

2020 IMPACT REPORT

Supporting our schools by sharing
our collective expertise

44



CIS Schools
Participated

17



Session Experts
Sharing

140



Educators in
Attendance

#CISOPD



Conference
Hashtag

- A powerful opportunity for like minded educators to connect and learn from each other, the **Connects Unconference** is a yearly opportunity to share, compare and benefit from the curation of a wealth of experiences, ideas and resources.



1: Future Readiness



3: UN SD Goals



4: Game-Based Learning
& Gamification



2: Wellness Dashboard

LEARNING

“ What an amazing day to learn from experts in our own community of schools.

Thought provoking and engaging journey through the concepts of 21st Century Skills and Gamification.

“ Wonderful to hear from other CIS educators about what is currently being implemented, what could be implemented, and what the future of our classrooms might look like.

“ I loved listening to everyone's ideas. I loved learning about the different initiatives that are taking place beyond my own school walls. Many other talented educators are working through the same problems that we are and I would love to learn and hear more!

ACTIVATING

“ Powerful discussions and tangible takeaways.

“ Amazing opportunity to connect, level up my practice, and get inspired to implement new ideas!

“ I got some great take-aways to apply instantly, and also some larger thinking items that will take time.

Conference SOUNDBYTES

from the exit survey data

SHARING

“ Collaborative experience that allowed us to share our ideas and utilize our expertise and grow as life long learners.

“ An amazing opportunity to think in a new way, consider the interactions of what happens at school and how each interaction can be looked at to achieve wellness and future readiness.

“ Great networking. Empowering to be surrounded by knowledgeable, thought provoking and forward thinking individuals.



► SESSION SLIDES

GUIDING QUESTION

How might we authentically embed 21st century skills across the Curricular and co-curricular programs in order to develop future-ready students?



Answers & Insights

There is a loud call to action coming from business and industry that asks K-12 educators to help equip students with a future ready skillset. The world beyond school needs creative knowledge workers who have the skills to design, collaborate, communicate, embrace ambiguity, and take agency over their learning.

What students should be doing:

- Experiencing deeper learning and the fostering of global competencies. This can be done by expanding our focus on nurturing the cognitive development of students, to include interpersonal and intrapersonal development.
- Be given the opportunities to build Social Emotional Learning (SEL) and Executive Functioning skills (EFL), as well as the ability to curate and reflect on their learning
- Be trained in collaborative inquiry (e.g., Knowledge Building, Integrative Thinking, Design-Thinking, etc.) in order to de-silo the application of skills from different disciplines, and foster deeper learning across curricular areas.

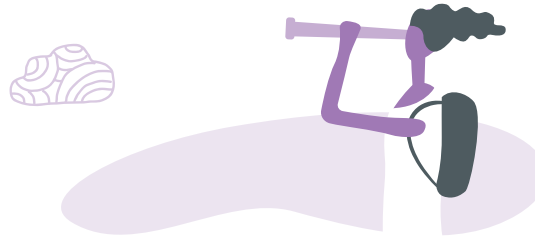
What educators should be doing:

- Encouraged to play the role of Teacher-as-Researcher
- Be supported in nurturing their own global competencies

- Engage in Learning Communities for collaborative professional inquiry
- Innovate their pedagogical practice oriented toward student development of global competencies and deeper learning. Pedagogical innovations should be informed by the Learning Sciences, ongoing classroom formative assessment data, and understanding of the Future of Work.

What schools should be doing:

- Evaluate how their current professional learning model is structured to meet the above outcomes
- Align their PD with strategic planning
- Consider how future-ready skills are defined, articulated, and shared in your community
- Review how to assess and report on these skills. Encourage the exploration of competency-based models, and look to formative, growth and developmental reporting, not numerical reporting.



Tips, Tricks & Advice

- Think Big, Start Small - with systems and/or structures (i.e. timetables, club offerings, etc...)
- Future proofing is about human creativity and connection and less about tools
- Incorporating language such as "What can we learn from listening?" "F.A.I.L. is "First Attempt in Learning"; and See "challenges" as "opportunities"
- Engage parents in educating them about the future or work and the future of post-secondary
- Try to Integrate age groups and subject areas where you can. You'll be surprised with what happens!
- Nurture formal connections with universities, industry, and community partners



▶ SESSION SLIDES

**Expert Presenters:**

- Stephanie Stevens - HTS
- Cresencia Fong - UTS
- Derek Doucet - LCS
- Julia Hunt - Pickering College

Room Facilitator:

