



THE KEN SPENCER AWARD

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d'éducation

The Ken Spencer Award for Innovation in Teaching and Learning 2012-2013 Finalists



www.cea-ace.ca/kenspenceraward



Great minds don't think alike

The Ken Spencer Award for Innovation in Teaching and Learning 2012-2013 Finalists

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Février 2013

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 Ken Spencer Award 2012-2013 Finalists

The Canadian Education Association (CEA) is proud to share summaries and contact information from the top fifteen Ken Spencer Award finalists – educators from across the country who have developed ambitious school-wide initiatives where students are driven by their own curiosity and community involvement, and in the process are creating exemplar program models for other school districts to follow.

Some of these winning entries retool the notion of classrooms with fast-paced real-world creative and entrepreneurial focused projects that include student flex time, collaborative learning labs, and the active participation of community organizations and businesses; while others centre on teachers building deeper connections, trust, and engagement with their students – many of whom are high-risk and special needs learners.

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 is a Director of the Canadian Education Association (CEA) 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

Le Studio PURE

Engaging students through active community entrepreneurship

École Camille-Vautour – District scolaire francophone Sud
Saint-Antoine, New Brunswick

Contact: Kevin Ouellette and Monique Saulnier

Email: kevin.ouellette@nbed.nb.ca | monique.saulnier@nbed.nb.ca

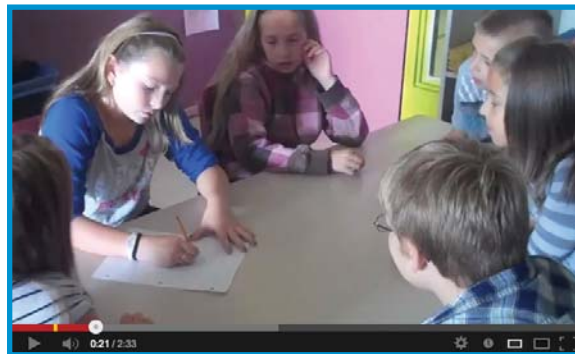
Twitter: @ECVStudioPURE | <https://twitter.com/ECVStudioPURE>

Telephone: 506-525-4000

The Studio PURE (Pedagogy that is **U**nique, **R**enewed, and **E**ntrepreneurial) program was inspired by the concern of teachers Kevin Ouellette and Monique Saulnier with the ever-increasing number of disengaged students in their classrooms. It has since evolved into a learning philosophy for this small francophone school in the village of Saint-Antoine, New Brunswick, where learning concepts using technology, differentiation, citizenship, and entrepreneurship has taken this community by storm, and has produced more autonomous learners.

Grades 4 and 5 students with a variety of learning styles and special needs work collaboratively in Studio PURE. In the first year of this program, 23 distinct interdisciplinary 'à-la-carte' projects were initiated, implemented, and completed by the students. Many Studio PURE students developed micro-enterprises related to meaningful causes, while others produced multimedia broadcasts, developed community partnerships, and organized cultural events. All of this knowledge- and experience-building takes place in the community, and at Studio PURE in classrooms that are transformed into colourful diversified learning environments that include couches and technology corners that resemble active mini-laboratories where students are energized and engrossed in their learning.

Now in its second year, Studio PURE's entrepreneurial approach has fostered innovation and creativity among teachers, students and the community. By playing a positive, rewarding role in their community, students have taken responsibility for themselves to develop their potential and become active citizens. Studio PURE has become a hub for creativity and a leader for educational change.





Website Links: <http://www.carnetwebds11.ca/camille-vautour-pure/telejournal-pure/>
http://www.radio-canada.ca/emissions/tout_un_samedi/2012-2013/chronique.asp?idChronique=257634
<http://www.mattleblancart.com/fr/le-cadeau-de-mado/a-propos-de-la-fondation-le-cadeau-de-mado>
<http://www.carnetwebds11.ca/camille-vautour-pure/files/2012/12/PAC-DepliantImpac-Fev10.pdf>
<http://www.carnetwebds11.ca/camille-vautour-pure/2012/09/26/toute-quune-delegation-toute-quune-presentation/>

