



Changing Pedagogy Using Student Voice:

Fostering Responsible Catholic Citizenship

October 2015



Catholic Curriculum Corporation Opening Message

Our Purpose

The Catholic Curriculum Corporation is a consortium of seventeen Catholic school boards across central and western Ontario. As an important partner in Catholic education, we recognize that Catholic education exists to provide a holistic formation of people as living witnesses of faith. We demonstrate our mission when we engage with, and support, our member boards in sustained, substantive school improvement and student growth that is reflective of a Catholic professional learning community.

Our Mission

Our mission is to build and sustain the Catholic capacity of educators through the development and provision of high quality Catholic curriculum, resources, support and professional development.

Our Vision

Faith Through Learning – A Distinctive Catholic Curriculum

Message from the Executive Director

On behalf of the Catholic Curriculum Corporation, I would like to thank Marc Nead, project lead, and the team of contributors from St. Clair, Hamilton-Wentworth and Toronto Catholic District School Boards for their expertise and dedicated efforts in producing this resource. Thanks are also extended to Grant McMurray for his guidance as Curriculum Manager.

This document demonstrates the benefits of using student voice and inquiry in the classroom to enhance pedagogy. Through the strategies included, student engagement, stamina and production are enhanced. Students become self-directed, responsible, lifelong learners and are able to examine concepts and issues with a critical mind, often through a social justice lens.

Once again, I offer sincere thanks to those who have supported our teachers with this resource. I wish continued success to all who use this resource while sharing and celebrating our Catholic mission in education.

Michael Bator,
Executive Director

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Acknowledgments

“You are the light of the world. A city situated on a hill cannot be hidden... let your light shine before men, so that they may see your good works and give glory to your Father in heaven” (Matthew 5:14, 16).

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“While engaged students may appreciate extrinsic rewards such as good grades or praise, their motivation is not dependent on them. They are engaged in learning because they find it interesting, enjoyable and self-fulfilling. Intellectually engaged learners stay on task, view errors as learning opportunities and persist in their efforts to overcome challenges. They are passionate about and committed to solving problems, developing understanding and moving their thinking forward (Jang, Reeve & Deci, 2010; NCREL online).”

http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/cbs_studentinquiry.pdf

Introduction:

As Catholic educators we need to be motivated to engage our students in the classroom and beyond, by encouraging them to take ownership of their learning.

The purpose of this document is to demonstrate the benefits of using student voice and inquiry in the classroom to enhance pedagogy. Through these strategies, it will become evident that student engagement, stamina, and production are enhanced: students become self-directed, responsible, lifelong learners (OCGE 4) and are able to examine concepts and issues with a critical mind, often with a social justice lens.

As stated by the Ontario Ministry of Education monograph, **Inquiry Based Learning**, “Inquiry-based learning is an approach to teaching and learning that places students’ questions, ideas and observations at the centre of the learning experience.”

https://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_InquiryBased.pdf

This is a shift in teaching practice for many teachers as it allows teachers to engage and empower students inside the classroom. Teaching with an inquiry lens allows teachers to give students a voice in their learning and provide them with the opportunity to guide the learning that takes place beyond the walls of a classroom. For teachers, this also means being comfortable and flexible with curriculum, the Ontario Catholic Graduate Expectations and the Catholic Social Teachings. <http://www.usccb.org/beliefs-and-teachings/what-we-believe/catholic-social-teaching/seven-themes-of-catholic-social-teaching.cfm>

Through this type of engagement the goal is to empower students to create, adapt, and evaluate new ideas in light of the common good (OCGE 3b). As Catholic education is constantly evolving, we see a need to adapt our practice to promote deeper thinking and learning from our students as well as a deeper moral conscience and knowledge of Gospel values (OCGE 3d). Overtime, the role of the educator has shifted from the expert at the front of the room to the change agent; thinking, creating and learning with students. All the while, the role of the student

shifted from passive learner to active thinker and doer who takes initiative and demonstrates Christian leadership to others (OCGE 4c). It is crucial that our own pedagogy shifts to embrace these changes.

Overview of document:

Section One: The Classroom Environment

It is important for teachers to focus on the physical, social and emotional environment of their classrooms, which, when done effectively, allows students to take risks and willingly accept challenges without fear of judgment from their peers and teachers. Within this document there are a series of lessons that demonstrate how to effectively construct the classroom environment in the model of “The Third Teacher.”

Section Two: Developing Student Voice in the Classroom - Lessons and Strategies

The Inquiry Classroom

The lessons, strategies and resources in this section focus on helping teachers demonstrate to students the importance of voice and choice in the learning environment. This section provides teachers with concrete plans to develop, implement and foster authentic student voice, building on the foundation of a true 21st Century, inquiry based classroom. Students need to reflect on their own learning and take an active role in developing these 21st Century skills that will help them be successful moving forward in their lives. Through the use of the lessons in this section, teachers and students become co-creators of a learning environment that:

1. is irresistibly engaging and relevant.
2. uses information that is straightforward and efficient to access.
3. features the ubiquitous use of technology for (inter)active learning 24/7.
4. is creative, change- focused, not passive, and is steeped in real life (local and global) problem solving.

<http://www.michaelfullan.ca/wp-content/uploads/2014/09/Education-Plus-A-Whitepaper-July-2014-1.pdf>

Section Three: Assessment, Feedback and Reflection

According to Growing Success, the Ontario Ministry of Education’s assessment and evaluation document, “to ensure that assessment, evaluation, and reporting are valid and reliable, and that

they lead to the improvement of learning for all students, teachers use practices and procedures that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

(<https://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf> pg.6)

The process of, and teacher thinking around, assessment have to evolve in a classroom where students are expected to take ownership of their learning and use their own voice to help determine the path their learning will take. The outcome here is that assessment for learning takes on a broader role as students need to seek out and be given ongoing, timely, descriptive feedback throughout the inquiry process. By engaging in this process students become much more aware of what's necessary to improve the quality of the work that is being produced. Through a gradual release of responsibility, students also become more efficient and effective at assessing their own learning and thinking. The resources in this section address the role of assessment for learning in a classroom focused on student voice. The teacher and student must be continuously engaged in a feedback cycle in order to demonstrate concrete improvement in student learning. As well, there is mention of the role of quantitative and qualitative data in a classroom and ways in which the teacher can collect and use this data for assessment and evaluation. The final part of this section focuses on reflection, both by the students and teacher. Different methods to reflect and the importance of reflecting on an ongoing basis are discussed.

Other Considerations

OCGE's - The Ontario Catholic Graduate Expectations "have provided to all those involved in Catholic education both a vision and a practical tool to insure that the treasures of our Catholic faith and tradition properly inspire all that we do in our schools."

<http://iceont.ca/resources/ontario-catholic-school-graduate-expectations/>

The OCGE's become an important classroom tool that functions through inquiry and student voice, as students are given the tools and skills that allow them to become self directed, responsible lifelong learners (OCGE 4) examining concepts and issues with a critical mind and often with a lens of social justice. It is through these expectations that Catholic educators guide their pedagogy and classroom practice.

Relationships - This resource is heavily grounded in teachers developing authentic, genuine relationships with students. "It is what students bring to the table that predicts achievement more than any other variable." - John Hattie

http://growthmindseteaz.org/files/RC2003_Hattie_TeachersMakeADifference_1_.pdf

Teachers must be knowledgeable about student interests, ideas, learning styles etc. and must be responsive to the needs of the students and seek, listen to and implement student feedback about the learning environment. As stated in **How Does Learning Happen: Ontario's Pedagogy for the Early Years**, "recurring themes from research, theory, and practice suggest that high-quality programs:

- establish positive, responsive relationships with children and their families;
- value children as individuals and as active and competent contributors with their own interests and points of view;
- recognize the connection between emotional wellbeing and social and cognitive development and the importance of focusing on these areas holistically;
- provide environments and experiences for children to explore ideas, investigate their theories, and interact with others in play;
- provide ongoing opportunities for educators to engage in critical reflection and discussion with others about pedagogy and practice to support continuous professional learning and growth.