- Garth Nichols - Havergal College



Resources

to follow up with

- ▶ **OECD Future of Education and Skills 2030**
- ▶ Council of Ministers of Education, Canada - **Global Competencies**
- ▶ Ontario Ministry of Education - **21st Century Competencies**
- ▶ New Pedagogies for Deeper Learning (NPDL), & their Deep Learning Competencies (6Cs)
- ▶ World Economic Forum - **"Schools of the Future"**
- ▶ "Humans Wanted" - **RBC Report**



Schools

to follow up with

- **UTS** - Creative Destruction Lab Student Experience as an example of Future-Ready experiences for students
- **Lakefield College School** - Harkness as a Future Ready skill building experience
- **Pickering College** - Global Citizenship Program
- **Holy Trinity School** - Design Course with intentional future-ready opportunities
- **Trinity College School** - Off-grid week
- **Havergal College** - Global Learning and Leading Diploma initiative in its pilot year

GUIDING QUESTION

How might we best measure, collect and evaluate student wellness data?



Answers & Insights

When Capturing Data: ("What we measure matters")

- Observation and anecdotal is a reliable and valid form of data, rubrics help in making it quantifiable
- Align measurables around mission and impact
- Ensure tools measure what you want them to.
- Adapt vs Adopt - Take on a existing tool whole or take from many different tools
- Wellness and wellbeing starts with the humans in the buildings, be human centered in your design

When Analysing Data: ("Kids who are doing well DO WELL")

- Balance data from a variety of sources, but don't oversurvey. WHEN is just as important as WHAT
- Teams/Committees dedicated time to the schedule are a must to succeed in implementing wellness plans within school

When Sharing Data:

("When you have the right data you can act")

- Connect sharing to broader strategic initiatives
- Knowing how kids are feeling is just as important as knowing if they are learning



Tips, Tricks & Advice

- Build a Wellness "team" that has member(s) sitting at the leadership level is crucial to successful implementation of initiatives.
- Relationship Mapping is a powerful practice that can help surface important gaps
- Stick with a framework (3 - 5 years)
- Develop a common language for key terms and concepts
- Turn data into information that will lead knowledge building throughout the school and inform practices
- If students are "doing well" they will, "do well!"



▶ SESSION SLIDES

Expert Presenters:

- Expert presenters:
- Elissa Kline-Beber - York
- Maria Almiron - Ridley College
- Sue Easton - Ridley College
- Mark Bunting - TMS
- Lisa Grassa - Mabin
- Libby Dalrymple - LCS

Room Facilitator:

- Justin Medved - York



Resources

to follow up with

Positive Education Tools

- ▶ **Assessing Wellbeing in Education (AWE)** - Awesome Schools
- ▶ **IPEN** - International Positive Education Network

Character Education Tools

- ▶ **The Third Path** - Dr David Tranter
- ▶ **Roots of Empathy** - programme
- ▶ **Second Step** - Social-emotional learning (SEL) that allow to children thrive.

- ▶ **Casel.org** - Collaborative for Academic, Social, and Emotional Learning (CASEL)

Mindfulness Tools

- ▶ **Thrive Framework**
- ▶ **Mind Up Curriculum**

Wellness Tools

- ▶ **School Mental Health Ontario**
- ▶ **www.flourishingatschool.com/**

- Flourishing at School is the leading preventative mental health software platform for secondary schools across the globe

Experts & Partners

- ▶ **Marty Seligman**
- ▶ **Nisbet Research Lab**

Flourishing Scale

- ▶ **www.midss.org/**



Schools

to follow up with

- **Lakefield College School** - THRIVE programme and framework
- **Third Path Schools** - The Mabin School, Kingsway College, Montcrest School,
- **Schools that employ a Director of Wellness** - York School, Ridley, HTS, UCC
- **Sterling Hall** - Panorama Ed Data
- **St Andrew's** - "Circle of Care" - Looking for wellness breadcrumbs throughout the day

3

UN's Sustainable Development Goals

GUIDING QUESTION

How might we best leverage these goals to enhance learning outcomes across academic and non-academic programming?



Answers & Insights

The UN SDGs provide an authentic context to practice SEL and integrate transdisciplinary thinking into curriculum delivery. It is important to develop a common language in schools around sustainability, diversity, equity, etc... and their meaning in the context of your school's mission, vision and values. To do this effectively, it is recommended that schools assess what curricular and co-curricular, as well as community-wide initiatives are already happening on an on-going basis.

