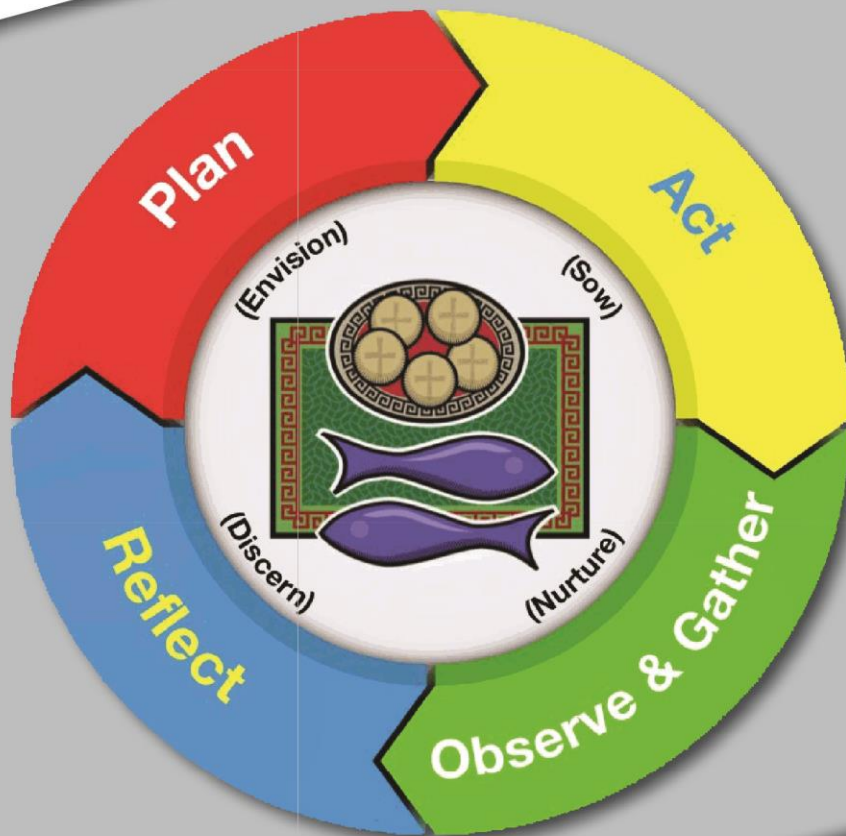




Eastern Ontario
CATHOLIC
CURRICULUM CORPORATION

*Collaborative Inquiry Through The
Catholic Professional Learning Cycle*

A Focus on Meeting the
Needs of Aboriginal and
Non-Aboriginal Students



Working Together for Catholic Education

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Collaborative Inquiry Through The Catholic Professional Learning Cycle A Focus on Meeting the Needs of Aboriginal and Non-Aboriginal Students

What are the overall goals of the project?

- Depict the Catholic Professional Learning Cycle as an inquiry process and expand our knowledge on how to meet the needs of Aboriginal students.
- Depict transformational learning: make educator thinking visible throughout the stages of the Catholic Professional Learning Cycle
- Support the ability of educators to respond to diversity by uncovering the mysteries behind each child we are called to serve
- Highlight the needs of all students, specifically the Aboriginal student

As Catholic educators we have been called upon to proclaim '*Our Language, Our Story*' in everything we do. The work of Catholic Professional Learning Communities is to respond to the needs of all our students through dialogue, action, observation and continued reflection. Through focused collaborative inquiry, centred on the thinking of all students, we build strong learning communities not only to inform our instructional decisions, but to build faith-filled relationships and trust with students. We commit to this work, understanding that each child is a gift from God and a mystery to be unraveled and discovered.

The learning goals of the inquiry are to make visible the thinking process of educators as they work through the Catholic Professional Learning Cycle and to learn how best to meet the needs of the Aboriginal student. Through this journey of collaborative inquiry and focused discussion on the critical thinking of students, educators will discern the needs of all students with a particular emphasis on the needs of the Aboriginal student; will plan for success; will build trust through respectful assessment tasks; and through reflection will grow stronger in their understanding of their students and of themselves. Whatever content area is chosen as the focus of instruction by the participating educators, the intentional connection to '*Our Language, Our Story*' allows faith to come alive in our classrooms making the sharing of our learning journey possible.

For those at the entry point of collaborative inquiry, this resource offers an introduction to the Professional Learning Cycle through the lens of Catholicity. For those familiar with a collaborative inquiry framework, this resource provides opportunities for educators to reflect on their practice, particularly as it directs their role as Catholic educators who want to meet all student needs.

Introduction

At the heart of the Catholic Professional Learning Cycle known as the CPLC is a graphic of five loaves and two fish – representing the *Feeding of 5000* story, found in all four Gospels. The graphic reminds us that God will take the gifts and talents we place at the service of Christ's Gospel and multiply them beyond what we could do on our own. Our work, animated by our Catholic faith, has the power to nurture and change lives, and in so doing, to change the world.

The Catholic Professional Learning Cycle is a curriculum implementation process used by teams of Catholic educators for professional learning.

It consists of 4 cyclical stages – Plan (Envision), Act (Sow), Observe & Gather (Nurture) and Reflect (Discern).

The Catholic faith dimension is integral to the distinctive nature of this process, which infuses Ontario Catholic School Graduate Expectations, virtues and gospel values into learning experiences and curriculum implementation. As educators and students engage in critical and creative thinking in light of faith-filled values, our Catholic faith is made visible.

This production brings together Catholic educators from Eastern Ontario's 4 English language Catholic school boards. You will see them working through the Catholic Professional Learning Cycle to focus on inquiry-based learning. This distinctive process of **collaborative** inquiry enables educators to integrate new knowledge into their professional practice through a deepened understanding of student learning and classroom instruction.

The collaborative inquiry process focuses on student learning – through observations of what is seen in work samples and heard in learning conversations. These observations drive discussion within the inquiry. Analysis of student work determines educators' instructional next steps. And this creates the possibility for building a respectful learning environment for all educators, based on sharing of gifts and insights, which allows professional learning to deepen.

Collaborative inquiry within a distinctive faith-based milieu provides a teaching and learning framework for all, grades k to 12.

It invites participation by all educators - in classrooms, schools, and program administration - to focus on evidence of student learning in a collaborative effort to help every student reach their God-given potential.