<https://www.edu.gov.on.ca/childcare/HowLearningHappens.pdf>

Although this resource was written for early childhood educators, all of the principles presented are critical in junior and intermediate learning environments. In the absence of these well developed relationships between teachers, students and families, learning and creativity will diminish.

Technology - The purpose of this document is not to demonstrate to educators how to use technology effectively in a classroom. Based on a model such as SAMR, technology is being utilized to redefine the variety of lessons, assignments, and experiences students are able to leverage in the classroom. This document is specifically written to help teachers understand how to access, develop and capitalize on the “authentic voice” of students. By doing this, students will display a higher level of motivation and enthusiasm towards school and will develop an entrepreneurial spirit, transforming the learning day from a traditional nine to three o’clock model to a 24/7 learning environment. Technology allows the learning to extend beyond the walls of the classroom.

It is important for teachers to be aware of their respective school board’s and school’s effective use of technology and social media policies.

For more information on specifically using technology effectively in the Catholic classroom the Catholic Curriculum Corporation has produced two documents; **Ethical and Responsible Use of Information and Communication Technology, Part I and II.**

Philosophy - When making a pedagogical shift like the one outlined in this resource, it requires that teachers make a philosophical change in their mindset and in the way they approach their teaching practice. This involves a high degree of risk for teachers. It is important that teachers remain professional and open, understanding that failure is part of the process. Giving students an authentic voice in their own learning journey can motivate and engage them to not simply be passive learners in the classroom, but to become active thinkers and doers who can make a change in their world. With a change like this teachers will see an increase of “soft skills” in their students such as grit, stamina and perseverance. As stated by Michael Fullan, “For the first time in history the mark of an educated person is that of a doer (a doing- thinker; a thinker- doer) - they learn to do, and do to learn. They are impatient with lack of action. Doing is not something they decide to do - daily life is doing, and as natural as breathing air. Along with action is an exquisite awareness of the ethics of life. Small- scale ethics in how they treat others; large- scale ethics concerning humankind including building a sustainable future and safeguarding the evolution of the planet.” <http://www.newpedagogies.info/wp-content/uploads/2014/10/Education-Plus-A-Whitepaper-July-2014.pdf> As Catholic educators this is the penultimate goal, to create intrinsically motivated, creative and ethically responsible Catholic citizens.

Like good stewards of the manifold grace of God, serve one another with whatever gift each of you has received. Whoever speaks must do so as one speaking the very words of God; whoever serves must do so with the strength that God supplies, so that God may be glorified in all things through Jesus Christ. To him belong the glory and the power forever and ever. Amen. (1 Peter 4:10-11)

Disclaimer - Many sources were used in the creation of *Changing Pedagogy Using Student Voice: Fostering Responsible Catholic Citizenship*. To respect copyright, every attempt has been made to provide accurate sources and the sources have been referenced in the lessons.

Changing Pedagogy Using Student Voice: Fostering Responsible Catholic Citizenship

Section One: Physical / Social / Emotional Classroom Environment Lessons

The Google Workplace

Time Frame: Can be done over a series of lessons

Purpose	<ul style="list-style-type: none">▪ To introduce the importance of an effective classroom learning environment.▪ To ensure students understand that environment is not just physical but also social and emotional.▪ To use student voice to construct an effective, functional classroom design.
Technology	Internet connected devices: 1 for every 2-3 students (If unavailable, go straight to the provocation video and start lesson)
Before Build/Activate background knowledge	<ol style="list-style-type: none">1. Ask Students: Google receives 2.5 million resumes a year, why might this be? (Change the question based on the age and ability of students. ie. Why do people want to work at Google?) <p>Have students research the Google workplace using online resources. Students can work alone, in pairs or small groups depending on teacher preference. (opportunity for diagnostic assessment - the students' ability to ask questions, research etc.</p> <ol style="list-style-type: none">2. After students have had time to research, discuss the following question as a whole class: What did you find out? How does the Google workplace function? What surprised you?
During	<ol style="list-style-type: none">3. Provocation: Show the class a video about the Google workplace. Example: http://www.cbsnews.com/news/inside-google-workplaces-from-perks-to-nap-pods/4. Using the T-E-R model (Refer to resource section) ask students:<ol style="list-style-type: none">a. What is unique? Pros and cons?b. Why would we do this here?c. How would we do this here?d. Why is it effective? Not effective?e. Are you nervous? Why or why not?f. Misconceptions5. At this point it will be important for the teacher to collect ongoing feedback from the students. Set up some chart paper or an online bulletin board (Padlet) where students can add their own thinking

	<p>and ideas. This will allow the students to continually, throughout the school year, have a voice on what is working and what is not working. This also allows the teacher to adapt and be responsive within manageable parameters.</p> <p>6. <u>Ground rules</u></p> <ul style="list-style-type: none"> • In small groups the students will brainstorm lists of effective and non-effective ground rules for the learning environment. Have groups record thinking on chart paper, explaining to students that ground rules must be framed using positive wording. ➤ This is a good opportunity to incorporate Catholic teachings here; such as the Golden Rule. • Possible examples: <ul style="list-style-type: none"> a. Not to be a distraction for other student learning b. Using the structure of the room correctly c. Respect the technology <p>7. <u>Consequences</u></p> <ul style="list-style-type: none"> • In small groups have students brainstorm possible consequences for not being respectful of the class ground rules. It may be necessary for the teacher to have a discussion with students on the importance and purpose of effective consequences. http://www.empoweringparents.com/How-to-Give-Kids-Consequences-That-Work.php ➤ Discussion and questions here should connect back to the purpose, therefore specific questions regarding all aspects of environment (physical, social, emotional etc) ought to be addressed.
After	Combine ideas together to create a class anchor chart consisting of 3 – 5 big/main ideas to be displayed in the classroom
Reflection	<p>Exit card - How can I contribute in a positive manner to this environment?</p> <p>Students need to be able to think beyond themselves to the good of the whole class.</p> <p>What you want to know is whether or not students will be able to flourish/be successful mind, body and spirit within their created environment and to explain why or why not.</p>
Assessment	Feedback - Exit card
Teacher Reflection/	<p>What was the student's focus:</p> <ul style="list-style-type: none"> • Did they just focus on the physical?

Responsive Teaching	<ul style="list-style-type: none"> • How did they react? - angry, happy, sad • How are you going to deal with that? • Did their ground rules fit your expectations? • Do you need to teach a small mini lesson on responsibility? • The teacher needs to be aware that ground rules and consequences developed during this series of lessons have to be flexible and responsive depending on the students and the context of each situation.
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Environment - Social

Time Frame: Series of lessons

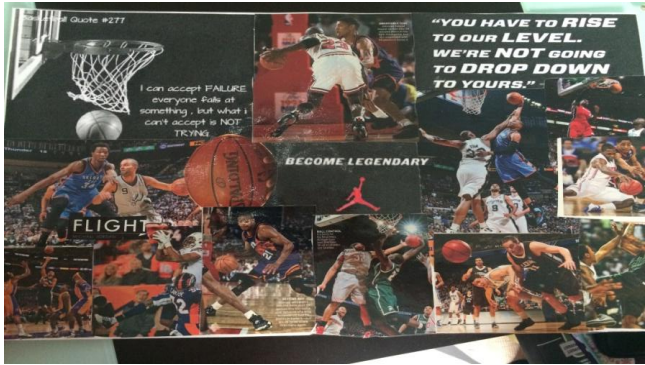
Purpose	<ul style="list-style-type: none"> • To create an inclusive social environment where students understand the importance of collaboration and cooperation and where students are encouraged to take risks that are supported by their classmates and teachers.
Technology	<ul style="list-style-type: none"> • Computer with projector
Before	<ol style="list-style-type: none"> 1. Read, "When they kept on questioning him [Jesus], he straightened up and said to them, 'Let anyone among you who is without sin be the first to throw a stone at her.'" John 8:7 2. Using turn and talk method ask students what they think this quote means and why it may be used in a classroom. Teacher → Highlight the importance of how being judgemental can take away people's ability to feel comfortable and learn in a classroom. <p>➤ <i>This is a great passage for students to understand that we are all sinners and it is not our place to judge. Depending on the situation, in order for students to fully grasp the concept of judgement, they will need to read the whole passage or the teacher will have to put the quote into context or else the meaning could be lost.</i></p>
During	<ol style="list-style-type: none"> 3. How to Collaborate Effectively <ul style="list-style-type: none"> • Show students videos -- Examples: Roundtable discussion videos https://youtu.be/zHD_ZY53xkQ , "The Book Thief" book club discussion https://youtu.be/0et2B-DAuMQ?list=PLaQ36f0qVV9YbGA_DzmF592Gq1mWGjMCG • Using the T-E-R triangle model, ask students: what worked, what did not work when the discussions were taking place in the videos they just watched. Have students individually record their thinking on stickies.

