

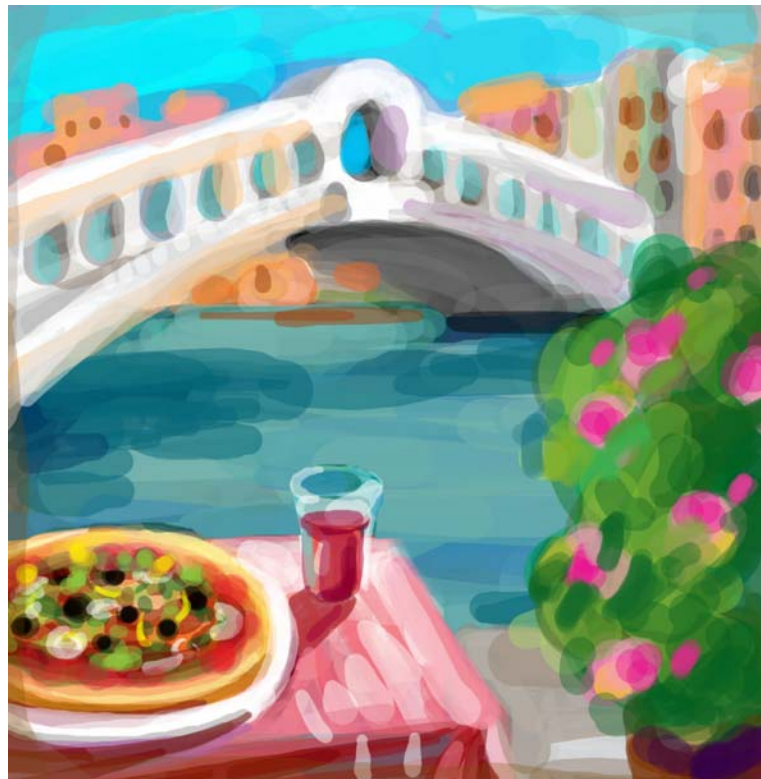
School
College
Work
Initiative

*Grand River Region
Planning Team*

Welcome to

Building Bridges

for seamless educational transitions



About SCWI

“The School College Work Initiative” (SCWI) is a cooperative effort of the Council of Ontario Directors of Education and the Committee of College Presidents and is jointly funded by the Ministry of Education and the Ministry of Training, Colleges and Universities. SCWI provides opportunities for district school boards and colleges to bring together faculty, teachers and administrators to work collaboratively to increase opportunities for student success.

Grand River Region Planning Team of the School College Work Initiative

This planning team came together in 2004-2005 with John Schaeffer of Mohawk College-Brantford, Donna Gates of Fanshawe College- Simcoe and Wayne Joudrie of Grand Erie District School Board lead by Theresa Harris of the Brant Haldimand Norfolk Catholic District School Board. The team functions currently under the leadership of Cathy Horgan, Director of Education for the BHNCD SB and the Steering Committee. The two local school boards and the two community college campuses which lie in the Grand River Region are the core partners of the team with support from several other agencies and institutions.

SCWI Coordinator Pat Lenz and SWAC Coordinator Betty Anne Jackson are employed by the Planning Team to assist members of the partner organizations in implementing all of the SCWI funded activities.



The Grand River Region Planning Team is a partnership of:

*Brant Haldimand Norfolk Catholic
District School Board*

Fanshawe College (Simcoe)

Grand Erie District School Board

*Grand Erie Training & Adjustment
Board*

*Ministry of Training, Colleges &
Universities*

Mohawk College (Brantford)

Nipissing University (Brantford)

St. Leonard's Community Services

About Building Bridges: for seamless educational transitions

History

In 2004-2005 a small cohort of 4th year Nipissing pre-service teachers in the Junior/Intermediate option along with their local associate teachers participated in the initial pilot of a project called “Junior Intermediate Internship in Community College”. Recognizing the truth that attitudes founded in the earliest stages of learning are crucial to developing a seamless educational experience for our students, the project evolved to also include pre-service teachers and their associate teachers from the primary division beginning in 2006-2007. The project structure also evolved to include, where feasible, more than one pre-service/associate teacher paired with a single college instructor in order to provide a wider base for the sharing of professional experience.

Project Goals:

Professional development for teachers at all levels of schooling will benefit their students, now and in the future

- ☆ Because teachers (associate and pre-service) will be better able to assist students in making appropriate informed choices of courses, programs, and careers, students will have an increased awareness of local college and career opportunities.
- ☆ Because teachers (associate and pre-service) will be better able to assist students in making appropriate informed choices of courses, programs, and careers, students will be better informed about the variety of destinations available to them after secondary school.
- ☆ Because teachers (associate and pre-service) will better understand the unique elements of the environment and culture of schools and college, students will be better informed and better prepared for college experience, resulting in a smoother transition and potentially higher levels of student success.
- ☆ Because teachers will develop collaborative relationships with area colleagues in schools and post-secondary panels, students will receive a learning experience which exposes them directly or indirectly to the skills and knowledge base of a variety of educators.
- ☆ Because teachers (associate and pre-service) and college instructors will gain first-hand experience and a deeper understanding of the links between school and college curriculum including a range of effective instruction, evaluation, and classroom management strategies, students will receive a more consistent educational experience with potentially higher levels of success.

