



THE KEN SPENCER AWARD

Canadian
Education
Association



Association
canadienne
d'éducation

The 2015-2016 Winners of the Ken Spencer Award for Innovation in Teaching and Learning



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Great minds don't think alike

**The 2015-2016 Winners of the CEA Ken Spencer Award for Innovation in Teaching and Learning
February 2016**

PUBLISHED BY:

Canadian Education Association (CEA)
119 Spadina Avenue, Suite 705, Toronto, ON M5V 2L1

www.cea-ace.ca

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Photo Credits: The teachers, schools, and school districts of the 2015-2016 Ken Spencer Award Winners.

PUBLIÉ EN FRANÇAIS SOUS LE TITRE:

**Lauréats 2015-2016 du prix Ken Spencer pour l'innovation en enseignement et en apprentissage
Février 2016**

CELEBRATING/CÉLÉBRONS



— Est./fondée en 1891 —



Founded in 1891, the Canadian Education Association (CEA) is a network of passionate educators advancing ideas for greater student and teacher engagement in public education. CEA does this by conducting research and spreading useful ideas through its publications, website, workshops, symposia, blog, videos, and social media channels, and supporting education systems to be more adaptive to the rapidly changing needs of all learners in an effort to reverse the trend of students 'tuning out' of their learning opportunities.

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THE KEN SPENCER AWARD



The 2015-2016 Winners of the CEA Ken Spencer Award for Innovation in Teaching and Learning

The Canadian Education Association (CEA) is proud to share summaries and contact information from the seven Ken Spencer Award winners – From coffeeshop Makerspaces, to team teaching and teacher co-learning, to mixed-age student mentoring, and arts- and exercise-based solutions that reduce student anxiety and heighten focus, these successful learning programs showcase a courage and willingness among educators to rethink traditional classroom practice that caters to the interests and needs of *all* students.

This year's Ken Spencer Award-winning programs prepare students from Pre-K to Grade 12 for deep learning, address the well-being of both teachers and students, and inject passion, empathy and engagement into classrooms. Creating non-traditional spaces for students and teachers to interact has resulted in winning conditions for all.

CEA's Ken Spencer Award for Innovation in Teaching and Learning was established with the generous contribution of Dr. Ken Spencer to recognize and publicize innovative work that is sustainable and has the potential of being taken up by others; to encourage a focus on transformative change in schools; and to provide profile for classroom innovation within school districts, schools, and the media.

Dr. Ken Spencer was a past CEA Director and retired CEO and co-founder of Creo Products. In 2011, he was inducted as a business laureate of the British Columbia Hall of Fame. Since 2009, he has generously donated the financial awards for CEA's Ken Spencer Award for Innovation in Teaching and Learning.



THE KEN SPENCER AWARD



FIRST PLACE – \$7,000

HWDSB Enrichment & Innovation Centre

A hands-on learning space where students can feel at home

Hamilton-Wentworth District School Board

Hamilton, Ont.

The HWDSB Enrichment & Innovation Centre is a hands-on learning and inquiry Makerspace with a ‘coffeeshop’ atmosphere that serves over 400 gifted students per month from across the district. Each day starts with a cup of tea to set the tone for group conversations. Students are offered a variety of seating arrangements, from traditional desks to a kitchen table and comfy beanbag chairs. This relaxed learning community atmosphere has proven to be so vital for student success. The room design recognizes the need for quiet and individuality when learning and includes a cozy living room space with lamps, curtains, a carpet, a couch and books for “chilling” where even the most anxious learner can find a comfortable place to engage in inquiry.

The two teachers who co-facilitate this program are constantly trailblazing with a relentless drive to engage and empower students. This program is all about students pushing boundaries, taking risks, asking and answering good questions, and thinking critically. No two days are alike with students debating and exploring global issues, designing 3D-printed inventions to solve world problems, tinkering with robots, programming mini computers, recreating historic events and poetry using Minecraft, using a giant green screen for video productions and storytelling, and co-authoring their own books. By connecting their learning directly to global goals, nothing is done without a purpose.