	<p>4. Conduct a whole group discussion which responds to stickies. Sample questions to generate discussion:</p> <ul style="list-style-type: none"> • What happens if you don't agree? • How do you disagree with someone? (Goal is to establish positive ways to disagree respectfully) • What happens if you agree with everyone all the time? • What happens if you disagree with everyone all the time? • Challenging conversations are important to have. • Reflection - Was there a time when you disagreed with someone? How did you handle the disagreement, and could you have acted or responded differently?
After	<p>5. Students are to present their knowledge on how to collaborate effectively. This could take the form of a two-minute video, a skit live or shared via a pre-recorded video, they could also create a poster, etc.</p> <p>➤ Co-create success criteria as to what should be included in video/poster/skit.</p> <p>➤ <i>Example: Learning goal: create a presentation showing students how to effectively collaborate.</i></p> <ul style="list-style-type: none"> • Sharing: After viewing all the different presentations ask: what did you notice during the conversations? An anchor chart should be created to establish guidelines for effective collaboration. • Optional: The video/poster/presentation can be shared on their YouTube channel, website or blog space.
Reflection	<p>Student reflection:</p> <ul style="list-style-type: none"> • What went well? • What did not go so well? • What do I need to change? • Reflection Question: Think of a time that you judged someone. How could you have handled it differently? <p>Teacher reflection:</p> <ul style="list-style-type: none"> • Do students understand how judging one another can negatively affect the learning environment? <p>OCGE Connection → A Collaborative Contributor who</p> <ul style="list-style-type: none"> • works effectively as an interdependent team member, • thinks critically about the meaning and purpose of work, • respects the rights, responsibilities and contributions of self and others, exercises Christian leadership in the achievement of individual and group goals, • achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.

Emotional Environment → Mindset and Attitude

Time Frame: One day for the lessons with extra time to complete posters

Purpose	<ul style="list-style-type: none"> To create an environment where the students understand the importance of a safe collaborative classroom and the importance of a growth mindset versus a fixed mindset.
Technology	<ul style="list-style-type: none"> Internet connected devices and projector
Before	<ol style="list-style-type: none"> Show student the short video clip, Famous Failures. http://youtu.be/zLYECIjmnQs <ul style="list-style-type: none"> Ask the students what they believe kept these “Famous Failures” from quitting. Use the T-E-R triangle model (resource) Conclude introduction with watching a few commercials from Michael Jordan’s Become Legendary Campaign. https://www.youtube.com/watch?v=igJrK4E3Dtc https://www.youtube.com/watch?v=rLFTPQ_FMj <p>Ask students what relevance these videos have to the learning environment. Record some of their thinking.</p>
During	<ol style="list-style-type: none"> Display the home and away statistics of sports teams (ie. NFL) <ul style="list-style-type: none"> What do you notice? Watch the following video on the Seattle Seahawks’ “12th Man” https://www.youtube.com/watch?v=49sDoHOwt64 Ask students how the mentality of the “The 12th Man” can affect students in the learning environment. Have students also look at how opposing teams have difficulty performing in front of “The 12th Man” <p>➤ <i>A discussion about the need for teamwork and the need for the whole class to be on ‘the same team’ striving for the one common goal of the classroom. It can be stressed that our attitude and behaviour have powerful effects and we must channel that energy in a positive manner.</i></p>
After	<p>Reflection:</p> <ul style="list-style-type: none"> Students are to create a poster/collage which includes a growth mindset quote that is meaningful to them. Students can use magazine/newspaper clippings or original artwork to make their growth mindset poster.

	 <p>Students are designing their learning environment -- Display poster or have students keep quote some place accessible so that it can be used as inspiration and to keep students on track.</p>
Assessment	<ul style="list-style-type: none"> • Review the student's reflections, and use this as a tool to assess and reflect on at a later date. • Once you come back to it, are students applying the quote they used? If so, in which areas? If not, how can they improve?
Reflection	<ul style="list-style-type: none"> • Have students explain why they chose the quote they did, and have them describe how this quote could apply to their own learning. <p>During the next few lessons on goal setting refer back to this lesson and the growth mindset quote the students chose.</p>

Goal Setting: Graffiti Wall

Time Frame: 75-100 minutes

Purpose	<ul style="list-style-type: none"> • Through the use of a graffiti wall, students will reflect on the role they play in their own learning as well as classroom learning. They will set specific goals that they can track over a defined amount of time throughout the school year. • This is a lesson that needs to be revisited and done at several intervals throughout the year.
Technology	Internet connected devices

Before	<p>3. Ask students:</p> <ul style="list-style-type: none"> • What is a goal? • Why do people set goals? • Why do they fail? • Why is it so hard to keep a goal? <p>Can collect student thinking in a variety of ways ie. chart paper, videos, audio, padlet.</p> <p>➤ Insert questions regarding their own personal goals from all aspects of life such as sports, school, music, dance etc.</p>
During	<p>1. Have students turn and talk about some possible goals that they hope to achieve in this learning environment, and then follow with a whole group discussion on some of the students ideas.</p> <p>2. SMART goals - what are they http://topachievement.com/smart.html</p> <p>3. Think about what you want to continue, start, or stop for 1st term as both a learner and as an active participant in this classroom. What comes to mind? A picture? A word? A phrase?</p> <p>4. Create an image that represents your role in this classroom and what you want this classroom to look/sound/feel like.</p> <p>**Image (word; picture; song title or phrase; collage; graphic; cluster of words; slogan; acronym; etc.)</p>
After	<p>5. Discuss your image with one person. Have students talk about the following:</p> <ul style="list-style-type: none"> • How does this image represent your role in this classroom? • What do you want to continue, start, or stop in your own learning and in the learning as a classroom? <p>Student Reflection:</p> <ul style="list-style-type: none"> • After the students have completed the graffiti wall portion of the lesson, it will be important for them to do an individual reflection on the goal setting process. This ensures they have evidence to look back on when they revisit their goals throughout the school year. Have students answer a question or questions related to the process. Some samples are below. <ol style="list-style-type: none"> a. Help me understand why this is your goal. What does this goal mean to you? What does this goal look or sound like? Tell me more. b. How can you help yourself to achieve this goal? How can I help you achieve your goal?