Video Links: <https://www.youtube.com/watch?v=BXhwxceEs4A&feature=share&list=UUNJU6PJ5sdKifoBfh05FFGQ&noredirect=1>
http://www.youtube.com/watch?v=xm_CAiG-ltA&feature=share&list=UUNJU6PJ5sdKifoBfh05FFGQ



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SECOND PLACE

Saint Anne's Inquiry-based Learning Community

Hallways filled with students' projects help them to articulate their learning

Saint Anne School – Greater Saskatoon Catholic Schools
Saskatoon, Saskatchewan

Contact: Darren Fradette

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Twitter: @d_fradette | https://twitter.com/d_fradette

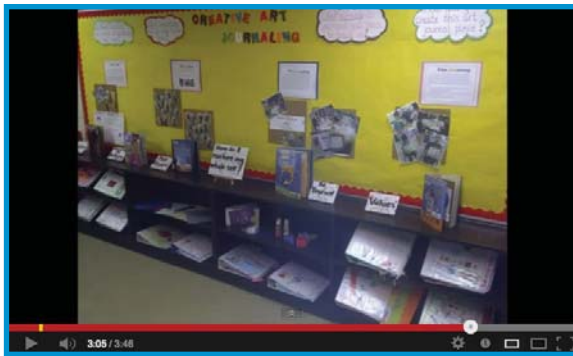
Telephone: 306-659-7261

Saint Anne School students are driven by their own curiosity and wonder, which gets them involved in their learning as they constantly investigate, attempt to understand, and develop meaning and knowledge. This unique learning environment is obvious upon entering the school. The hallways are filled with project displays that allow students to showcase and explain their learning.

This school-wide inquiry-based learning environment unfolds in various ways at Saint Anne's – from students managing an indoor garden and hosting a spring garden sale, to managing the "atelier", which is a creative space filled with donated materials and objects from nature. Students reserve time to create works of art, gifts, class projects, and handmade paper, which can be exhibited in the gallery and broadcast on a monitor in the school's front entry. Desks are gone and have been replaced with tables to facilitate group work and collaboration. Student-created materials are always prominently displayed.

This school's movement from rote learning to inquiry-based learning is further supported by amended timetables, authentic assessment, engaged staff, students and parents, which produces a dynamic, student-centred learning environment that is community owned and continues to evolve.





Video Link: http://www.youtube.com/watch?v=_c_-K8CYDYw



THE KEN SPENCER AWARD

HONOURABLE MENTION

HWDSB Commons

A district wide blogging network that hones students' digital citizenship

Hamilton-Wentworth District School Board

Hamilton, Ontario

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Twitter: @mrjarbenne | <https://twitter.com/mrjarbenne>

Blog: <http://mrjarbenne.ca>

Telephone: 905-520-2578

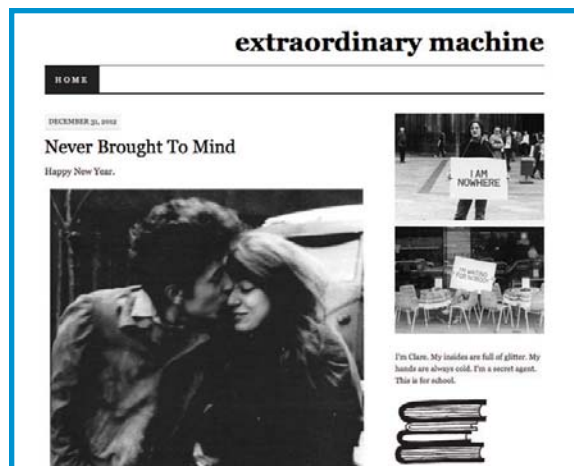
In the three years since the HWDSB Commons blogging platform began with 25 students in Dundas, Ontario, one teacher's vision has grown into a Board Wide Learning Network with over 9,000 user accounts and over 2,500 collaborative blog spaces.