Partner Groups

In this project, pre-service teachers from Year 4 of the concurrent education program at Nipissing-Brantford along with their associate teachers from GEDSB or BHNCD SB will partner with faculty of Mohawk College, Brantford campus, to explore alignment along the college pathway.

Contact Information: Those listed in a chart such as the one shown below will form your partner group.

Name	Partner organization	Division/ program area	Phone number	e-mail address
	Nipissing			
	BHNCD SB/GEDSB			
	Mohawk-Brantford			

Roles & responsibilities

Pre-service teacher:

- Coordinate activities of your partner group. (See [Partner Group Activities](#) p.6)
- With your associate teacher, host your Mohawk College partner in your classroom/school to provide a window into current aspects of the learning environment of elementary/secondary schools in Ontario.
- Travel to Mohawk College with your associate teacher at the invitation of your college partner to observe the college learning environment.
- With your associate teacher and your Mohawk College partner, discuss insights you have acquired into each other's professional settings. (See [Possible Topics](#) p.6)
- With input from your partners, complete the project's final product for your partner group. (See [Final Product](#) p.6)
- Attend the wrap-up session for this project on the afternoon of April 3rd at Mohawk College, Brantford campus. (See [Project Wrap-Up](#) p.9)

Associate teacher

- Supervise the practicum of your Nipissing student as expected by Nipissing Faculty of Education.
- Host your Mohawk college partner in your classroom/school to provide a window into current aspects of the learning environment of elementary/secondary schools in Ontario.

- Travel to Mohawk College with your student teacher, at the invitation of your college partner to observe the college learning environment
- With your student teacher and your Mohawk College partner discuss insights you have acquired into each other's professional settings. (See Possible Topics p.6)
- Advise and encourage your student teacher regarding the project's final product. (See Final Product p. 6)
- Attend the wrap-up session for this project on the afternoon of April 3rd at Mohawk College. (See [Project Wrap-Up](#) p.9)
- In your final report on your student teacher, comment on his/her engagement in and contribution to this project.
- For any of these activities which require you to be absent from your classroom duties, arrange a supply teacher. (see [Logistics](#) p.7)

College faculty

- Host your teacher and pre-service partners in your college classroom to provide a window into current aspects of the learning environment of community colleges in Ontario.
- Travel to the elementary/secondary school/classroom at the invitation of your school partners to observe the current learning environment of elementary/secondary schools in Ontario.
- With your teacher and pre-service partners, discuss insights you have acquired into each other's professional settings. (See Possible Topics p.6)
- Attend the wrap-up session for this project on the afternoon of April 3rd at Mohawk College. (See [Project Wrap-Up](#) p.9)

Partner group activities

“Walk a mile in his/her shoes.” As a basis for your discussions it is highly recommended, especially by those who have been involved in earlier versions of this project, that you spend some time in observation in each other’s learning environments. In the words of those previously involved:-

- “*Observe a college class instruction, and provide us (i.e. your partners) with the required assignments for that class*” suggests a student teacher participant, and
- “*Shadow each other*” strongly encourages a college instructor participant.

Final product

At the wrap-up workshop for the Building Bridges project (See Project Wrap-Up p.9), the pre-service teacher will have an opportunity to share the learning of your group members with all of the participants from the project.

In a carousel format, displays developed by the pre-service teachers will showcase these insights.

Display format:

Name, professional role of each group member

Topics explored (See Possible Topics below)

- Including, for *at least one of the topics*, a list of 5 “best practice” learnings

Either Project (see Appendix A: Final Product Planning Sheet)

- Title
- Format (e.g. field trip, newsletter, lesson plan)
- Curriculum connection (Check subject-specific documents as well as Choices Into Action)

Or Mohawk College lesson documented in the lesson plan format used by Nipissing students (see Appendix B and Appendix C)

Possible topics

- ✓ Assessment & evaluation practices and policies
 - Role of, strategies for assessment
 - Evaluation tools
 - Expectations around submission of assignments (format, timelines etc.)
- ✓ Program resources, especially technology
 - What is used
 - How is it used
 - What are expectations of students re use
- ✓ Supports available for students
 - Study skills
 - Literacy
 - Accommodations for learning disabled students
 - Differentiated instruction
- ✓ Teaching strategies for large/small classes

Reminder of incentives

- For practicing teachers supply teacher costs (up to 3 days) will be paid by SCWI.
 - College faculty may access funds to provide guest speakers to address their classes while they are engaged in project activities.
 - For all participants travel expenses from their home school will be paid by SCWI.
 - Each group will receive a small budget to fund related work done together.
- Pre-service/practicing teachers
 - Destination College DVD with curriculum package
 - College instructors
 - A small honorarium for participation in a partner group
 - All participants
 - a certificate recognizing this professional development experience

Logistics

- all participants: See Appendix D: SCWI Expense Form.
 - This is to be used for any travel expenses related to your involvement in Building Bridges as well as for any costs related to your Final Product. (see Final Product p. 6).
 - Please note that due date for expense submissions is Apr. 30, 2008.
- college instructors: To access speaker funds see Paul Armstrong.
- practicing teachers: Supply teacher booking/billing
 - teachers of BHCNDSB:
 - Follow board's usual procedure for booking.
 - Have your principal charge your supply teacher costs to Acct. # 10.185.4.000.478.
 - teachers of GEDSB:
 - Follow board's usual procedure for booking
 - Have your principal charge your supply teacher costs to Acct. # 689-65-859-000-0-000.