	<p>c. How can we work together to help you become a better thinker?</p> <p>d. What will you do if/when you encounter an obstacle?</p> <p>This can be done in a journal, Google form, blog, video/audio recording etc.</p> <p>Sample Google form: http://bit.ly/1KIBVrs</p>
Reflection	<p>Teacher: during graffiti creation and student sharing, record student thinking: What are students saying and doing?</p> <ul style="list-style-type: none"> • How will I help the students to monitor their goals? • Have the students set SMART goals that deal with their success in the learning environment? <p>At this point, it may be necessary for the teacher to do independent interviews/conferences with some students to help them set appropriate goals or to clarify their goals.</p> <p>Teachers will also need to provide time over the next weeks for students to monitor their progress toward their goals.</p> <p>OCGE Connection → A Self-Directed, Responsible, Life Long Learner who sets appropriate goals and priorities in school, work and personal life.</p>

Goal Setting Check Point

Purpose	<p>It is important to help the students follow their goals, therefore it is important to check in with students and see how they are doing. Are they reaching their goal? Are they on track to achieving their goal? Why or why not? How can you help? How can you support their plan of action?</p> <p>Goals may change as they hit the six week check-in. That is ok. Students may have more specific goals, they may realize that their first goal is not attainable or they are struggling to measure their goal. Are they truly a SMART goal?</p>
Examples:	<p>6 week check-in- http://bit.ly/1HLuh7O</p> <p>First term check-in- http://bit.ly/1IQOP0z</p> <p>New year check-in- http://bit.ly/1DSS62C</p>

	Family connection -- parent survey about students. http://bit.ly/1TBWXXF
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Section Two - Developing Student Voice in the Classroom

Defining and Finding Curiosity

Time Frame: Series of Lessons

Purpose	<ul style="list-style-type: none"> To model the inquiry process. "Inquiry ... requires more than simply answering questions or getting a right answer. It espouses investigation, exploration, search, quest, research, pursuit, and study." (Kuklthau, Maniotes & Caspari, 2007, p. 2) It is important for students to understand that inquiry is a process of finding information then doing something with that information.
Technology	Internet connected devices
Before	<p>1. Ask Students:</p> <ol style="list-style-type: none"> What is inquiry? What is curiosity? <p>Using the T-E-R triangle have students think about and discuss these questions.</p> <p>2. Inquiry/curiosity - background knowledge - chart paper/padlet - Develop a classroom definition of these two terms based on discussion.</p> <p><i>Capacity Building Series - Inquiry-based Learning, Pedagogical Documentation Revisited</i> 2013: http://bit.ly/1J4L3Q8</p> <p>Model your own curiosity and how you find answers to questions → ie. A question you had and the process you went through to find the answer(s), make a decision etc. (what are the chances of a plane crash?, how can I get rid of wasps in my yard?, How can I determine the best laundry detergent to use for my family? etc.)</p>
During	<p>3. Ask Students: What are some things you are curious about? Have students record as many ideas as possible using a strategy such as Quickwrite.</p> <p>Students then pair and share some of their ideas with a classmate.</p>

	<p>(students may be surprised that they have some of the same curiosities as each other)</p> <p>4. RESEARCH - Have students then choose one of the topics/ideas and collect as much research/information as they can.</p> <p>This is an opportunity for the teacher to formatively assess student's questioning/research skills. How do they search? What do they put in the search bar? What types of sites do they use to gather information? How much information do they determine to be enough? Do they process and think about the information or simply copy it? etc.</p>
After	<p>5. Provide students with a notebook (can be online as well) that they can keep track of their curiosities and interests. Explain to students that as humans we are insatiably curious and are always asking questions and seeking new information and this book is a place to record that thinking so they do not forget. The ideas in the book can be used for future inquiries in class, could turn into writing opportunities, or could simply be used for personal information.</p> <p>Invite the students to decorate this book to fit their personalities. (photos, quotes, pictures etc.)</p> <p>6. Curiosity Wall</p> <ul style="list-style-type: none"> • Find a space in the classroom or online to develop a class curiosity wall, where students can put questions or ideas that might interest others in the class. • The purpose of this wall is to spark genuine curiosity in the classroom and provide good inquiry questions. • Teachers could have curiosity spaces for curriculum areas as well as a space for more general questions and ideas.
Reflection	<ul style="list-style-type: none"> • Teachers will notice that some students, especially at the beginning of the school year, will say they aren't curious about anything. This is typical of elementary school students who have been conditioned to think the teacher will provide them with topics and questions to work on. • It may be necessary to model more than one instance of your own curiosity to the students. • It could also be worthwhile in allowing the students to go through this process more than one time on more than one topic they have interest in.

	Home Connection - This is a great opportunity to get the home involved. It could take the form of researching, discussions, parents modelling their own curiosities, asking questions, etc..
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Effective and Efficient Internet Research

Time Frame: 2 periods

Overall Expectations	Language Expectations 1.2, 1.3 (Gr. 4-8)
Purpose	<ul style="list-style-type: none"> • Demonstrate to students the importance of asking the right questions when conducting research, reading fiction and nonfiction materials, conducting interviews etc. and then finding effective, quality information to answer those questions.
Big Ideas	<ul style="list-style-type: none"> • To research, write about and discuss topics of relevance that matter in their daily lives. It also promotes the use of skills, and strategies to facilitate learning in other subjects, such as science, mathematics, history, and geography, and as a tool to help students understand and participate in society beyond the school. (Language Curriculum) • When you are curious about something, how do you find the necessary information? What is your process?
Technology	<ul style="list-style-type: none"> • Internet connected devices • Projector or SMART board - some way to project computer onto screen for whole class
Before	<ol style="list-style-type: none"> 1. When you are curious about something, how do you find the necessary information? What is your process? (specific to online) <ul style="list-style-type: none"> • Ask Students: Using the T-E-R triangle model have students record and discuss ideas. • Then as a whole group share thinking as the teacher records ideas using Padlet, which can then be shared with the class electronically so they have it as an ongoing resource.
During	<ol style="list-style-type: none"> 2. Teacher Modelling <p>Let's see what happens when we begin to do internet research. Today we are going to do research on bears. Teacher types "bears" in the Google search bar. Ask Students: What do you think will happen when I just type the word</p>

	<p>bears in the search bar? Give students time to think about the response.</p> <p>Discuss the results with a peer.</p> <p>Type bears into the search bar and press enter. Give students time to observe and think about the search results.</p> <p>Ask Students:</p> <ul style="list-style-type: none"> • What do you notice? • Why did this happen? <p>3. Things to discuss: -animal bear vs Chicago Bears</p> <ul style="list-style-type: none"> • wikipedia always comes up first-- why? • the number of results • the “searches related to bears” section at the bottom of the page • How does Google search work? https://www.google.ca/insidesearch/howsearchworks/thestory/
After	<p>Exit card: How will you change the way you search online to become more efficient?</p> <p>Home connection / Flipped resource: Have students go home and practice their new search skills using http://www.agoogleaday.com/</p>
Resources	<ul style="list-style-type: none"> • Infographic → How to Google Smarter http://mashable.com/2011/11/24/google-search-infographic/ • Google search tips and tricks http://www.google.ca/insidesearch/tipstricks/all.html • Tips for strategic searching - from <i>Common Sense Media</i> http://bit.ly/1U1lqx
Reflection	<ul style="list-style-type: none"> • Students have to be aware that the type of question they need to ask will depend on the situation and topic and resource. There is no specific formula for this model. • Before teaching this lesson, it will be important for the teacher to make sure he/she is comfortable with Google and all search tools provided. Be sure to review the Google search tips links provided with the lesson.

What to do with the Information: Organizing, Evaluating, Analyzing and Synthesizing Online Information

Time Frame: Series of Lessons

Purpose	<ul style="list-style-type: none"> To teach students how to determine whether information they find online is reliable and worth using. Highlight to students that the Internet is full of all types of information, some reliable some unreliable.
Big Idea(s) and Critical Question(s)	<ul style="list-style-type: none"> How and why am I using the information I found online? Is the information useful and reliable?
Technology	<ul style="list-style-type: none"> Internet connected devices
Before	<ol style="list-style-type: none"> Provocation: Use fake websites, hate websites, commercial websites <ul style="list-style-type: none"> Examples that could be used: www.petsorfood.com <ol style="list-style-type: none"> Project this website or another “fake” website for the students to analyze. (Google “fake websites” for other examples) <p>OR</p> <p>Use these 2 Holocaust websites and compare them (only to be used with older students at teacher/principal discretion)</p> <ul style="list-style-type: none"> US Holocaust Memorial Museum http://www.ushmm.org/wlc/en/article.php?ModuleId=10005143 Holocaust Denier website http://www.biblebelievers.org.au/holohoax.htm <ol style="list-style-type: none"> Ask the students what they think of the website(s). Does it provide good, reliable information? Does the author of the website have an agenda? Is there a bias in the information? etc. Have them Think/Pair/Share their ideas. Then discuss it in a whole group format (teacher choice) <ol style="list-style-type: none"> Highlight the idea that anyone can purchase web space and publish information on the Internet, real or fake. Also discuss the purpose of websites (commercial, education, government etc.) Ask Students: What things might we need to consider before using information from a website? Collect thinking in some way.
During	<ol style="list-style-type: none"> Practice: Assign pairs or small groups of students one of the URL’s provided in the document below. The websites all examine the issue of year round schooling. Students will then evaluate and analyze the information using the checklist provided. <p>Evaluating websites: http://bit.ly/1DSXwdQ</p>