The HWDSB Commons is a collaborative virtual space that collects the myriad of voices of school district staff and students in a variety of public and private spaces, creating a stage where learners publish creative work and exchange feedback with their peers. Built on WordPress and BuddyPress – Open Source web tools offering features similar to Facebook, Twitter, and Tumblr – the HWDSB Commons creates an interactive space for learners to connect within a classroom, across the hall, within the school district, and around the world. Students develop personal blogs as online learning portfolios, and manage their digital footprint in a safe space while learning what it means to be a responsible digital citizen.

This online learning network facilitates descriptive feedback from multiple learning partners, provides spaces for student portfolios with anytime access to materials and teacher moderation, and provides a gradual entry-point for teachers integrating technology into pedagogy. The HWDSB Commons flattens the traditional classroom hierarchy, allowing students and teachers to connect, collaborate and learn from one another.

Website Links: <http://cdalingw8215.commonswdsb.on.ca>
<http://derb6225.commonswdsb.on.ca>
<http://directorsforum.commonswdsb.on.ca>
<http://dev.commonswdsb.on.ca>
<http://bulldogsliteracy.commonswdsb.on.ca>

Video Link: http://www.youtube.com/watch?v=ED6DRez9lyU&list=UU_23DsOEroMhPcZ3uBjyUg&index=9





THE KEN SPENCER AWARD

HONOURABLE MENTION

HGI News and Entertainment

Telling the neighbourhood's story, one broadcast at a time

Henry G. Izatt Middle School – Pembina Trails School Division

Winnipeg, Manitoba

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Twitter: @ShawnDolinski | <https://twitter.com/ShawnDolinski>

Telephone: 204-489-1239

HGI News and Entertainment connects students to the pulse of their community through the production of current affairs broadcasts. Originally spearheaded by one Grade 8 classroom, this creative process has become a sustainable school-wide initiative that integrates student flex time, student voice, and inquiry-based learning focused on explorations of what interests students.

With newsclips from various events and issues unfolding in Winnipeg's Whyte Ridge neighbourhood, students take away some real world skills by interviewing real people about real things, and making a real broadcast for a real audience. Through fast paced problem solving and critical thinking, students adapt to changing circumstances on the fly while completing a production. Failure is now part of the process of creating news stories and this motivates students to be more flexible, more creative, and more independent learners.



Website Links: <http://hginews.weebly.com/>
<http://hgitube.weebly.com/>
<http://www.communitynewscommons.org/>
<http://www.pbshawaii.org/hikino/index.php>

Video Links: <http://www.youtube.com/watch?v=FPuGob36IA4&safe=active>
http://www.youtube.com/watch?v=Vo_ZRDogyzA&safe=active
<http://www.youtube.com/watch?v=212lvShWvus&safe=active>

Photo Gallery

Link: <http://s1055.beta.photobucket.com/user/Henrygizatt/library/HGI%20News> (password = hgischool)



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HONOURABLE MENTION

Summer Learning Gets R.E.A.L. (Resilient, Engaged, Active, Learning)

A summer school like no other gives at-risk students a new outlook for the fall

School District 42 – Maple Ridge/Pitt Meadows

Pitt Meadows, B.C.

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Telephone: 604-465-7141

A team of eight teachers were challenged to reinvent their school district's Summer School program to better connect with high-risk learners. The teachers focused on building resiliency over the course of twenty summer days. 149 Grade 8 and 9 students participated in an interdisciplinary inquiry project in a textbook-free environment. They came from one of the six high schools in B.C.'s District 42, and didn't complete one or more of their core academic courses. Twenty-three of these students had B.C. Ministry of Education coding.

Each day, students met with their Teacher Advisor and planned their day based on their individual interests, skills and talents in order to build a connection to the curriculum. Among the choices were basketball, ball hockey, volleyball, art, cooking, woodwork, rope climbing, and guitar. In addition, three inquiry-based field trips reinforced survival skills, allowing students to gain confidence while reinforcing the importance of environmental sustainability.

This was summer school like no other that built relationships with community members, sparked individualized learning, citizenship education, critical thinking, problem solving, flexibility and choice, and learning empowered by technology. These values and concepts are at the core of building the resilience of students, who can then apply these acquired skills upon their return to school in the fall.