- Leverage ongoing initiatives in your school (service learning, PBL, experiential education, student leadership, etc.) to spark ideas and help to connect SDGs to impact the real world
- Develop a common language around key terms (eg. sustainability, decolonization, equity, etc.)
- Throughout school community, model action and listen to students' ideas and suggestions
- Create opportunities for cross-curricular connections

- Use community experts (leverage alumni, existing partnerships, parent community) to model, support and exemplify commitment to addressing UN SDGs
- Document, celebrate and share both classroom and whole school journeys
- Create and support opportunities for action, education and awareness beyond fundraising
- Alleviate eco-anxiety and fatigue related to big climate issues through support for small personal action



Tips, Tricks & Advice

- For best results optimize for student voice and choice
- Start small and celebrate milestones with the larger community
- Be aware of action bias (empathy before action)
- Remember: It is an awareness of the world's vision of a global community not just a school vision
- Be explicit about the 'why' to the students
- Rather than starting something new, make intentional connections to what is already happening in your school
- Go deep into one or two SDGs as opposed to feeling the need to address all goals at once



▶ SESSION SLIDES



Expert Presenters:

- Leanne Mladen - RSGC
- Marc Brims - UTS
- Kim Bartlett - Pickering College
- Sarah Cowan - HTS

Room Facilitator:

- Brie Dundas - HSC
- Lara Jensen - UCC



Resources

to follow up with

- ▶ **Heads Up Resource** - Dr. Karen Pashby (Manchester Metropolitan University)
- ▶ **KIVA** - real-world sustainable development projects that could benefit from funding through micro-financing
- ▶ **Downie-Wenjack Fund** - Legacy Schools
- ▶ **Math That Matters** - David Stocker (book)
- ▶ **Facing History and Ourselves.org**
- ▶ **@SDGAction**
- ▶ **Young Reporters for the Environment** - platform for journalism
- ▶ **Factfulness: Hans Rosling (book)**
- ▶ **Manitoba Council for International Cooperation**

- ▶ **UN SDG** - website
- ▶ **World's Largest SDG Lesson Resource**
- ▶ **UNESCO** - resources
- ▶ **Litterati** - photograph local litter, post it to the site and use the crowdsourced data to inspire change



Schools

to follow up with

- **University of Toronto Schools re:** whole school approach to SDGs and linking to Mission, Vision and Values
- **Royal St George's College** - Integration into the arts
- **Pickering College re:** whole-school approach and links to Global Leadership Program

GUIDING QUESTION

How might we best integrate and apply game based pedagogies, strategies and technologies to enhance learning outcomes?



Answers & Insights

What is it?

- Game based learning incorporates interactive game mechanics and play to teach discrete content and concepts ("Play-bour")
- Games can be immersive and engaging, empowering students to explore, solve problems, ask questions, and investigate the world.
- Game based learning is generally intrinsically motivating and gamification is generally considered extrinsically motivating
- Participatory over 'passive' play - GenZ expects interactivity, not spectating. We are no longer in the movie generation, our students want to do, not see.

Why do it?

- All teachers collect formative data to track development, why not dashboard / gamify it to increase its value?
- Student motivation is maintained with the regular input of fresh data data.
- Games prove to be excellent provocations and motivators.

Benefits of it?

- Gamification turns the entire learning process into a game and often uses dashboarding, XP (experience points), badging as motivation tools. (i.e. Classcraft, Duolingo)
- Personalized profiles showing XP (extrinsic motivation)
- Games can be used as formative assessment and sources of ongoing feedback.
- Students have good insights to what makes a good game. Involving students in the building process can be a big win.
- In gamification, XP (experience points) increase as a student learns vs. traditional grading out of 100%. With XP students always see growth regardless of results.



Tips, Tricks & Advice

- Don't be afraid to use games that are not tech-based.
- Use game design as assessment
- Remember the distinct difference between gamification and game-based learning.
- Start small - expect to fail at the beginning
- Consistency of teacher input is important or students lose interest.
- Use exponential (rather than linear) XP quests (super-quests) to spice up the most important skill development and lessons
- Using games as assessment - keep iterating until you become good at the skill



▶ SESSION SLIDES



Expert Presenters:

- Mark Hoel - UCC
- Mike Farley - UTS
- Paul Deravasi - RSGC

Room Facilitator:

- Mark Ferley - UCC



Resources

to follow up with

Sites to PLAY with:

- ▶ Classcraft
- ▶ Walden Video Game - Social Studies.
- ▶ Gameof5.com
- ▶ Duolingo
- ▶ Heylistengames.org`
- ▶ Lucidlearning.org

▶ Gamesforchange.org

- ▶ Changegamer.ca
- ▶ Game jam
- ▶ Code.org

Books to read:

- ▶ Reality is broken

▶ Gametek

- ▶ Super Better
- ▶ Explore like a pirate
- ▶ What Video Games Have to Teach Us About Learning and Literacy



Schools

to follow up with

- Upper Canada College - gamification and game based learning
- Montcrest - gamification
- UTS - game based learning
- Pickering College - escape room / badges
- Mabin Live action games and role play
- RSGC - Game fueled cours