	Website checklist: http://bit.ly/1Jhe3up
After	<p>5. Reflection Question:</p> <ul style="list-style-type: none"> • When doing online research, why is it important to question the information presented on a website? • Think of a time when you used the first website that came up in a search. Was this effective? Why or why not?
Resources	<ul style="list-style-type: none"> • How to organize research effectively - http://bit.ly/1fc0nCZ • Internet Domain Suffixes https://en.wikipedia.org/wiki/List_of_Internet_top-level_domains
Reflection	<p>Things to consider before teaching this series of lessons:</p> <ul style="list-style-type: none"> • Bias - do students understand this concept or does it need to be taught beforehand • Can students handle viewing a negative website to evaluate information? Important to use professional judgement** • This lesson will likely need to be repeated or revisited on more than one occasion. Having the students reflect periodically on how they are developing, improving and growing as a researcher will be important.

Choosing a topic - Developing an inquiry question or statement

Purpose	<ul style="list-style-type: none"> • To provide the students with the knowledge, understanding and tools to determine if a self chosen topic can be investigated and explored further through ongoing research and if it is worthy of further academic inquiry. • Students have to develop an ability to choose topics and ideas that they are genuinely interested in. • Choosing a topic and turning your topic into a inquiry question/statement. <p>In this lesson, we use the broad topic of social media to engage the students and teach them how to use their own voice in determining the direction their learning will go. This topic selection is at the teacher's discretion. <i>This type of inquiry could be used in curricular areas such as Science, Social Studies, Religion, Health, Language etc.</i></p>
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Technology	<ul style="list-style-type: none"> Internet connected devices
Before	<ol style="list-style-type: none"> Teacher: Chooses a broad, “umbrella” topic that students can relate to in some way → ie. Social Media Ask Students: <ol style="list-style-type: none"> Using the T-E-R triangle model, what role does social media play in your life? What do you actually know about social media? How do you use social media? (Activating Background Knowledge) Consolidate students’ ideas as a whole class <ol style="list-style-type: none"> Create a class definition for Social Media Make a list of all the different social media tools students use.
During	<ol style="list-style-type: none"> Have students choose three ideas/topics that fall under the umbrella of Social Media. (depending on age of students and readiness of students the number of topics can be varied) Give students four minutes (time may vary depending on students) to write/type everything that comes to mind about the topic they have chosen. Encourage them to make sure that everything that comes to mind goes on the page without judgement. They will review what they have written afterwards. (If you had students choose more than one idea, repeat this process) ***The time limit is very important here, as it forces the students to focus their thinking*** Have students choose a topic from their list that grabs their attention or spikes their interest. Students can begin the research process. <p>Road Block → teacher actually being willing to back away from this and allow students to fail at this process</p>
After	<ol style="list-style-type: none"> Student reflection: Exit slip: <ol style="list-style-type: none"> Is this a topic that you are actually interested in? Do I really care enough about this topic to spend a lot of time on it?
Follow Up	<p>There will be students who may not have much background knowledge on the umbrella topic you have selected → over the next few lessons it is</p>

	important for the teacher to select provocations to give them some info. - In many content areas students will not have background knowledge, therefore the teacher must provide them with some, in an interesting, engaging way. (video, articles etc.) (flip the classroom)
Assessment	<ul style="list-style-type: none"> Exit slip - What have I learned about inquiry and research that will improve my skills for next time? How can I improve my inquiry and research skills for the next inquiry?
Reflection	<p>Mini Lessons: The following are a series of lessons that will help students sharpen the skills introduced to them in this lesson.</p> <ul style="list-style-type: none"> Inner voice React to information Read with a question in mind Google-able vs. Non-Google-able questions Topic rationale - elevator pitch Taking knowledge public <p>Students will revisit topic they initially choose and ask themselves:</p> <ul style="list-style-type: none"> Did I authentically use my voice? Why or why not? Is there enough information on my topic? Is the information reliable? Am I genuinely curious about this topic?

Using your Inner Voice

{Lesson adapted from **Comprehension & Collaboration: Inquiry Circles in Action** - by [Harvey Daniels](#) (Author), [Stephanie Harvey](#) (Author)}

Overall Expectations	Language Curriculum Expectations Gr. 4-8 → 1.4-1.9
Purpose	<ul style="list-style-type: none"> To teach students to monitor their comprehension of new information presented during the inquiry process. To demonstrate to students how to develop a holistic view about new information and to consider all sides of an issue. It is important for students to understand that during an inquiry they need to actively think and process the information they are taking in, and not be passive recipients who simply read, watch, listen etc. OCGE → AN EFFECTIVE COMMUNICATOR WHO: <ul style="list-style-type: none"> A. Listens actively and critically to understand and learn in light of gospel values. B. Reads, understands and uses written materials effectively. C. Presents information and ideas clearly and honestly and with sensitivity to others.

Technology	<ul style="list-style-type: none"> Internet connected devices 				
Before	<ol style="list-style-type: none"> Choose a provocation to use with the students → ie. News article for shared reading/read aloud, Youtube video etc.) Ask students: <ol style="list-style-type: none"> What is the difference between summarizing/retelling and thinking about something? What form does our thinking take? <table border="1"> <tr> <th>Important Information/Facts</th><th>My Own Thinking</th></tr> <tr> <td> <ul style="list-style-type: none"> Main events and ideas Important information in order </td><td> <ul style="list-style-type: none"> Connections Questions Emotional reactions Misconceptions Inferences/interpretations Predictions Images/pictures </td></tr> </table> <p>Highlight these ideas with an anchor chart.</p>	Important Information/Facts	My Own Thinking	<ul style="list-style-type: none"> Main events and ideas Important information in order 	<ul style="list-style-type: none"> Connections Questions Emotional reactions Misconceptions Inferences/interpretations Predictions Images/pictures
Important Information/Facts	My Own Thinking				
<ul style="list-style-type: none"> Main events and ideas Important information in order 	<ul style="list-style-type: none"> Connections Questions Emotional reactions Misconceptions Inferences/interpretations Predictions Images/pictures 				
During	<ol style="list-style-type: none"> Read the article aloud to the students. While reading, model your own process of thinking, your own inner conversation, using the Inner Voice Chart BLM. Another example could be the strategy I Read, I Think, Therefore - it is another valuable way for students to make connections with what they are reading and to locate their inner voice. This activity can be found in most Think Literacy documents. Demonstrate to the students the difference between simply picking out important information and thinking about and reacting to that information. Stop reading after the first half of the article and invite students to use the BLM to record their knowledge and thinking as you read the second half. When you have finished reading the article, have the students share their charts with a peer, and discuss the difference between their knowledge and their thinking. 				
After	<ol style="list-style-type: none"> Ask Students: <ol style="list-style-type: none"> What difference do you notice between the two sides of the chart? Why are both sides important when we are processing information? 				

	<p>8. Practice → Provide students with another high interest, short article that they can practice this process with. Good opportunity for formative assessment.</p> <p>Important to note that this process will need to be repeated frequently as students will need to time to “hear” the inner conversation taking place in their heads when taking in new information. Encourage the students to use the chart frequently.</p>
Resources	<p>Inner Voice Chart BLM http://bit.ly/1HLEkK6</p> <p>Student Sample of BLM http://bit.ly/1KIISsG</p>
Reflection	<ul style="list-style-type: none"> At the beginning, students will likely do more summarizing/retelling than thinking. It is important that the teacher push them to think and have them share thinking in a variety of ways. (written, oral, online etc.)

Google-able and Non Google-able Questions - What makes a good question?