The video segments will demonstrate the Catholic Professional Learning Cycle within a distinctive, faith-filled collaborative inquiry framework and places emphasis on how to meet the needs of the Aboriginal learners. This model of collaborative educator inquiry will be showcased as an effective practice to support professional learning within Ontario's publicly-funded Catholic schools.

Before viewing this DVD you may wish to consider the following questions:

As a Catholic educator, what does 'collaborative contributor' mean to you?

As educators, we recognize that learning is a life long journey. In Ontario, the implementation of collaborative inquiry as a process for professional learning is in its early stages. What experiences have you had with collaborative inquiry?

- Where are you on this learning journey?
- What are you wondering?
- What is your learning destination?
- Also as a Catholic educator, how are you going to meet the needs of the Aboriginal and non-Aboriginal learners in your class?

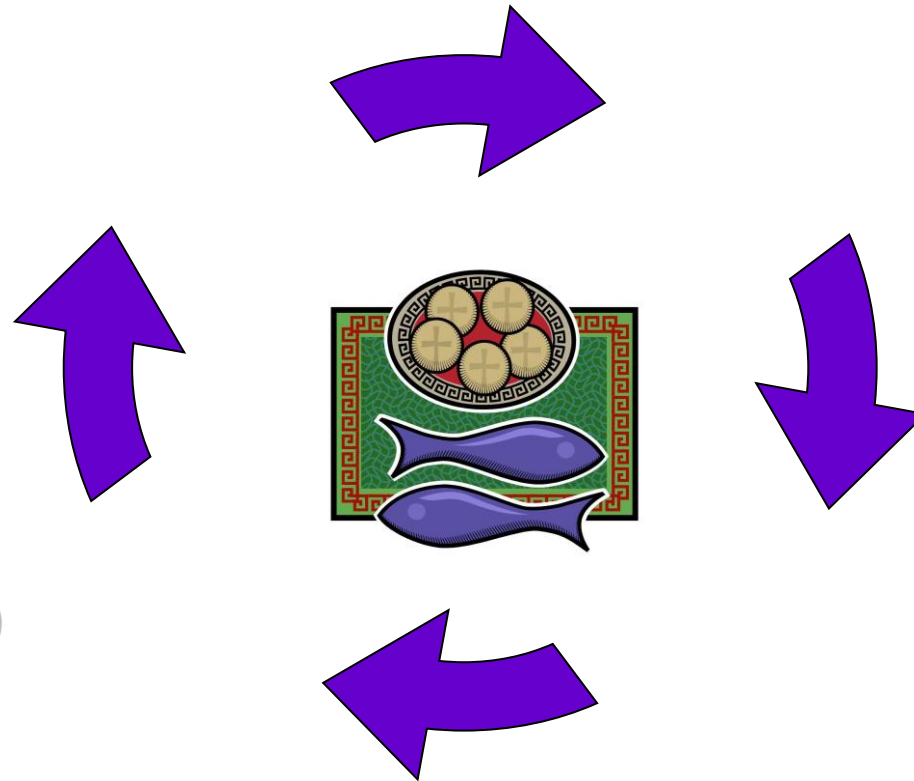
Catholic Professional Learning Cycle – Collaborative Inquiry

Plan (Envision)

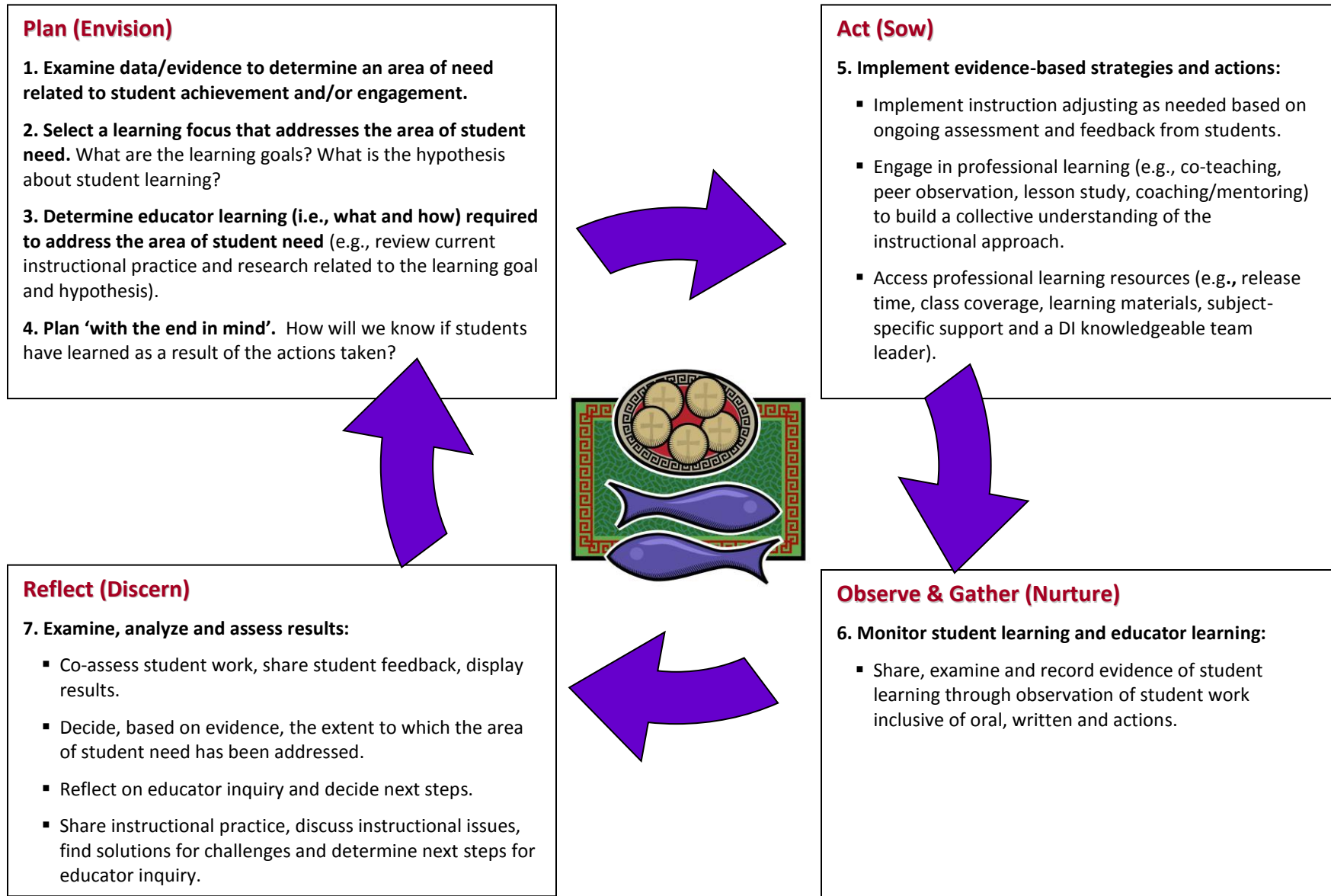
Act (Sow)