Next Steps for Nipissing Year 4 students who will be participants in Building Bridges during your March/April 2008 practicum session:

No later than the Thursday before your practicum begins (March 6th, 2008) contact all members of your partner group to arrange a meeting to plan group activities/project(s) to be completed during the practicum.

- Ideally this meeting should be face-to-face.
- One possible strategy: invite the Mohawk instructor to your school to observe a class. Then you can have a meeting and share your learning environment on the same occasion.

Building Bridges binders

- Review your binder prior to the beginning of your practicum.
- Deliver a binder to your associate teacher.
- Alert your college faculty partner to pick up a binder from Executive Dean Paul Armstrong at the Brantford campus of Mohawk College

At your planning meeting

- Review the packages with each member.
- Using the guidelines in your packages plan group activities/project(s).

See Partner Groups: Roles & Responsibilities p.4.

Discuss this aspect of your practicum experience with your faculty advisor.

Project wrap-up

Purposes:

- Share the learning of your group members with all of the participants from that practicum.
- Evaluate the entire project with a view to making recommendations at the provincial level.
- Discuss a Mohawk student ambassador program aimed at continuing this collaboration between schools and college to provide up-to-date, complete, accurate information re college as a viable post-secondary destination.

Date: April 3, 2008

Time: 1:00p.m.-3:30p.m. Lunch will be available at 12:45 p.m.

Location: Mohawk College, Brantford, Room t.b.a.

Project Contacts

- ❖ Brant Haldimand Norfolk Catholic District School Board
 - Kathy Evans, acting Principal of Program, Secondary 519-756-6505 x240, kevans@bhncdsb.edu.on.ca
 - Mary Gallo, Senior Administrator reporting to the Director 519-756-6505 x251, mgallo@bhncdsb.edu.on.ca
- ❖ Grand Erie District School Board
 - Marlene Kennedy, Principal Leader-Student Success 519-754-1606x287236, marlkenn@fc.gedsb.net
- ❖ Nipissing University, Brantford
 - Dr. Maria Cantalini-Williams, Director-Concurrent Education, 519-756-8228x5711, mariac@nipissingu.ca
- ❖ Mohawk College, Brantford
 - Paul Armstrong, Executive Dean 519-758-6012, paul.armstrong@mohawkcollege.ca
- ❖ School College Work Initiative, Grand River Region
 - Pat Lenz, Coordinator, 519-752-8053, plenz@bhncdsb.edu.on.ca

Final Product Planning Sheet

Please e-mail this to mariac@nipissingu.ca by Monday, March 24, 2008.

Name of pre-service teacher:

Name of associate teacher:

Name of Mohawk instructor:

Learner-Participants (e.g. Gr. 5 students, parents of intermediate students)

Title of project:

Topics addressed by partners in doing this project:

Planning strategies

Teaching strategies

Assessment strategies

Resources and supports

Ontario Curriculum./Choices Into Action

Description of product (e.g. newsletter, class trip, classroom speaker, lesson plan, career day, parent information session)

Proposed cost of the product (to maximum of \$250; to be used for materials, printing, speaker gifts, bus rental etc.)

Format for final carousel presentation:

- ☆ Poster board
- ☆ PowerPoint presentation running on laptop
- ☆ Other similar display

Subject/Course:

Name:

Grade Level:

Date:

Topic:

Time:

1. Expectations and Learning Skills

The grade learners will:

a) **Expectations:**

b) **Learning Skills:**

2. Pre-assessment

a) **Learners:**

b) **Learning Environment:**

c) **Resources:**

3. Content

4. Strategies

a) Introducing the Activity

b) Routines

c) Teacher's Role

5. Assessment

6. Reflections

a) Expectations and Learning Skills

b) Effectiveness

c) Next Steps

Subject/Course:	Name:
Grade Level:	Date:
Topic:	Time:

1. Expectations and Learning Skills
The grade _____ learners will:

a) **Expectations:**

b) **Learning Skills**

2. Pre-assessment

a) **Learners:**

b) **Learning Environment:**

c) **Resources:**

3. Content	4. Strategies
a) Introduction (“ Hook”)	
a) New Learning	a) Teaching Strategies

b) Consolidation of Learning:

c) Application / Reaction:

4. Assessment

5. Reflections

a) I – Expectations and Learning Skills

b) Effectiveness

c) Next Steps