Overall Expectations	Language Curriculum - 1.3 - 1.6
Purpose	<ul style="list-style-type: none"> Google-able questions provide low-level thinking, which are important starting points for students but they need to go further than this. Non Google-able questions provide rich, higher order thinking. They promote critical thinking skills, creativity and collaboration. Good questions force action! Students need to understand the importance of answering the questions they ask.
Technology	<ul style="list-style-type: none"> Internet connected devices
Before	<p>1. Provocation - a video, article, image, etc. (this provocation depends on the students, curriculum goals etc.)</p> <p>Have students write down as many questions on stickies that come to mind as they read/watch provocation.</p> <p>2. Create a T-chart – Google-able vs. non Google-able</p> <p>a. Have students decide where their questions fit under the</p>

	<p>heading.</p> <p>b. Have students put their stickies on the chart. Discuss the results.</p> <p>*With no prior discussion about what Google-able and non-Google-able means, which forces the students to infer at the beginning</p>
During	<p>3. Using the TER model (graffiti placemat), students are to brainstorm the meaning of Google-able and non Google-able question.</p> <p>4. Whole Group: Gallery walk and discuss what was written.</p> <p>Ask Students:</p> <ul style="list-style-type: none"> • What makes a good question? • Why is it important to ask good questions? • Are both types of questions important? • Ask students to clearly distinguish between Google-able and non Google-able questions. There are no bad questions per se, however it is important to ask meaningful questions that will yield fruitful inquiry.
After	<p>Teacher: Go back to the provocation from the start of the lesson and have students ask more questions and re-evaluate the questions they already asked.</p> <p>c. Do any of the questions fall in the middle? (highlighting for the students that question asking is a continuum or sliding scale and is not strictly defined like the T chart)</p> <p>d. Should our two column chart be converted to a continuum? If so, what would that look like? How can we make that happen?</p> <p>The teacher presents a new chart (BLM) and students place questions on new chart.</p> <p>Practice → ongoing</p>
Home Connection	<ul style="list-style-type: none"> • Watch a video and have students practice asking a variety of questions and reflecting on which type of question they are asking, and how these differing questions can lead to a deeper understanding of the topic in question.

Reflection	<ul style="list-style-type: none"> Students will have to ask Google-able questions to answer their non Google-able question and vice versa. It is the teacher's responsibility to ensure that students understand that asking questions is a sliding scale. Ultimately, teachers need students asking higher level, critical thinking questions (non-Google-able), however, without Google-able type questions, it will be difficult for students to ask and answer non-Google-able questions. Teachers may need to model this depending on the students → actually showing a Google-able question and non-Google-able question. <ul style="list-style-type: none"> ➢ Stress to students the value of Google-able questions as a starting point on their way to developing higher level questions. Things to consider: <ul style="list-style-type: none"> o Just because a question begins with why or how does not make it a higher level thinking question Bias/perspective <ul style="list-style-type: none"> o Opinion forming o Taking action - entrepreneurial Have to discuss with students the importance of answering the questions that they ask. Consider having generated examples of Google-able and Non-Google-able questions prepared and have students identify which category they fall under. This could be done as a reinforcement piece at the end of the lesson or during the lesson as a formative assessment. OR provide them with one question and ask them to identify and explain if it is a Google-able or Non Google-able question. You will need to revisit this lesson and/or your own add on questioning lessons.
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Topic Rationale/Elevator Pitch

Purpose	<ul style="list-style-type: none"> To teach students how to select and justify the worthiness of a topic.
Technology	<ul style="list-style-type: none"> Internet connected devices
Before	<ol style="list-style-type: none"> Provocation → Video samples (positive and negative) - Dragon's Den, Shark Tank <ol style="list-style-type: none"> Have students watch a video of people pitching a product or service. While watching have students jot down thinking → What do you notice? What is effective and not effective? What types of things do they say to promote their product?

	<p>2. Have students share ideas in a Pair/Share model and then whole group and record ideas on a chart/Padlet</p>
During	<p>3. Introduce the concept of a topic rationale/elevator pitch for their inquiry process.</p> <p>4. Review with students some of the previous lessons about curiosity, inquiry, asking questions, and topic selection.</p> <p>5. Model the process of the topic rationale using the BLM http://bit.ly/1WpHfTI and an example topic (ie. Social Media) -</p> <ol style="list-style-type: none"> 1) Indicating the “umbrella topic” 2) Designing the research question(s)/statement(s) 3) Justifying the research (why I want to know this) 4) Conference and feedback process <p>6. Introduce the culminating task (sample at the end of this section), and explain that the first portion of the task is to complete the Topic Rationale - provide students with a specific timeline for completing this</p>
After	<p>7. Provide students class time to begin this process. At this point the teacher will have some flexibility to move from student to student and offer ongoing, descriptive, timely feedback.</p> <p>Refer to part three of the document for information on feedback and conferences</p>
Reflection	<p>8. Things to consider:</p> <ol style="list-style-type: none"> a. Have students revisit the free focussed writing they have done to help develop research question(s) b. This is likely the first time students have been through a process like this, so it may take extra time c. Be prepared for weak submissions <p>Ultimately, as a teacher, you want students to ask BIG questions, that involve them forming their own educated opinion, making a judgment on an issue then taking action related to the issue they have spent time researching and thinking about.</p>

Taking Knowledge Public

{Lesson adapted from **Comprehension & Collaboration: Inquiry Circles in Action** - by [Harvey Daniels](#) (Author), [Stephanie Harvey](#) (Author)}

Overall Expectations	<p>Oral Language → 2.1 - 2.7, 3.1, 3.2</p> <p>Media Literacy → 3.1 - 3.4, 4.1, 4.2</p>
Purpose	<ul style="list-style-type: none"> • Giving students authentic voice means giving them a role in deciding how to present information, thinking and new knowledge that they have discovered. Developing a bank of ways to present information to an audience allows students to make informed choices about a method that works best for a presentation they need to make. As well, students are encouraged to use different methods depending on the type of information that is being presented, which keeps them engaged in the learning process. • This also allows the teacher to save time by not having students present one by one, in front of the class, where they will often simply read from paper or slides. • How to choose an effective presentation method in order to deliver information for a specific purpose and audience.
Technology	Internet connected devices
Before	<p>1. Ask Students:</p> <ol style="list-style-type: none"> a. Why is it important to present our new learning to others? b. What are the ways you have usually been asked to do presentations in a classroom? c. How do you feel about this? <p>Students will likely have some negative ideas about presenting alone in front of the whole class - have them Think, Pair and Share these ideas and then record some of this thinking in a whole group.</p> <p>2. Provocation: Show the students some video clips of presentations (ie. TED talks) and have them jot down what they think is effective and what may not be effective. Can show more than one example, both good and bad.</p> <p>Collect this thinking in some way after the video.</p> <p>➤ Depending on teacher comfort level, students can be asked to reflect upon how teachers choose to deliver lessons ie videos, teacher directed, reading, notes, discussion etc. Have students evaluate the effectiveness of these methods, similar to TED Talk thinking task.</p>
During	<p>3. Have students brainstorm and research some ways to present information to an audience. The goal is to develop a list of these different methods that will become a classroom resource.</p> <p>4. Have students display their methods in two ways:</p> <ol style="list-style-type: none"> a. Produce a poster that can be displayed in the classroom