**Observe & Gather
(Nurture)**

Reflect (Discern)



Catholic Professional Learning Cycle: Collaborative Inquiry Framework



Catholic Professional Learning Cycle within a Collaborative Inquiry Framework

2. C

Our Catholic Faith Made Visible

Our Catholic Faith Made Visible

- Which Catholic Graduate Expectation(s) will frame the planning?
- What explicit connections can be made with the Virtues / Gospel Values?

Plan (Envision)

1. Examine data/evidence to determine an area of need related to student achievement and/or engagement.
2. Select a learning focus that addresses the area of student need; what are the learning goals? What is the hypothesis about student learning?
3. Determine educator learning (i.e., what and how) required to address the area of student need (e.g., review current instructional practice and research related to learning goal and hypothesis)
4. Plan 'with the end in mind'. How will we know if students have learned as a result of the actions taken?

Our Catholic Faith Made Visible

- How will your practices meet all individual student needs and reflect the dignity of the human person?
- What Catholic resources are appropriate in this situation?

Act (Sow)

5. Implement evidence-based strategies and actions:

- Implement instruction adjusting as needed based on ongoing assessment and feedback from students.
- Engage in professional learning (e.g., co-teaching, peer observation, lesson study, coaching/mentoring) to build a collective understanding of the instructional approach.
- Access professional learning resources (e.g., release time, class coverage, learning materials, subject-specific support and a DI knowledgeable team leader).

Our Catholic Faith Made Visible

- How will you journey with all of your students as they learn in the light of faith?
- How are the Catholic Graduate Expectations evident through your collaboration with other Catholic educators?

Observe & Gather (Nurture)

6. Monitor student learning and educator learning:

- Share, examine and record evidence of student learning through observation of student work inclusive of oral, written and actions.

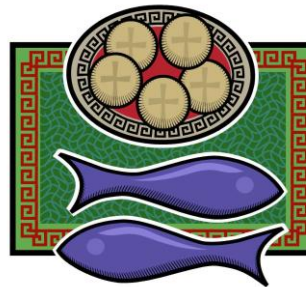
Our Catholic Faith Made Visible

- How can you celebrate the gifts and the learning of all students?
- How has this collaborative discernment process transformed the learning community?

Reflect (Discern)

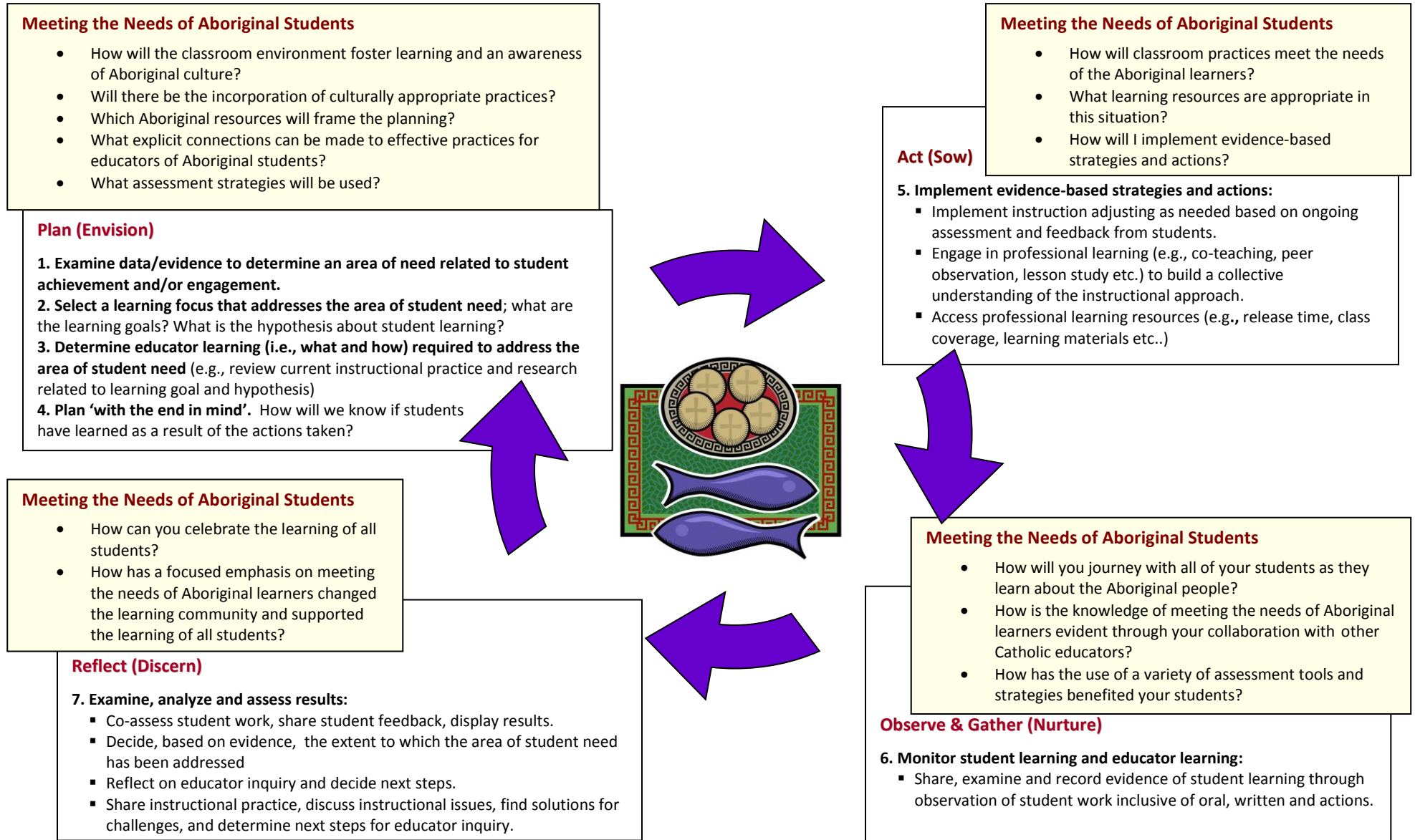
7. Examine, analyze and assess results:

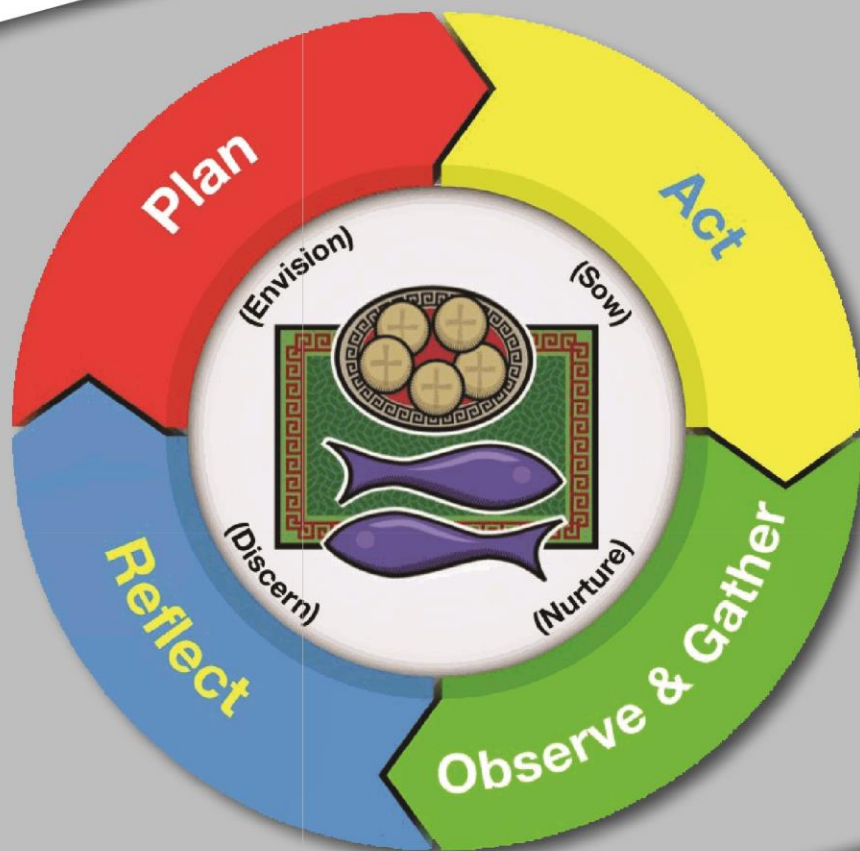
- Co-assess student work, share student feedback, display results.
- Decide, based on evidence, the extent to which the area of student need has been addressed
- Reflect on educator inquiry and decide next steps.
- Share instructional practice, discuss instructional issues, find solutions for challenges, and determine next steps for educator inquiry.



Catholic Professional Learning Cycle within a Collaborative Inquiry Framework

A Focus on Meeting the Needs of Aboriginal and Non-Aboriginal Students





The Catholic Professional Learning Cycle

Key Messages for
Each of the Stages

Key Messages for Each of the Four Stages of Cycle

The Catholic Professional Learning Cycle is a curriculum implementation process used by teams of Catholic educators for professional learning.

It consists of 4 cyclical stages – Plan (Envision), Act (Sow), Observe & Gather (Nurture) and Reflect (Discern).

Before viewing the DVD:

Questions to consider when implementing this resource:

- What student need or educator need has brought this team together?
- Who will be part of the learning team?
- What are the team's initial learning goals?
- What evidence will you accept as evidence of success?
- What is the time frame for working through a cycle?
- What experience do team members have with collaborative inquiry and meeting the needs of the Aboriginal learner?
- What knowledge do the team members possess on best practices for Aboriginal students?
- How will the DVD be segmented?
- How will you weave the CPLC learning about how to meet the needs of Aboriginal students into classroom practice and bring classroom learning back to the team?

It is suggested that:

- Groups meet with a common inquiry intention;
- Schools with larger staffs work in smaller groups, but plan to reflect back to the whole group periodically;
- Varied and flexible groupings are encouraged throughout the year to promote a school-wide exchange of ideas;
- Smaller schools are encouraged to seek out groups with similar inquiry intentions and establish networked learning communities;
- Inclusion of all members of the school community (i.e. supervisory officers, administrators, educators, educational assistants) brings multiple perspectives to the group leading to rich, authentic collaboration;
- A facilitator/'knowledgeable other' guide the process, if possible, for groups that are working through a cycle for the first time;
- Groups, who are beginning the journey of collaborative inquiry, choose to view the Introduction and the Plan (Envision) stage of the DVD and initiate their own planning on how best to meet the needs of the Aboriginal student. It is not recommended that groups view the DVD in its entirety. Subsequent segments may be viewed as the learning team progresses through the cycle;
- Groups, who are familiar with the collaborative inquiry process, may choose to come to consensus about their starting point in using this resource.

Stage 1: Plan (Envision)

Before Viewing:

Refer to the Plan (Envision) Stage of the *Catholic Professional Learning Cycle within a Collaborative Inquiry Framework, Our Catholic Faith Made Visible* and Meeting the Needs of Aboriginal Students (2.C, 2.D, pages 10 & 11). Discuss the components of the Plan (Envision) Stage of the process.

Consider while Viewing:

Which Catholic Graduate Expectation(s) and/or connections to Virtues/Gospel Values framed the educators' planning?	What evidence do you see of the CPLC instructional/assessment components of the Plan (Envision) Stage?
How have the educators in the DVD made their learning visible? What connections did you make regarding your own instructional/assessment practice?	How will you incorporate Catholic Graduate Expectations and Gospel values into your planning?

Also consider while viewing:

Which Aboriginal resources will frame the planning?	What explicit connections can be made on effective practices for educators of Aboriginal learners?
What assessment strategies and tools will be used?	Will there be the incorporation of culturally appropriate practices?
How will the classroom environment foster learning?	

After Viewing: Consider next steps

Audio/Visual Excerpts from the DVD: Stage 1 - Plan (Envision)

Entering the Plan (Envision) Stage the Catholic educator asks:

- Which Catholic Graduate Expectations will frame the learning? Could the focus involve being an effective communicator or being a reflective and creative thinker, or one of the other CGEs?
- In addition, are there explicit connections that can be made with virtues or Gospel values? For example, does the content lend itself to an emphasis on faith, hope, justice or other virtues and Gospel values?

