Learning for All K-12 Regional Project Report (2013-14)

Oscar Peterson Public School
If there is increased opportunity for support staff and classroom teachers to work in a collaborative manner in order to deepen an understanding of a student learning profile, then the alignment of action strategies will positively impact student achievement/well being and inform the development of Individual Education Plans (IEPs) and transition planning.

Stephen Lewis Secondary School
If a school community can co-create and foster a shared definition of success, then they will have a greater understanding and increased commitment to it. With our commitment to social justice, we further questioned if we collectively commit (through our Project 2One) to educate students as informed, empathic citizens, while simultaneously championing individual success, then we can create schools whose culture includes teaching students with a social justice lens, engaging them through experiential learning while giving students a voice about the issues that matter to them most.

State your inquiry questions: If...then...
How has the inquiry impacted your board’s practice of:
• “knowing the students” and “students knowing themselves as learners” through an integrated assessment and instruction process
• continuous improvement of IEPs and transition planning?

Our inquiry projects provided alignment of L4All approaches between a junior elementary school and the local secondary school. The elementary project continued an ongoing, school-wide practice of deep understanding and application of the learner profile, and extended application to the development of IEPs and transition plans for some students. The secondary project built upon an understanding of the learner profile to develop programs that integrated assessment and experiential learning for their most in-risk students and supported the building of resiliency tools to manage transitions.

Both of the 2013-14 school-based projects will be utilized as exemplars of practice throughout PDSB for expansion of the Learning for All in Action projects in 2014-15 for a total of approximately 12 elementary, middle school and secondary schools. Each school will participate in a project, supported by central board staff, which integrates the practices of Learning for All with a focussed collaborative inquiry for one of the following topics: transition planning, strategies from Dr. Ross Greene or self-regulation

Student profiles, student voice, experiential learning and a focus on student achievement & well-being will be integrated into each of these projects.

What evidence supports the above outcomes (board level, school level, classroom level)?

Through teacher surveys and focussed conversations, both schools reported a deeper understanding of learner profiles among all staff members.

Documents and other artifacts were created by both project teams that reflect the professional learning of staff members and student learning and student voice. These artifacts include: Prezi presentation, video-taped student interviews, student work, teacher/student surveys etc.
What has changed (in student learning and/or teacher learning)? How do you know?

The In-school Review Committee problem-solving and consultation process was positively impacted because committee members clearly understood the student’s learning profile based on evidence collected over time, before, during and after the review committee meeting. Staff reported improved efficiency and collaboration throughout the consultation process and implementation of programming for students being serviced through the In-school Support Program, and through Student Success and Special Education in the secondary school.

What new questions have arisen as a result of your project this year?

How might we share the learning from these two projects with the 2014-15 project schools? How can we ensure inclusion of high quality IEP development and transition plans that reflect student voice and parent consultation? How might we build teacher capacity with understanding student profiles in the 2014-15 project schools?