	<p>that explains the presentation method (ie. Voki example)</p> <p>b. Have students then complete the electronic document that can then be shared with the whole class - Slam - o - Rama sample document http://bit.ly/1TC4lrx</p> <p>When completing these two steps students must identify the method, what it is and how it could be a useful tool for presenting information in the classroom.</p> <p>5. At this point, the teacher can veto certain methods if he/she chooses. (ie. Powerpoint, book report etc.) It is important to point out that these presentation methods do not need to be solely online, electronic methods. Posters, sandwich boards, oral presentations can still be effective if used the right way by students.</p>
After	<p>6. The teacher can have the students now present their posters/document to the class quickly. Then give the students some time to experiment with some of the new methods they may have never used before.</p> <p>7. Reflection Question/Exit Card:</p> <ol style="list-style-type: none"> How might some of these new methods be helpful to you? How will they change the way you take your knowledge public?
Follow up lesson	<ul style="list-style-type: none"> In days following this lesson, the teacher should take some time to develop success criteria about making effective presentations. A discussion on audience is important to add in here, as they need to know their audience before they can pick their method of presenting their knowledge. Students should understand that the teacher is not the sole audience for their thinking. Authentic audiences are crucial for students to share their thinking. The teacher could also have students complete A-Z taking your knowledge public list. It will focus specifically on online and tech tools that are useful in the classroom. A sample is linked below. http://bit.ly/1gHzMid
Reflection	<ul style="list-style-type: none"> It is important to try and eliminate all forms of inauthentic presentations (ie. dioramas, book reports, powerpoint presentations etc.). Students need to understand what the purpose of presenting information is → to engage, educate and/or interest an audience. If students are successful in doing this, the audience will walk away from their presentation thinking about what they have heard and seen and maybe with the impetus to take action. Students will initially have a difficult time thinking outside of the box about presentation methods, as they generally have only done this in limited ways, with limited opportunities. Every time students engage in the inquiry process it is important that they are given an opportunity to

	<p>take their knowledge public, to some type of audience.</p> <ul style="list-style-type: none"> • Things to consider: <ul style="list-style-type: none"> • Discuss with them what the word audience means - it can mean one person to a large group and everything in between - it can also mean live or online. Understanding and recognizing different audiences is a key part of the success criteria for effective presentations. • As an extension, have students create a list of possible audiences ie. Teacher-only, peers-only, parents, teens, business men/women, grandparents etc. Providing examples or having a discussion about audience and presentation methods would help to reinforce the lesson.
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Share Fair

This is an exceptional method to have students take their knowledge public. Depending on space, students are given space to set up their presentation in a museum exhibit fashion. The teacher can invite other classes, staff members, administration and **parents** to come and walk through the students share fair. This will allow students to have an authentic audience to demonstrate their knowledge. This is also an effective way to get parents involved. This tends to be a less threatening way for students to present, as the audience is smaller and the people that stop by their station to see the presentation are genuinely interested in the topic.

Before engaging in a share fair, it is crucial that the students be allowed to practice with one another and the teacher and be given feedback on the process. If this is done too soon and students are not fully prepared, it can be intimidating for the students and they may be reluctant to revisit this process. It may be worthwhile to start with a smaller version of a share fair at the beginning of the year (ie. do it with their own classmates first → half the class presents one day, and the other half presents the next.) After doing a share fair, it is also important for the teacher to gather and collect feedback from the students for the next time they do something like this.

Post this information on a Padlet/Anchor Chart

(<http://padlet.com/TeacherManHT/fm20pedxmb8b>) and make it a working document that students and the teacher and even audience members can add to, which will help students improve for the next time.

➤ this is a great means for feedback and easy for the teacher to access and assess

This method also saves time because it can be done in 1-2 days versus a week when each student presents individually in front of the class.

Assessment → Teacher uses success criteria generated by class for curricular topic being presented and for the language expectations of his/her choosing. Teacher doesn't necessarily need to see each presentation, as students will be given several opportunities in this process to present knowledge. As well, teacher will be involved in a **feedback loop** with the students as they prepare their presentations.

Sample Culminating Task

Purpose: How to implement this process using a culminating task that accompanies the lessons and strategies in this section.

The example provided is using a social media task. Teachers will use their professional judgement (ie. grade level, relationship) when choosing their task, as this example is only a sample.

Big Question: Does social media have a positive or negative influence on teenagers/kids/people in today's society? (Ontario Catholic Graduate Expectation Connection → A Responsible Citizen seeks and grants forgiveness; promotes the sacredness of life; witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society)

Learning Goal: To understand the role social media plays in our lives and to demonstrate this knowledge/learning to others.

Success Criteria: is co-created with students,

<http://bit.ly/1Nv8ICU> (sample rubric)

<http://bit.ly/1haRhbp> (sample rubric)

Your task is to select an issue/topic that relates to social media and create a presentation for the class.

There are 3 parts to this project:

1. Topic Rationale → Refer to Topic Rationale/Elevator Pitch Lesson
This is a working document that teachers and students will revisit.
2. Research → Teacher plays a very specific role while the students are researching. The teacher's role is to guide, facilitate, and question during this process. Teacher immerses themselves in the learning partnership with the students. During this time teachers will have the opportunity to formatively assess students (assessment for learning). The students will also need to use their own time to do research as well. This allows for home involvement.
3. Product - Summative Assessment
 - A. Feedback is also given at this stage. Students will be given opportunities to improve their work next time based on your feedback that was given at this stage. This is the ongoing feedback cycle.
 - B. Written Component - Students will complete a written component. This can be teacher directed or student choice. This piece will demonstrate an understanding of their topic, promote creativity, and develop their writing skills.
 - C. Mini lessons regarding writing forms and structure may be taught. In this example the students wrote blogs. (Refer to resource section - Blogging)
 - D. Presentation → selecting a method to present your information to the class. Refer to the taking knowledge public class document and poster. Students are also encouraged to add to that document, as it is fluid. Students must make sure the learning goal is evident

in their presentation. Their presentation has to have a purpose, it is not just a regurgitation of facts and/or information.

Section Three: Assessment, Feedback and Reflection

The primary purpose of assessment is to improve student learning. Assessment for the purpose of improving student learning is seen as both “assessment for learning” and “assessment as learning”. As part of assessment for learning, teachers provide students with descriptive feedback and coaching for improvement. Teachers engage in assessment as learning by helping all students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning. **-Growing Success**

Reflecting is an integral part of the learning process. Below are some samples to use in the classroom.

Feedback Loop/Conferencing-

Give it

Receive it

Use it

How do you give feedback:

1. What is the purpose of your feedback? When providing feedback the learning goal must be communicated with the students. It should be specific, of high quality and encouraging, yet critical - this promotes perseverance
2. Feedback needs to be timely and organized.
3. Feedback should provide a space for reflection.

Giving Feedback - Assessment for Learning

Before:

- Ask Students: Think about a time when you learned to do something. ie. ride a bike, skate, swim, play an instrument. What was the process you went through to learn this skill? Use the T-E-R triangle.
- Whole Group: Collect thinking from students. Students should suggest they needed feedback from someone to learn these skills.
- Ask Students: How did you become successful? How did you get better? Use same model as above to collect thinking.

- Ask Students: If the person who was teaching/coaching you in how to do this simply yelled at you for not doing it right, how might that have affected the process of learning the skill? Repeat the process. Introduce the idea of feedback and develop a class meaning for it using student friendly language.
- Ask Students: Why is it important when learning to do something to get feedback? How does this apply to a classroom? Develop a purpose for feedback in the classroom. (to improve, show growth, not necessarily to achieve a better grade)

During:

- With the class, look at an example task. Use a piece that you are currently working on (writing, drama, etc.)
- Using the learning goal, create *Success Criteria For Giving Feedback* anchor chart with your class.

After:

- Practice time - In pairs, using their own work students are to practice giving feedback. You could also provide students with a sample piece of work that they can use to practice.
 - Students must know the learning goal, as their feedback should only relate to the purpose. Reminding students that the goal with feedback is to improve.
 - Feedback should be given using the learning goal and the success criteria as it provides specific examples and criteria.
 - Reconvene as a whole class to see how pairs came up with variations in feedback that could lead to a conversation about constructive feedback and the need to stick to criteria. It might be best to give groups/pairs same piece.

Depending on the level of students, teacher can model/scaffold what feedback looks like then have students move into pairs.

Receiving Feedback

How do you receive feedback?

Before: What do you do with the feedback you were given?

- Have students think about the previous lesson when you introduced the idea of feedback in connection to riding a bike or playing sports or dance etc.

Once students have begun the feedback process and have given feedback, what do they do next? How do you receive feedback?

Things to consider when receiving feedback:

1. You cannot take it personally. As it is human nature to feel offended in some way, students need to realize that this feedback helps them move closer to their end goal, the

product. Use a fishbowl/role play activity to model accepting negative and positive feedback.