Websites: <http://pipedreams-education.ca>
<http://gifted.commonshwdsb.on.ca>
<http://mindsonminecraft.blogspot.ca>

Video: <https://www.youtube.com/watch?v=p7xVW7ojtbs>

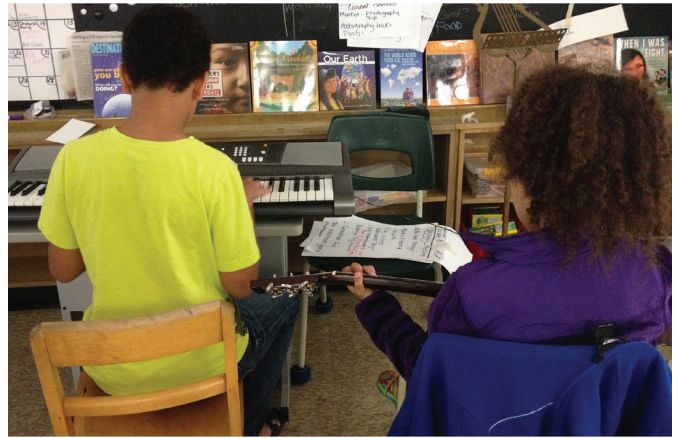
Photo

Gallery: <https://www.flickr.com/photos/zoebraniganpipe/albums/72157661520434530>

For more information

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THE KEN SPENCER AWARD

SECOND PLACE – \$3,000

The Happy Creek Learning Center

Redefining the optimal early learning environment

St. Gregory Catholic School – Evergreen Catholic Schools
Hinton, Alta.

St. Gregory Catholic School has transformed its Early Childhood/Kindergarten classroom environment into the Happy Creek Learning Center, which offers a play-based multi-age hands-on learning model driven by the students' interests and passions. This new approach has increased student engagement and learning significantly. Involving parents in the planning of this facility by sharing a strong evidence base in support of focusing on their childrens' social and emotional development has fostered an extended family atmosphere among students, teachers and the community.

The Happy Creek Learning Center is comprised of three learning areas: the 'Main Lodge', where 4-6-year-old students get busy with iPads developing their science, sensory, listening, numeracy, and literacy skills. The 'Mountain Room' is for motor skills, filled with the noisy play, music, blocks and ramps, and woodworking centers. By contrast, the 'Butterfly Room' offers calm creative sensory learning with arts and crafts, cooking, and sculpting. By employing a team-teaching approach, this new dynamic has increased professional and personal growth among educators while heightening students' confidence and positive attitudes towards school.



Website: <http://happycreek.weebly.com/>

Video: <http://happycreek.weebly.com/videos.html>

Photo

Galleries: <http://happycreek.weebly.com/the-main-lodge.html>

<http://happycreek.weebly.com/the-art-room.html>

<http://happycreek.weebly.com/the-mountain-room.html>

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THE KEN SPENCER AWARD

HONOURABLE MENTION – \$1,000

Cochrane Healing Arts Time (CHAT)

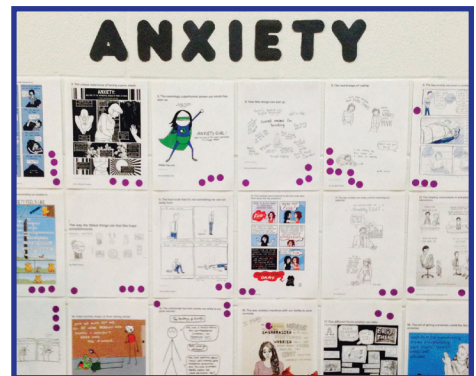
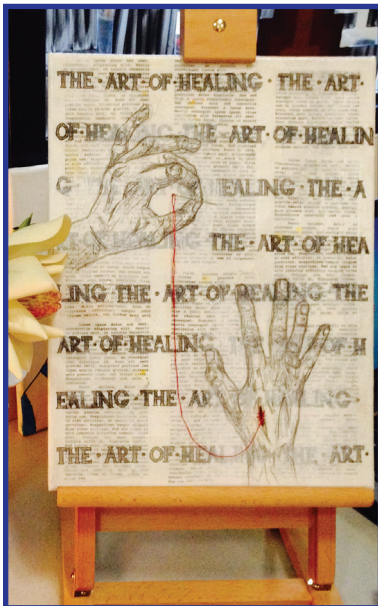
A safe place for students to refocus on learning

Cochrane High School – Rocky View Schools

Cochrane, Alta.

