support every child
reach every student
accompagner chaque enfant
appuyer chaque élève

Community-Connected Experiential Learning,
Kindergarten to Grade 12
AGENDA

Setting the Context
Overview of the *Community-Connected Experiential Learning Policy Framework* (draft)
Opportunity for Feedback
Next Steps
Ministry of Education Renewed Goals

**Achieving Excellence:** Children and students of all ages will achieve high levels of academic performance, acquire valuable skills and demonstrate good citizenship. Educators will be supported in learning continuously and will be recognized as among the best in the world.

**Ensuring Equity:** All children and students will be inspired to reach their full potential, with access to rich learning experiences that begin at birth and continue into adulthood.

**Promoting Well-Being:** All children and students will develop enhanced mental and physical health, a positive sense of self and belonging, and the skills to make positive choices.

**Enhancing Public Confidence:** Ontarians will continue to have confidence in a publicly funded education system that helps develop new generations of confident, capable and caring citizens.
The draft *Community-Connected Experiential Learning, A Policy Framework for Ontario Schools, Kindergarten to Grade 12*, affirms the Ontario government’s commitment to provide students with educational experiences which include:

- expanding learning opportunities outside school to include community-based, civic, humanitarian, scientific and artistic activities, as well as cross-cultural and international experiences;
- giving students more flexibility and ownership in their learning, allowing them, for example, to determine whether they want to spend more time on e-learning or on learning outside of the classroom; and
- partnering with community organizations and businesses to provide students with more experiential learning opportunities.
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What do we mean by “community-connected experiential learning”?

An approach to student learning that provides students with opportunities to:

• actively **participate** in experiences connected to a community outside of school;

• **reflect** on those experiences to make meaning from them; and

• **apply** their learning to their decisions and actions in various aspects of their lives.
What do we mean by “community connected”?
What are the goals of community-connected experiential learning?

To provide and/or recognize learning opportunities that assist students in:

• deepening their understanding of the knowledge and skills within the curriculum and life experiences beyond the curriculum;

• acquiring knowledge and skills needed to make informed education and career/life choices;

• developing 21st century/global competencies; and

• contributing to a local, national or global community.
The Framework for Community-Connected Experiential Learning Kindergarten to Grade 12

The framework encompasses two broad areas:

1. Community-Connected Experiential Learning Linked to the Curriculum

2. Community-Connected Experiential Learning Beyond the Curriculum
The Framework for **Community-Connected Experiential Learning Kindergarten to Grade 12**
Community-Connected Experiential Learning Linked to the Curriculum, K-12

Short or medium-term opportunities with a variety of community organizations may include:

- Project-based learning
- Problem-based learning
- Inquiry-based learning
- Service learning
- Learning activities in the outdoors
- Job shadowing and job twinning
- Work experience or virtual work experience
Project-based Learning

In partnership with the community, students research questions, pose solutions to problems, and design real-world products in a rigorous way.

Example:

Students in Grade 11 construction technology course learned the skills related to heritage carpentry to complete the building of a timber frame structure for donation to a community partner.
The Digital Historian Project (DHP) offers students an authentic experiential learning opportunity in the community. The students, enrolled in Grade 12 Canadian history, data management, and interdisciplinary studies and Grade 11 Native studies courses, spend nine weeks at the museum working with teachers and museum staff on a project that involves deep archival research to develop statistical analyses of historical patterns, with a focus on veterans of 20th century Canadian conflicts.
Entrepreneurship

Students create and manage an innovative business.

Example:
Summer Company provides students with the opportunity to launch and run a summer business venture with ongoing support from a community mentor. Students apply the knowledge and skills acquired in a related course to their business venture and are able to earn co-op credits.
Outdoor Education

Learning activities in the outdoors with community partners.

Each year, funding is provided to boards to provide activities with community partners to support student learning in the outdoors.

