool
Educator and community partners have structures and processes that facilitate more effective collaborative work	Feedback gathered through conversations/focus groups/surveys

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## PRIORITY #2 STUDENT CENTRED APPROACH

GOAL: We engage diverse populations of students in a variety of Experiential Learning by meeting them where they are, valuing their process over product, and encouraging metacognition.

Objective	Target Strategies (Ideas)
Create resources for students that facilitate with the EL cycle and provide prompts to improve metacognition	<ul style="list-style-type: none"><li>• Utilize D2L to capture student learning</li><li>• Create packaged activities that facilitate with individual reflections tied to Global Competencies and The Education and Career Life Planning goals</li><li>• Develop a CCEL website with EL resources designed to meet various student learning needs</li></ul>
Provide engaging and relevant learning opportunities that require student voice in the continuum of the experience (planning and preparation, individualized goal setting and learning plans, consolidate learning through projects of interest)	<ul style="list-style-type: none"><li>• Emphasize the importance of students being a part of planning and preparation in CCEL initiatives</li><li>• Develop tools and make resources available for student use (goal setting, learning plans)</li><li>• Create a student Community Connected Experiential Learning program that supports students striving to deepen their learning around their current individual opportunities</li></ul>

## Research and Assessment

Data – Outputs	Measurement Tool
Number of students reached through CCEL initiatives	Tracking is built in to CCEL funding request form
Funding put towards student access to experiences	Tracking is built in to CCEL funding request form
Data – Outcomes	Measurement Tool
Students feel that school is relevant to their pathway; education and career life planning	Teachers will be supported in what to look for and participate in ongoing student observation and conversations, student work samples
Students feel that they are able to connect with the Experiential Learning cycle and their own metacognition	Teachers will be supported in what to look for and participate in ongoing student observation and conversations, student work samples
Students feel that they are more (engaged) in their learning	Teachers will be supported in what to look for and participate in ongoing student observation and conversations, student work samples

## PRIORITY #3 BUILDING EDUCATOR CAPACITY

GOAL: Our educators engage in their own deep learning to provide responsive teaching and learning opportunities through Community Connected Experiential Learning

Objective	Target Strategies (Ideas)
Create an Educator Toolkit that offers EL prompts, reflections, and activities on a continuum of community connected engagements	<ul style="list-style-type: none"> <li>• Develop a website for educators to access tools and resources</li> <li>• Provide individual support in planning activities</li> <li>• Assist with making community connections</li> <li>• Create facilitation packages for educators (iPads, photo elicitation cards etc.) designed to meet various student learning needs</li> </ul>
Facilitate physical and virtual professional networking spaces for educators to share ideas, connect, and celebrate each other's work	<ul style="list-style-type: none"> <li>• Create a google doc/platform for sharing stories, lessons learned, and connections</li> <li>• Host and attend various pivot events</li> </ul>
Work across board departments to develop strategies for implementing CCEL across all subjects and grade levels	<ul style="list-style-type: none"> <li>• Work with coordinators and support adding a CCEL lens to existing experiences and ensure relevance to the curriculum</li> <li>• Collaborate with Culture for Learning and other board departments to ensure that CCEL opportunities align with the direction of the Ontario Equity Action Plan</li> </ul>
Celebrate the work	<ul style="list-style-type: none"> <li>• Provide educators with funding to access individual training</li> <li>• Create a CCEL Symposium/Evening (awards, sharing etc.) to recognized effective CCEL opportunities, students, teachers, and community</li> <li>• </li> </ul>



## Research and Assessment

Data – Outputs	Measurement Tool
Number of schools reached through CCEL initiatives	Tracking is built in to CCEL funding request form and additional asks will be tracked by ELL
Number of ELL meetings to support individual classroom initiatives	Tracking is built in to CCEL funding request form and additional asks will be tracked by ELL
Grant dollars put towards CCEL educator training, teacher release, and planning time	Tracking is built in to CCEL funding request form
Number of Coordinator meetings and / or subject association connections	ELL will track
Number of community introductions made for teachers	ELL will track
Data – Outcomes	Measurement Tool
Educators feel more supported in implementing CCEL into their classroom	Feedback gathered through conversations, focus, groups, surveys etc.
Educators are given time to connect with the Experiential Learning cycle and their own metacognition	Feedback gathered through conversations, focus, groups, surveys etc.
Educators feel that their initiatives are being seen and valued	Feedback gathered through conversations, focus, groups, surveys etc.
Educators have places to connect with other teachers and the board to explore new ways of introducing CCEL	ELL will observe usage, attendance, and engagement. Feedback gathered through conversations, focus, groups, surveys etc.
Integration of CCEL into school improvement roadmaps	Administrator feedback and conversations with principals (TVSSAC check-in)