The Cochrane Healing Arts Time (CHAT) Program was developed in response to students who were at risk of disengaging from school due to the anxiety they experience from social and academic pressures. Facilitated by a certified art teacher, this creative arts program was designed to employ flexible instructional materials, techniques, and strategies to meet their students' unique needs. The CHAT Room is a calm and welcoming space for students of mixed ages, skill sets and personal experiences to use healing arts as a tool to develop communications skills, self-esteem, confidence, creativity, advocacy, resilience, efficacy, and peer relationships.

This specially-designed program within the school engages students who are transitioning back into school for various reasons. It allows teachers to better understand their personal challenges as these young people strive to be academically successful. This safe environment improves students' coping skills and helps them to deal with peer pressure and academic stressors more effectively as they become more productive and successful learners moving forward.



Video: <https://www.youtube.com/watch?v=raovKgKo-y8&feature=youtu.be>

Photo

Gallery: <https://www.flickr.com/photos/137699913@No3/shares/3es220>

For more information

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THE KEN SPENCER AWARD

HONOURABLE MENTION – \$1,000

Pedalling to Fuel Learning

Classroom cycling puts students in a better frame of mind to learn

École élémentaire publique Jeanne-Sauvé – Conseil des écoles publiques de l'Est de l'Ontario (CÉPEO)
Orleans, Ont.

With learning difficulties attributed to physical inactivity and attention deficit on the rise, this project aims to literally get students from Kindergarten through Grade 6 'moving' in classrooms. Since November 2012, the students from l'école élémentaire publique Jeanne-Sauvé have biked across Canada. The school bought 2 to 3 stationary bikes for each class. The students begin in St. John's, Newfoundland and Labrador and end their trip in Victoria, B.C. This represents a distance of 8,316 km and students have travelled a total of 29,670 km to date. Five other schools in the district have since purchased bikes to emulate this model in their classrooms.

Pedalling for learning has improved classroom management for teachers and the the learners' self-regulation and concentration. Students who were once disengaged now ask many questions, are interested in subject matter and have developed their understanding of the value of daily physical activity. Students are free to use the stationary bikes available in every classroom whenever they feel like they need help concentrating. So instead of disturbing others, they pedal, which makes for a much more positive learning environment.



Website: <https://sites.google.com/a/cepeo.on.ca/apq/projet-de-velo-jeanne-sauve>

Videos: <http://ici.radio-canada.ca/regions/ottawa/2015/02/12/010-velos-stationnaires-classes-ecole-jeanne-sauve-ottawa.shtml>
<https://www.youtube.com/watch?v=7-kbnLd-oxQ>

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THE KEN SPENCER AWARD

HONOURABLE MENTION – \$1,000

#eLADSB – Algoma DSB eLearning *Teachers empowering deep learning*

Algoma District School Board
Sault Ste. Marie, Ont.

This districtwide E-learning initiative is tackling the root causes of student disengagement by providing long-term support to a core group of 22 secondary school teachers from nine high schools and two alternative programs to take risks and transform their practice using online environments. Students who participate in this program choose what course they study, which empowers them for deep learning through rich tasks and online collaboration.

Key ingredients for the sustained success of this educator-directed professional learning model have been the school board's commitment to keeping the same teachers in the same courses for a number of semesters and providing them with extensive face-to-face co-planning time and direct access to experts throughout Ontario. Student learning needs determine teacher learning needs and as a result, eLearning students in the Algoma District School Board no longer suffer through a content delivery model of education. They are supported in pursuing their interests, which fuels their curiosity and creativity.