In this stage:

- There is the examination of data and/or evidence to determine areas of need related to learning skills and work habits and/or engagement.
- Since there is the learning focus of how best to meet the needs of the Aboriginal student, there is the need to determine educator learning - the “what” and “how” required to address areas of student need. Do we need to review current instructional practice and research related to the learning goals and how do we intend to proceed?
- Planning ‘with the end in mind’ is a priority, otherwise, how will we know if students have learned as a result of the actions?
- We also need to ask ourselves and plan for, what evidence will we accept that students have learned?

The educator reflects on the following questions:

- What do we know about the students in our learning community? their stories? their learning journeys? their faith journeys?
- What data and/or evidence help us understand the uniqueness of each student?
- Which resources will we draw on to plan for distinctive Catholic curriculum that meets the needs of the Aboriginal learner?
- How will we use data?
- How will we intentionally use data and DI strategies to respond to student needs?
- How will we honour each educator's learning journey?

The Plan (Envision) Stage looks at the Ministry expectations and Catholic Graduate Expectations that have and will be addressed. In addition, educators discuss the importance of incorporating authentic learning tasks.

Excellence is what one strives for while fostering Gospel-based hope, justice and compassion with all.

The educator recognizes the uniqueness of each student and establishes the success criteria.

During the Plan (Envision) Stage, educators collaborate, establish learning goals and think of the assessment strategies that they will be using.

The more student work and student voices are brought to the table for discussion and study, the more numerous the benefits that will be realized for adult learning. Our collaborative work enables us to support one another as members of a faith-filled community of learners and educators.

Key Information from the Plan (Envision) Stage on Meeting the Needs of Aboriginal Students

- Key topics discussed by educators include: how to best meet the needs of the Aboriginal learner - discussion of resources, effective practices, assessment strategies, incorporating culturally-appropriate practices and creating a classroom environment that will foster learning
- The importance of high expectations
- The importance of relevant resources
- The integration of Aboriginal knowledge into the curriculum
- Paying attention to Aboriginal learning styles
- The importance of a holistic view
- The use of a variety of teaching/learning strategies
- The use of assessment and data in planning for success
- The Aboriginal educators' contribution to the school/class

Quotable Quotations - The Planning (Envision) Stage:

"The integration of First Nations knowledge and wisdom into curricula and pedagogy in education systems, both in First Nations and provinces and territories, will provide First Nations learners with a positive learning environment and encourage student success." (INAC, 2002)

"Pay close attention to the learning styles of Aboriginal students and design programs and lessons to capitalize on their strengths, e.g., use more visual and oral learning styles." (University of Alberta, 2005)

Stage 2: Act (Sow)

Before Viewing:

Refer to the Act (Sow) Stage of the *Catholic Professional Learning Cycle within a Collaborative Inquiry Framework, Our Catholic Faith Made Visible and Meeting the Needs of Aboriginal Students* (2.C, 2.D, pages 10 & 11). Discuss the components of the Act (Sow) Stage of the process.

Consider while viewing:

How have the educators met the individual student needs and affirmed the dignity of the human person?	What evidence do you see of the CPLC instructional/assessment components of the Act (Sow) Stage?
How have the educators in the DVD made their learning visible? What connections did you make regarding your own instructional/assessment practice?	What evidence of student learning reveals connections to Catholic Graduate Expectations and Gospel values?

Consider while viewing

How will your practices meet the needs of the Aboriginal learners?	What Aboriginal learning resources are or might be appropriate for these situations?

After Viewing:

What resources are available to support 'text to faith' connections?

What resources are available to support knowledge and cultural connections?

Audio/Visual Excerpts from the DVD: Stage 2- Act (Sow)

As we move on to the Act (Sow) Stage, the educator asks:

- How will my instructional practices meet each student's needs and uphold their dignity as human persons?
- Are there Catholic resources to draw on in this situation?

As we implement evidence-based strategies and actions we will need to consider the following:

- Implement instruction, adjusting as needed, based on ongoing assessment and student feedback to educator.
- Engage in professional learning such as, co-teaching, peer observation, lesson study and coaching/mentoring, in order to build a collective understanding of the instructional approach.
- Access professional learning resources such as, release time, class coverage, learning materials, subject-specific support and a DI knowledgeable team leader.

Act (Sow) by building trusting relationships:

- How will we ensure all students feel safe when learning?
- How will we use evidence-based strategies to build trust and develop a community of faith-filled learners?
- How will we involve students in the assessment process?
- How will we adjust instructional strategies based on ongoing assessment and feedback from students?

- Which professional learning strategies will help us build a shared understanding of the instructional approach?
Could we use co-teaching, peer observation, lesson study, coaching/mentoring?

As educators enter the Act (Sow) Stage, they ask themselves, “Am I engaging students in pedagogically and evangelically-rich, relevant learning?” Connections to Gospel values may be specifically planned, or they may occur during spontaneous moments. A mathematical question or problem may flow from a school initiative or community activity.

Learning goals are developed or co-developed and shared with all students at all levels of learning.

Members of the CPLC team implement their planning using evidence-based strategies to teach Ministry expectations and Catholic Graduate Expectations.

Key Information on Meeting the Needs of Aboriginal Students from the Act (Sow) Stage

- The importance of creating a safe and secure environment
- Aboriginal students’ self-esteem - a key factor in their school success
- The importance of an environment that honours the culture, language and world view of the Aboriginal student
- Classroom practice that acknowledges the Aboriginal territory where the school is located
- Aboriginal cultures that are integrated throughout the curriculum
- The importance of having a range of current and culturally-appropriate books and resources
- The use of a holistic approach to education
- Involvement in collaboration through pair and group work

- The need for reflection time
- The benefits of working with an Aboriginal educator
- Reaching out to the Aboriginal community which adds real life experiences to the curriculum
- The value of the utilization of oral traditions and storytelling

Quotable Quotations from the Act (Sow) Segment:

“A new body of research is beginning to demonstrate that Aboriginal students’ self-esteem is a key factor in their school success.” (Toulouse, 2008)

“This focus on adaptive expertise requires that the knowledge building aspect of the learning cycle is developed by searching for new knowledge and integrating it in flexible ways to meet particular teaching and learning challenges.” (Timperley, 2010)

“Attention to Aboriginal self-esteem – the connection between the physical, emotional-mental, intellectual and spiritual realms – is paramount. Aboriginal learners and their success are dependent upon educators and schools respecting this view.” (Toulouse, 2008)

Stage 3: Observe & Gather (Nurture)

Before Viewing:

Refer to the Observe & Gather (Nurture) Stage of the *Catholic Professional Learning Cycle within a Collaborative Inquiry Framework, Our Catholic Faith Made Visible* and *Meeting the Needs of Aboriginal Students* (2.C, 2.D, pages 10 & 11). Discuss the components of the Observe & Gather (Nurture) Stage of the process.