Examples include students visiting a pioneer village as part of their Social Studies program.
Community-Connected Experiential Learning Linked to the Curriculum, K-12

Longer-term opportunities eligible for credit:

- Expanded cooperative education course
- **NEW** Cooperative education stand-alone course

Specialized Programs

- Ontario Youth Apprenticeship Program (OYAP)
- Specialist High Skills Major Program (SHSM)
Cooperative Education

• Supports student learning through engaging in each phase of the **experiential learning cycle**. Students participate in the community-connected experience; reflect on their experiences to derive meaning from them; and apply their learning in various aspects of their lives; (Rolfe, Freshwater, & Jasper, 2001)

• Provides rich, authentic opportunities for students to develop the skills and knowledge associated with **education and career/life planning**;

• Supports students in developing knowledge and skills that will better prepare them for the jobs of tomorrow;
Cooperative Education

Cooperative education includes two components:

1. Classroom component
2. Community component

- Cooperative education course tied to a “related course”
- The new stand-alone cooperative education course
- May be developed for students in alternative education courses (K-courses)
Cooperative Education Linked to a “Related Course”

• The related course may be from *any* Ontario curriculum policy document or a ministry-approved locally developed course in which the student is currently enrolled or which he or she has successfully completed.

• Students apply and further develop their learning of the knowledge and skills described in the cooperative education expectations and the expectations from the related course through their experiential learning opportunity.

• The cooperative education credit(s) is recorded in the provincial report card using a course code that reflects the “related course”.
The New Stand-Alone Cooperative Education Course

• Students apply and extend their learning of the curriculum expectations from the course both in the classroom and during their community experience.

• The course includes a 55-hour classroom component based on the curriculum expectations that outline the knowledge and skills students will need to be successful in their community-connected experiential learning opportunity.

• Allows students to earn up to two credits while completing a cooperative education opportunity connected to a community.
Expanding Cooperative Education Opportunities to Support Students

• Students designing their own learning opportunities including:
  • developing and implementing solutions to important community issues (e.g. service learning);
  • creating and implementing innovative ideas (e.g. entrepreneurial activities);
• The provision of opportunities for students to connect with a community through technology as part of e-cooperative education;
Expanding Cooperative Education Opportunities to Support Students

• Increased opportunities for students in applied or college pathway courses;
• Expansion of opportunities for student to explore the skilled trades;
• Increased focus on students learning more about themselves, their opportunities, how to set and achieve goals;
• Increased attention to opportunities for students with special education needs;
• Greater consideration of the unique needs of adult learners.
Community-Connected Experiential Learning Beyond the Curriculum

Based on knowing that students gain valuable skills and knowledge through significant experiences they are involved with in the community.

Examples:
- International exchanges; First Nation, Métis and Inuit heritage activities; volunteerism (beyond the compulsory 40 hours)
Community-Connected Experiential Learning Beyond the Curriculum

- Introduces a formal process for students to earn credits for learning beyond the school - Experiential Learning Assessment and Recognition (ELAR);

- Recognizes the role of a teacher in the process, similar to a co-op teacher;

- Students would be able to earn a maximum of two Grade 11 Experiential Learning optional credits; and

- Experiential learning credit(s) are earned and the mark is recorded on the Ontario Student Transcript
Experiential Learning Assessment and Recognition (ELAR) Process

The process includes three components:

- Pre-approval
- Participation
- Recognition

The teacher is integral to each of the components.
Experiential Learning Assessment and Recognition (ELAR) Process

Pre-approval

- Students submit a proposal to the teacher prior to the learning opportunity;
- Teacher and student develop a learning plan and agreement to identify learning goals, health and safety requirements, timelines and how learning will be evaluated.
Experiential Learning Assessment and Recognition (ELAR) Process

Participation

- Students, with the support of their teacher, participate in the experience, reflect and gather evidence of their learning throughout the experience.
Experiential Learning Assessment and Recognition (ELAR) Process

Recognition
Following the experience, students:
• Demonstrate their learning to their teacher based on the experiential learning cycle.
• Document their learning in their Individual Pathways Plan.

The teacher determines the student’s final grade.
Consultation Questions - Educators

- What are some current opportunities for experiential learning that you can connect to the proposed policy framework?
- What are some innovative opportunities for experiential learning that might be possible under the proposed policy framework?
- How can you support students, during their experiential learning opportunity, in developing the skills needed for success in the future, such as critical thinking, problem solving, creativity, communication, and collaboration?
- What are some of the challenges or barriers to providing these experiential learning opportunities for all learners? What are the solutions?
- How can the ministry support your efforts in providing experiential learning opportunities for all students, as outlined in the policy framework?
## Next Steps

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To provide further feedback...

You are welcome to provide further feedback electronically by accessing the ministry website at:
http://www.edu.gov.on.ca/eng/general/consultations/

Educators
http://fluidsurveys.com/s/CCELfeedbackfromeducators/