Teacher Blogs: **Brandon Grasley**
<https://bgrasley.wordpress.com/2015/02/19/key-learnings-from-our-e-learning-collaborative-inquiry/>

Kaila O'Callaghan
<http://connectionsbyk.edublogs.org/>

Laura Mitchell
<https://lauramitchellwa.wordpress.com/2015/06/04/taking-the-e-out-of-e-learning/>

Joe Caruso
<https://jcaru19.wordpress.com/>

Videos: <https://www.youtube.com/watch?v=qDlY1LobDqM>
https://www.youtube.com/watch?v=o6U_KCunlIM&feature=youtu.be

Photo Gallery: <https://www.flickr.com/photos/138598672@N07/>

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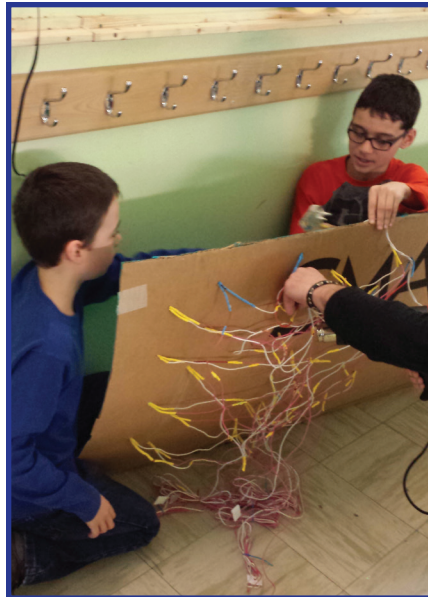
HONOURABLE MENTION – \$1,000

Carillon Community Mentoring *Mutually beneficial mixed-age learning*

École Carillon – Commission Scolaire Marie-Victorin
Longueuil, Que.

École Carillon is situated in a suburb of Montreal that includes a high proportion of disadvantaged students. At the beginning of each school year, groups consisting of Kindergarten and Grade 6 students are formed to participate in a variety of projects such as painting murals, assembling robots, and multicultural cooking, which all integrate science, language and math concepts. These meaningful, inclusive projects are directly related to students' tastes, interests and talents and help keep young people in school for the long term, which is too often not the case in lower socio-economic neighbourhoods.

This program has also proven to be an effective way to integrate a variety of community volunteers to help deliver lessons, which has increased students' interest in school among both age groups. The Grade 6 students develop their sense of value, responsibility and recognition for how their mentoring efforts make a difference to the daily school lives of their younger counterparts, while the Kindergartners quickly develop a sense of comfort at the beginning of their day-to-day academic lives. It's a win-win for the school and the community.



Video: <https://www.youtube.com/watch?v=kkZHddfMe-Y>

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HONOURABLE MENTION – \$1,000

« InnuRassemble »

A cross-cultural program that opens young minds to difference

École secondaire Serge-Bouchard – Commission scolaire de l'Estuaire Baie-Comeau, Que.
Polyvalente des Baies et Uashkaïkan Pessamit Reserve, Que.

InnuRassemble is an ambitious intercultural teaching and learning approach to promote dialogue between students from Manicouagan communities and those from the Pessamit Innu reserve 60 kilometres away, on the North Shore of the St. Lawrence River. Integrating the performing arts as well as all the subjects in the Quebec Education Program, this approach creates meaningful educational experiences for the students to help them develop strong, life-long skills. To experience a culture, one must spend time with different people, learn while doing things together, visit places and share experiences with mutual respect of each other's richness. Students are taught through these meaningful bi-cultural learning opportunities, which is a wonderful way of opening the minds and eyes of our young people!

Working with partners from various milieus (performing arts, factories, schools, the community), a team meets to select a theme that schools from the Estuaire school board and the Pessamit Innu reserve will work on together. Teachers and participants are approached and asked to meet several times to create joint projects where young people come together to learn in various situations (songwriting, storytelling, art workshops, outdoor activities, mapping or history workshops, etc.). The committee of partners sets a budget for the activities, writes grant applications, organizes everything and invites Quebec and Innu artists or specialists (anthropologists, for example) to come and meet with students, do performances and give workshops and talks in connection with the work done by teachers to complement learning. This program has been a shining success at building a sense of trust, cultural understanding, and curiosity, which is a winning combination that has a positive long-term social impact on students and both communities.



For more information

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