Consider while viewing:

What evidence is there that the educators are co-learners with their students?	What evidence do you see of the CPLC instructional/assessment components in the Gather& Observe (Nurture) Stage?
How have the educators in the DVD made their learning visible? What connections did you make regarding your own instructional/assessment practice?	How is a collaborative framework ‘nurturing’ for both students and educators?

Consider while viewing:

How will you journey with all of your students as they learn about the Aboriginal peoples?	How is the knowledge of meeting the needs of the Aboriginal learner evident through your collaboration with other Catholic educators?
How will the use of a variety of assessment tools and strategies benefit your students?	

After Viewing:

How will I/we use evidence to inform professional judgment?

Audio/Visual Excerpts from the DVD: Stage 3 - Observe & Gather (Nurture)

We now enter the **Observe and Gather (Nurture) Stage**. As Catholic educators, we can ask ourselves the following questions:

- How will I journey with **all** of my students as they learn in the light of faith?
- How are the Catholic Graduate Expectations evident through my collaboration with other Catholic educators?

In this stage we observe & gather (nurture) student learning as well as educator learning.

We share, examine and record evidence of student learning through observation of student work, inclusive of oral and written samples and actions:

- How will we share and examine evidence of student learning, including student feedback?
For example, record on tracking sheets or the use of data walls, in order to determine instructional next steps.
- How will we gather 'student voice'?
- How can we use tools, such as technology, to assist in gathering evidence?
- How can we support students in gathering evidence of their own learning to support self-assessment and as co-partners in goal setting?

Although educators **observe and gather** evidence throughout the Catholic Professional Learning Cycle, a more formal gathering of student evidence generally occurs, mid-unit or mid-implementation. One of the key questions that we ask ourselves is, how do we incorporate **our** distinctive language and vision as Catholic educators, particularly if we are working in a mathematics classroom?

In inquiry-based learning, we give the students a forum to voice their opinions and questions in a faith-based context.

Student voice informs our practice. Observations, conversations and work samples, provide valuable information on student learning. They form the basis for focused, professional conversations.

Key Information on Meeting the Needs of Aboriginal Students from the Observe & Gather (Nurture) Stage

- Use a variety of assessment tools and strategies.
- All students are unique.
- For Aboriginal students knowing the big picture is important.
- Small group and pair groupings are helpful.
- Authentic learning tasks are important.
- Interaction with students provides an opportunity to reinforce cultural information.

Quotable Quotation:

“... Johnston and Claypool (2010) proposed a multi-method assessment model that illustrates how data sources, assessment methods, and areas assessed can be combined so that both Aboriginal and non-Aboriginal ways of knowing are respected and reported. In sum, a zone of trustful intuition is created when educators facilitate a classroom environment infused with respect, relationships, and reciprocity, all of which stimulate positive learning and assessment experiences for students.”

Stage 4: Reflect (Discern)

Before Viewing:

Refer to the Reflect (Discern) Stage of the *Catholic Professional Learning Cycle within a Collaborative Inquiry Framework, Our Catholic Faith Made Visible* and *Meeting the Needs of Aboriginal Students* (2.C, 2.D, pages 10 & 11). Discuss the components of the Reflect (Discern) stage of the process.

Consider while viewing:

What evidence is there that the collaborative inquiry process has transformed both the students and the learning teams?	What evidence do you see of the CPLC instructional/assessment components of the Reflect (Discern) Stage?
How have the educators in the DVD made their learning visible? What connections did you make regarding your own instructional/assessment practice?	How will learning be celebrated for both students and educators?

Consider while viewing:

How can you celebrate the learning of all students and educators?	How has a focused emphasis on meeting the needs of Aboriginal students changed the learning community and helped the students in the class?

After Viewing:

Reflect and self-assess as a collaborative contributor. Where to next?

Is there more to learn about meeting the needs of Aboriginal students?

In addressing the needs of Aboriginal students am I also assisting the non-Aboriginal students?

Audio/Visual Excerpts from the DVD: Stage 4 - Reflect (Discern)

As we move on to Stage 4 Reflect (Discern), Catholic educators reflect and ask:

- How can we celebrate the gifts and learning of **all** students in a distinctive way?
- In addition, has this collaborative process transformed the Catholic school learning community so that it grows in knowledge, understanding and faith?

In this stage we examine, analyze and assess results:

- We co-assess student work, share student feedback, and display results.
- We decide, based on evidence, the extent to which the identified areas of student need have been addressed.
- We reflect on educator inquiry and decide next steps.
- We share instructional practice, discuss instructional issues, find solutions for challenges, and determine the next steps for educator inquiry.

During this stage we reflect, celebrate each success, recognize challenges and set new goals:

- We value the time to come together as professionals educating in the light of faith, to reflect and learn from each other.
- We celebrate successes and recognize areas for improvement as opportunities for growth, rather than frustration or failure.
- We recognize that learning is cyclical and we set new goals for students and for ourselves as learners.
- We are willing to ask our students for feedback.

There are a number of questions that educators may ask, such as:

- How will we co-assess student learning based on established criteria?
- How will we share student feedback and display results?
- How will we decide, based on evidence, the extent to which identified areas of student need have been addressed?
- How will we decide the extent to which our distinctive faith dimension has been addressed?
- How will we respond if the evidence shows we did not achieve our goals?
- How will we reflect on our learning and decide next steps?

It is important to note that reflection is part of each stage. Educators reflect on their past experiences specific to student engagement and learning.

This reflection may be spontaneous or formally planned where moments are set aside for collective thinking which is intentional and explicit.

Multiple perspectives are analyzed and various explanations are considered.

Educators question, reason and probe their ideas.

In the Reflect (Discern) Stage, educators come together to see if what was in the Plan (Envision) Stage actually worked. It is now time to look at student results, reflect on educator learning and decide the next steps.