2. Ask clarifying questions. If you do not understand or want more information regarding the feedback, ask questions. For example: teacher/student writes, "Add more detail". Ask clarifying questions such as what does that mean? Why? How will that help improve my work?
3. Reflect on the feedback and how to use it. Students need to realize that they do not have to use all the feedback given. Students are the owners of their work, they get to choose what suggestions they want to use to move forward. Students need to ask themselves what am I going to do with this feedback? Do I need to take this feedback? Is this feedback helping me achieve my final goal?

After: Students reflection on feedback and ask themselves:

How does feedback help me?

How do I feel when I give feedback? (Was I helpful? Did I invest myself in the process? Did I give something useful? Was I constructive?)

How do I feel when I receive feedback?

This could be written in their journal, on an exit slip or in a T-chart (refer to sample below).

<http://bit.ly/1DQMeak>

The feedback process is ongoing throughout the inquiry cycle. Using a gradual release model, feedback will be teacher- student in the beginning and progressing towards students individually seeking feedback from teacher, peers and self.

When students are comfortable with the feedback process you could have them join up with a critical friend. A critical friend is someone who is trustworthy, willing to critique and is invested in authentic improvement of his or her peer.

Feedback at times will be uncomfortable and or difficult to hear, but with the partnership of a critical friend, the student can feel comfortable in knowing that both are working to help improve and achieve the established goal of a given task and/or assignment.

Feedback is:

- Teacher to students
- Student to teacher
- Student to student
- Student to self

Reflection

Capacity Building Series - Ontario Ministry of Education - [Pedagogical Documentation](http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_Pedagogical.pdf) 2012
http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_Pedagogical.pdf

Different forms of Qualitative Data - Assessment for and as learning strategies

Reflective Students - Three sample strategies to help students reflect:

1. Reflection Circle - This could be used at anytime. The reflection can be recorded (audio or video) for later reference. It will allow teachers to reflect on the learning that took place and modify, redefine their practice if need be. This is also another avenue to give students voice in their learning.

2. Reflective Friday - Students have time during the day to reflect on their week. Using prompts (What did you like doing this week, why? What did you not like doing this week? Why? etc.) Or free choice, students have a place to express their thoughts and feelings regarding their environment. The weekly entries could be written in a journal and kept together throughout the year. Teacher reads and uses the student voice to enhance, modify or change the environment.

3. Blogging - Blogging is a focused reflection. It gives students a public voice.
Sample: student year end reflection <http://quietgirl19.weebly.com/blog>

Reflective Teacher - Four sample strategies to help teachers reflect:

*"Without being a reflective teacher, your pedagogy will not change.
Educators need to look for and address factors that challenge their practices and beliefs."* -
Steven Katz

Reflection empowers teachers and students to work together in the learning process.

1. Privately - What does it mean to authentically reflect on your practice?
Ask yourself: What went well? What did not go so well? What do I need to change? Did the lesson achieve my purpose? Why or why not? Was my purpose worthwhile? Did it encourage my students to use higher level thinking skills? Where am I going next? Is my focus clear? Am I responsive to the students needs? Have I used the feedback provided to me from my students? (From reflective circles, reflective Friday, blogging, etc.) Have I created the necessary environment to promote _____?

****Teachers need to document their reflection in a journal, etc. and share their experiences with a critical friend or a team.**

2. Critical Friend/ Team - This is not a place to story swap (My students did this... etc). Using the questions above as a team reflect on your teaching practices. Teachers can also use the Thinking Triangle model.

3. Personal Learning Network (PLN) - using the digital world to connect with teachers, Twitter, Google+, Facebook, Edmodo, etc.

4. Personal Professional Development (PPD) - Teachers need to adapt to the changing environment of education and take their learning outside the walls of the classroom and become 24/7 thinker, learner and doer, just as we are asking the students to do.

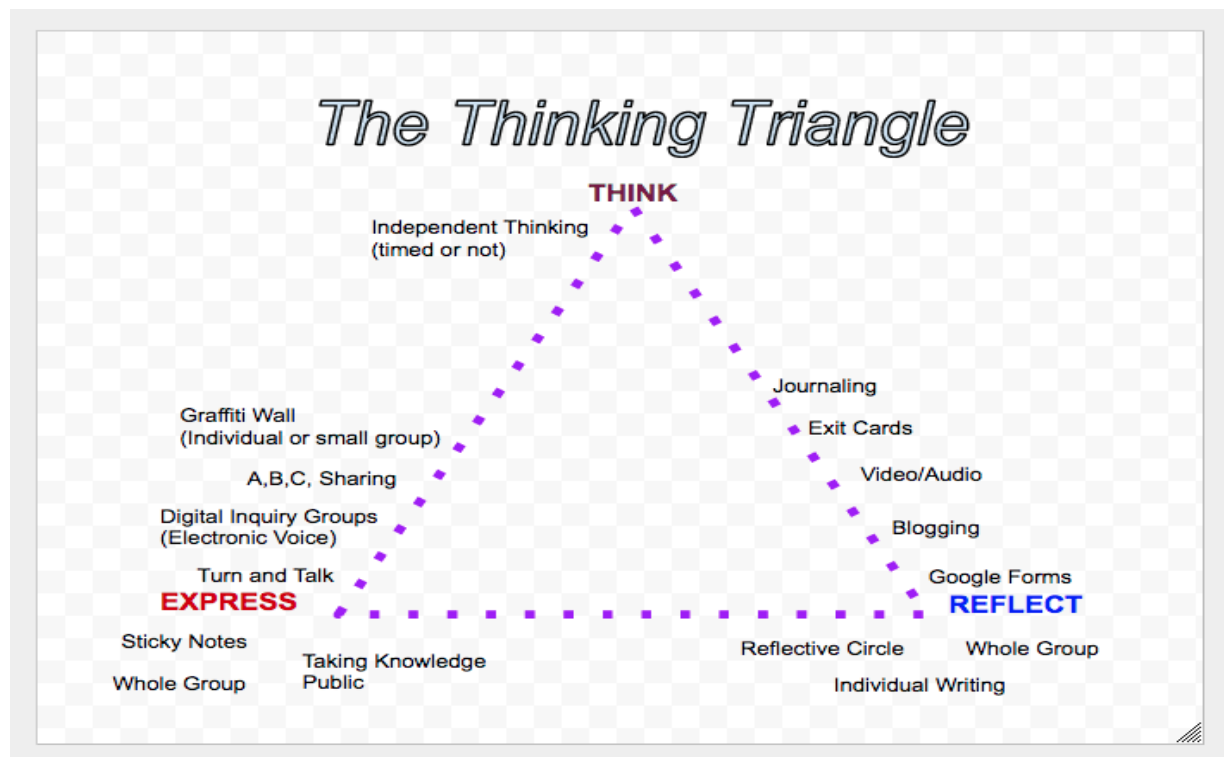
Appendices

T-E-R Thinking Triangle

<http://bit.ly/1DQNM RK>

Adapted from **The Adolescent Literacy Guide**, Ontario Ministry of Education

http://www.edugains.ca/resources/LIT/AdolescentLiteracy/Vision/AdolescentLiteracyGuide_Interactive.pdf



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Teachers Make a Difference What is the research evidence? - John Hattie, October 2003 - http://growthmindseteaz.org/files/RC2003_Hattie_TeachersMakeADifference_1_.pdf

Comprehension and Collaboration: Inquiry Circles in Action - Harvey Daniels and Stephanie Harvey - 2009

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Capacity Building Series - Literacy and Numeracy Secretariat - <http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/capacityBuilding.html>

How Does Learning Happen: Ontario's Pedagogy for the Early Years - <https://www.edu.gov.on.ca/childcare/HowLearningHappens.pdf>

Growing Success: Assessment, Evaluation and Reporting in Ontario Schools - 2010
<https://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>

Catholic Resources

Ontario Catholic Graduate Expectations - interpreted by the St. Clair Catholic District School Board - <https://www.st-clair.net/Data/Sites/1/media/public/Curriculum/Catholic%20Graduate%20Expectations.pdf>

The Institute for Catholic Education in Ontario (ICE) - <http://iceont.ca/>