

**Innovative Learning Fund
Project List - Tier 2 (Round 1)
Francophone sector
2007-2008**

Addition of the *Hydraulics* Module to the Mechanics Course

Marc Thibault, École Aux quatre vents – District 5

ILF contribution: \$15,625

An innovative partnership with A.L.P.A. Equipment will enable the school to add a module on hydraulic systems to its mechanics course. The partner company will make material resources (pumps, motors, cylinders, etc.) available to the students. Students will be asked to participate in developing the module. The project will help to improve the mechanics course and capture the interest of students looking to explore this field further. Video sequences related to the module will be part of the teaching resource generated by the project.

Visualization: Learning Tool in the Classroom

Louise Gaudreau, École Notre-Dame – District 3

ILF contribution: \$10,923

This project is the result of an initiative intended to help students manage their stress through visualization, which took place at École Notre-Dame in 1988 and was very successful. In June 2006, at the request of parents, a new stress management project was launched at the school. Support from the ILF will enable the school to continue its project while exploring a new component: enhancing learning at the school using visualization as a teaching approach. A document will be prepared so other schools can try a similar experiment.

Récup'Arts

Josée Plourde, District 3 Office

ILF contribution: \$20,000

The project consists of creating a business managed and operated by students under the supervision of school staff with the help of resource persons. The children will carry out various activities, including building a greenhouse, growing a garden, selling compost, designing clothes from recycled clothing, developing an Internet site and a teaching book, etc. Récup'Arts is innovative in that it rallies children, parents, teachers, and people in the community around common goals, resulting in a feeling of belonging to the school and the community. The specific learning outcomes targeted by these activities will be contained in a document.

Twinning Students and Using Technology in Literacy

Roberto Gauvin, Centre d'apprentissage du Haut-Madawaska

District 3

ILF contribution: \$19,550

This project is based on twinning students (particularly boys) and the use of technology to improve learning in literacy. Gifted and talented Grade 8 students will be twinned with Grade 6 students who are experiencing difficulties. Students will be matched based on their areas of interest. The project will enable students to communicate with their partner and authors by e-mail and to write a virtual book. Longitudinal research will be conducted on the effects of the use of a blog and PC Tablet on learning and the development of writing.

L'école orientante: l'année du phare (Self-directed learning school project)

Régis Cyr, École L'Odysée – District 1

ILF contribution: \$15,182

The “école orientante” (self-directed learning school) incorporates activities focusing on self-knowledge, the world of school, and the world of work (life-career) into the curriculum. The purpose of this project is to better equip students to make enlightened choices with respect to their personal and career development. To that end, a school committee will help teachers incorporate the life-career component into their classroom activities. Industrial visits will be organized and resource persons will be invited to make presentations on career opportunities in the area. A resource centre that includes an activity bank will be put in place.

L'école communautaire orientante (The self-directed learning community school)

Jane Helen Kearney, École Grande-Rivière – District 3

ILF contribution: \$21,213

The purpose of this project is to adopt the model of the “école orientante” (self-directed learning school) at École Grande-Rivière and in the community. The project will include the development of a directory of life-career activities related to various subjects, training for teaching staff, the implementation of a resource centre for the self-directed learning approach and the introduction of students to the portfolio (file of the student's achievements) focused on a life-career vision. The project will also enable teachers to incorporate a teaching approach based on an experiential learning approach and the development of transferable skills.

The Intervention Pyramid: Model Taken from the Professional Learning Communities

Carol Bernard, District 11 Office

ILF contribution: \$20,000

This project is intended to enhance the students' learning through a system of intervention involving several strategies, making it possible to respond to the students' various needs while offering them support, additional time, and a whole range of

activities to improve and enrich their educational pathway. The project will help to deepen knowledge related to intervention pyramids, develop a model to meet the needs of elementary schools and high schools, test and validate the model constructed, and develop and implement an intervention pyramid in district schools.

I'm Learning How to Save the Earth!

Josée Bujold, Académie Notre-Dame – District 5

ILF contribution: \$17,500

This project brings the school and the community together for a multitude of environmental initiatives designed to change consumer and recycling habits. A set of activities focusing on recycling, research, and creativity will be undertaken throughout the year. One of the innovative aspects of the project is the fact that the students will need to determine the number of trees that have been saved through recycling. Students will also release the project results via an audiovisual presentation they will develop. Although the project is aimed at all students, it is specially intended to motivate boys. The project results will be available on the Department of Education portal.

Teen Tele-information

Daniel Mallet, École L'Envolée – District 9

ILF contribution: \$19,197

This project is designed to produce video briefs dealing with various problems experienced in the schools such as bullying and harassment. The special feature of this project is the fact that an awareness tool will be prepared by young people for young people. The briefs will be broadcast on a closed circuit at the school and during classes. Students will write the text and scenarios in their French classes. They will then play the roles of director, technician, actor, and editor to produce the briefs. The results will be available on the portal.

Promote Success through the Intervention Pyramid

Nancy Mallet, District 1 Office

ILF contribution: \$20,000

The project involves setting up an intervention pyramid in District 01 schools that have students from Kindergarten to Grade 5. The intervention pyramid makes it possible to do an inventory of intervention resources and practices used by a school in order to provide students experiencing problems with immediate assistance. It also defines the roles of each of the educators that work with these students. To implement the project, collaborators will undergo training with those responsible for the professional learning communities movement (Eaker and Dufour). A collaboration site will also be set up on the school district's portal.