Key Reflection Questions on Meeting the Needs of Aboriginal Students from the Reflect (Discern) Stage

- Am I aware of the importance of self-esteem as a key factor to school success?
- Do I have high expectations for all my students?
- Are the Aboriginal resources current and relevant?
- How do I show that I honour the First Nations, Métis and Inuit cultures?
- Am I working on integrating Aboriginal knowledge into other program areas?
- When I think of the learning styles of my Aboriginal students do I see: the importance of a holistic view, the value of a variety of teaching/learning strategies, the enjoyment and understanding that can come from hands-on activities and graphic organizers, and the need to provide time for reflection?
- Have I been successful in establishing partnerships with the Aboriginal community?
- Does my school/class recognize the Aboriginal territory on which the school stands?

Quotable Quotation:

“High impact professional learning balances student results with a rigorous observation of adult practices.” (Reeves, 2010)

Closing

Using the Catholic Professional Learning Cycle we have seen the power of inquiry-based learning in fostering:

- student learning,
- improved professional practice,
- authentic Catholic curriculum in every subject area, and
- meeting the needs of Aboriginal learners

Using research and classroom experience, educators learn on an on-going basis about what and how students learn. This can change educators from seeing themselves as individuals who work in isolation, to participating members in a supportive learning community of professionals.

Paula Short captured the challenge of this task when she stated, **“Creating a learning environment where [students] think together to create new ideas that go beyond the potentials of any one person is a challenge. In a collaborative community, both educators and students openly live as learners and make their learning available to others.”**

(Short, 1990 in The Comprehension Experience: Engaging Readers Through Effective Inquiry and Discussion, W. Dorsey Hammond)

All educators can reap the benefits of participating in a collaborative community with the right encouragement and support.

In addition, using the CPLC breaks down hierarchical divisions within boards in order to foster a model of professional learning and practice shared by a single group of educators with a shared vision rooted in the Gospel, and a common purpose; namely, student success in every dimension – spiritually, intellectually, physically, emotionally and socially.

The CPLC framework provides a workable model of professional learning for all educators. We have used it to show inquiry- based learning on how to meet the needs of the Aboriginal and non-Aboriginal learner. Six different groups of Catholic educators each came together on an on-going basis and moved through the different stages of this distinctive recurring cycle, which unfolds in the light of our Catholic faith.

Ontario Catholic Graduate Expectations

A Discerning Believer Formed in the Catholic Faith Community

- CGE1a Illustrates a basic understanding of the saving story of our Christian faith.
- CGE1b Participates in the sacramental life of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story.
- CGE1c Actively reflects on God's Word as communicated through the Hebrew and Christian scriptures.
- CGE1d Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good.
- CGE1e Speaks the language of life... "recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it." (Witnesses to Faith)
- CGE1f Seeks intimacy with God and celebrates communion with God, others and creation through prayer and worship.
- CGE1g Understands that one's purpose or call in life comes from God and strives to discern and live out this call throughout life's journey.
- CGE1h Respects the faith traditions, world religions and the life-journeys of all people of good will.
- CGE1i Integrates faith with life.
- CGE1j Recognizes that "sin, human weakness, conflict and forgiveness are part of the human journey" and that the cross, the ultimate sign of forgiveness is at the heart of redemption. (Witnesses to Faith)

An Effective Communicator

- CGE2a Listens actively and critically to understand and learn in light of gospel values.
- CGE2b Reads, understands and uses written materials effectively.
- CGE2c Presents information and ideas clearly and honestly and with sensitivity to others.
- CGE2d Writes and speaks fluently one or both of Canada's official languages.
- CGE2e Uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

A Reflective, Creative and Holistic Thinker

- CGE3a Recognizes there is more grace in our world than sin and that hope is essential in facing all challenges.
- CGE3b Creates, adapts, evaluates new ideas in light of the common good.
- CGE3c Thinks reflectively and creatively to evaluate situations and solve problems.
- CGE3d Makes decisions in light of gospel values with an informed moral conscience.
- CGE3e Adopts a holistic approach to life by integrating learning from various subject areas and experience.
- CGE3f Examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

A Self-Directed, Responsible, Lifelong Learner

- CGE4a Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.
- CGE4b Demonstrates flexibility and adaptability.
- CGE4c Takes initiative and demonstrates Christian leadership.

- CGE4d Responds to, manages and constructively influences change in a discerning manner.
- CGE4e Sets appropriate goals and priorities in school, work and personal life.
- CGE4f Applies effective communication, decision-making, problem-solving, time and resource management skills.
- CGE4g Examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities.
- CGE4h Participates in leisure and fitness activities for a balanced and healthy lifestyle.

A Collaborative Contributor

- CGE5a Works effectively as an interdependent team member.
- CGE5b Thinks critically about the meaning and purpose of work.
- CGE5c Develops one's God-given potential and makes a meaningful contribution to society.
- CGE5d Finds meaning, dignity, fulfillment and vocation in work which contributes to the common good.
- CGE5e Respects the rights, responsibilities and contributions of self and others.
- CGE5f Exercises Christian leadership in the achievement of individual and group goals.
- CGE5g Achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.
- CGE5h Applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

A Caring Family Member

- CGE6a Relates to family members in a loving, compassionate and respectful manner.
- CGE6b Recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended.
- CGE6c Values and honours the important role of the family in society.
- CGE6d Values and nurtures opportunities for family prayer.
- CGE6e Ministers to family, school, parish and wider community through service.

A Responsible Citizen

- CGE7a Acts morally and legally as a person formed in Catholic traditions.
- CGE7b Accepts accountability for one's own actions.
- CGE7c Seeks and grants forgiveness.
- CGE7d Promotes the sacredness of life.
- CGE7e Witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.
- CGE7f Respects and affirms the diversity and interdependence of the world's peoples and cultures.
- CGE7g Respects and understands the history, cultural heritage and pluralism of today's contemporary society.
- CGE7h Exercises the rights and responsibilities of Canadian citizenship.
- CGE7i Respects the environment and uses resources wisely.
- CGE7j Contributes to the common good.

Planting Seeds of Hope

(song lyrics)

I've been asked to understand, I've been expected to succeed,
But I'm not as smart or able, so the problem must be me.
I've listened and I've tried but I just don't think I can
Reach these expectations unless someone takes me by the hand.

And then there were those educators
Who seemed different than the rest.
Who showed a lot of patience when I put them to the test.
Who took the time and sat with me, who planted seeds of hope,
So I could start to see how I learn, who I am, and who I can become.

God help me love, like You, each child,
Though the process might be slow.
God help me plant the seeds
and trust that You will make them grow (x2)

God help me find a way to serve the needs of every child.
To see and discern, what will open up their hearts and minds.
To sit with them and listen, and to plant those seeds of hope.

So You can help them see,
how they learn, who they are,
and who they can become.

So You can help us see,
how we learn, who we are
and who we can become.

By, Eliane Guité & Tori Apedaile

Other Catholic Curriculum Resources

Catholic Curriculum Websites:

Catholic Principals' Council of Ontario

Website: <http://www.cpco.on.ca/>

Catholic Curriculum Corporation

Website: <http://catholiccurriculumcorp.org/>

Curriculum Support for Catholic Schools 2.0. EOCCC, 2005.

Website: <http://www.eoccc.org/content/csfcs/index.htm>

Eastern Ontario Catholic Curriculum Cooperative

Website: www.eoccc.org

Institute for Catholic Education

Website: www.iceont.ca/

Northern Ontario Catholic Curriculum Cooperative

Website: www.noccc.on.ca/

Ontario English Catholic Educators Association

Website: <http://www.oecta.on.ca>

Ontario Catholic School Graduate Expectations. ICE, 2012

Website: <http://www.iceont.ca/page13015019.aspx>

Our Language, Our Story. EOCCC, 2009

Website: <http://www.ourlanguageourstory.org/>

Planting Seeds for Success: Exploring Learning Skills and Work Habits from a Catholic Perspective, Grades 1 to 12

Website: <http://www.eoccc.org/>

EduGains:

EduGAINS is the portal to resources developed and provided through the Ministry of Education and focused on learning – student learning, educator learning, and researcher learning about student and educator learning. This site is for all educators, Kindergarten to Grade 12. The listing of resources includes: Assessment and Evaluation, Differentiated Instruction, ELL, Financial Literacy, International Languages, Literacy, Math Resources and Digital Resources.

Website: <http://www.edugains.ca/newsite/index.html>

Asking Effective Questions

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

Capacity Building Series: a Listing of Ministry Monographs

Website: <http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/capacityBuilding.html>

Collaborative Educator Inquiry (Capacity Building Series), Ontario Literacy and Numeracy Secretariat, 2010

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

Getting Started with Student Inquiry

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

Grand Conversations in the Primary Classroom

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

Grand Conversations in the Junior Classroom

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

Student Self-Assessment

Website: <http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/StudentSelfAssessment.pdf>

Educator Moderation

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

What Works? Research Into Practice

Website: <http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/whatWorks.html>

Professional Learning Webcasts:

Professional Learning Webcasts for Educators (Curriculum Services Canada)

Website: <http://curriculum.org/content/webcasts>

Professional Learning Webcasts for Educators, Archives (Curriculum Services Canada)

Website: <http://curriculum.org/content/archives-of-past-webcasts>

Aboriginal Learning Curriculum Resources

A Backgrounder on Aboriginal Education in Ontario

Website: http://edu.gov.on.ca/eng/aboriginal/new_resources.pdf

Aboriginal Education in Ontario – A brochure on new resources and opportunities for parents, educators and students

Website: http://edu.gov.on.ca/eng/aboriginal/new_resources.pdf

Aboriginal Perspectives: A Guide to the Educator's Toolkit

Website: http://edu.gov.on.ca/eng/aboriginal/Guide_Toolkit2009.pdf

Building Bridges to Success for First Nation, Métis and Inuit Students – A document that provides information on developing policies of voluntary, confidential Aboriginal self-identification and focuses on successful practices for Ontario school boards

Website: <http://edu.gov.on.ca/eng/aboriginal/selfID.html>

Native Language (secondary)

Website: <http://www.edu.gov.on.ca/eng/curriculum/secondary/nativelang.html>

Native Studies Secondary Curriculum

Website: <http://www.edu.gov.on.ca/eng/curriculum/secondary/nativestudies.html>

Ontario First Nation, Métis and Inuit Education Policy Framework

Website: <http://www.edu.gov.on.ca/eng/aboriginal/fnmiFramework.pdf>

Edugains:

This site includes a variety of professional development material. Many of the resources refer to Aboriginal students while others focus primarily on their success in the classroom. Listed below are a few that you may wish to review. They have a number of applications in different program areas.

Differentiated Instruction Teaching/Learning Examples

http://www.edugains.ca/resourcesDI/TeachingLearningExamples/History,%20Geography,%20Civics%20Grades%207-10/Folder%20GR10_Hist_Governmental%20Apology.pdf

Apology Scenarios

http://www.edugains.ca/resourcesDI/TeachingLearningExamples/History,%20Geography,%20Civics%20Grades%207-10/Appendix%20Gr10_History-Govt%20Apology.pdf

Illustrations Research/Resources – A variety of articles on assessment and some that focus on assessment and the Aboriginal student

<http://www.edugains.ca/newsite/aer2/research.html>

Think Literacy: Cross-Curricular Approaches

<http://www.edugains.ca/resourcesLIT/LearningMaterials/SubjectSpecific/ThinkLiteracy/ThinkLitHistoryCivics.pdf>

English Supports for Educators

http://www.edugains.ca/resourcesLIT/BoysLiteracy/BoysLiteracyDVD/5Supports/4_ProducedbyCAPBandStudentSuccess/AntiDiscrimination_handout.pdf

Professional Learning Webcasts:

Curriculum Services Canada provides a number of learning products and programs. Some refer specifically to the success of Aboriginal students and others are program specific. Be sure to visit the site. Listed below are a few sites for your professional development journey.

Unlocking the Potential of Aboriginal Students

<http://webcache.googleusercontent.com/search?q=cache:k6lmVsbuzZAJ:resources.curriculum.org>

Viewing Guide for Unlocking the Potential of Aboriginal Students

<http://resources.curriculum.org/secretariat/files/May24Guide.pdf>

Unlocking the Potential of Aboriginal Students – Suggested readings

<http://resources.curriculum.org/secretariat/files/May24Reading.pdf>

Aboriginal Literatures in Canada: A Educator's Resource Guide – Also includes suggestions for integration into other curricula

<http://resources.curriculum.org/tcf/educators/projects/aboriginal.shtml>

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