Website Link: <http://summerremedialprogra.wix.com/summer-learning>

Video Link: <http://www.youtube.com/watch?v=jchatPadAyA&feature=youtu.be>



THE KEN SPENCER AWARD

HONOURABLE MENTION

The High School Flexibility Enhancement Pilot Project

Students are now unable to go unnoticed and fall between the cracks

Wm. E. Hay Composite High School – Clearview School Division #71

Stettler, Alberta

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Twitter: @wmehay | <https://twitter.com/WmEHay>

Telephone: 403-742-3466

Wm. E. Hay is one of 16 schools involved in Alberta Education's Flexibility Enhancement Pilot Project – which grants the freedom to remove the Carnegie Unit – a standardized time requirement for the attainment of high school credits. This project provided educators with the latitude to redesign the school timetable and they worked tirelessly to rethink and personalize their students' high school experience. Every facet of this school has been touched by this project, from teaching to assessment.

Regular class time was allocated to Teacher Advisor (TA) classes twice per week, where teachers interacted with students on a completely different level as a quasi-counsellor. Every TA class is combined with student flex time – a block of time created to allow students the opportunity to determine their area of greatest need and be able to access any teacher in the school. Staff have been able to showcase – with statistics and anecdotal evidence – the positive impacts that education can have in the lives of students with the removal of the Carnegie Unit.

Students are now unable to go unnoticed and fall between the cracks because someone is always there to ensure that they are attending classes. Students are more engaged in conversations about their programming and courses, largely due to the fact that there are more one-on-one conversations happening with students about their learning. This student personalization has also dramatically increased their level of respect for teaching.



Website Links: <http://wmehay.clearview.ab.ca>

<http://ideas.education.alberta.ca/hsc/current-projects/flexibility-enhancement-pilot/>

Video Links: <http://ideas.education.alberta.ca/hsc/progress/resources/>

(In the first video link, our video is the fourth one down on the page under "High School Flexibility Project")

<http://www.youtube.com/watch?v=DzPLcUW7Ouo>



THE KEN SPENCER AWARD

HONOURABLE MENTION

Académie Parhémie

Opening minds beyond school walls

École Émilie-Tremblay – Commission scolaire francophone du Yukon
Whitehorse, Yukon

Contact: Isabelle Chouinard

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Telephone: 867-393-7134

L'Académie Parhémie is an academic program for Grade 7-12 students that began in 2007 to encourage enrolment in the Yukon's only francophone school. A team of teachers developed an original curriculum based on fine arts and the outdoors. Students study their basic subjects in the classroom and in the field. Environmental conservation, sports and the outdoors are also vital elements of this program.

Much of Académie Parhémie's learning takes place beyond school walls and students gain a different perspective of their milieu, and open their minds to the world. They can go on a hike on the famous Chilkoot Trail while studying the history of the gold rush; practice different artistic techniques with local artists; visit the Drumheller region in Alberta and learn archaeology concepts; travel across Canada by train; visit Canada's Parliament buildings; present a play in Winnipeg; and learn Spanish in preparation for volunteer work in South America.

The success of this innovative program is unprecedented, and it could be extended to other Francophone school boards in minority language settings. Beyond a linguistic minority context, this approach could become a beneficial public education model because it keeps young people interested in school.



Website Links: http://eet.csfy.ca/fr/T%C3%A9moignages_119.html
http://eet.csfy.ca/fr/Derni%C3%A8res_nouvelles_84/items/72.html
http://eet.csfy.ca/fr/Derni%C3%A8res_nouvelles_84/items/64.html

**Photo Gallery
Link:**

http://eet.csfy.ca/fr/Galleries_dimages_69/Acad%C3%A9mie_Parh%C3%A9mie_2011-2012_831.html



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FINALIST

‘Digging’ Nature and Technology

Inner city students reconnect to nature by becoming environmental ambassadors

St. David Catholic School – Sudbury Catholic Schools

Sudbury, Ontario

Contact: Jennifer Gran

Email: granj@scdsb.edu.on.ca

Telephone: 705-674-4096

The Digging Nature and Technology project provided fifty Grade 5 inner city and Aboriginal students with the opportunity to learn about local environmental issues, to connect to nature, and to help build their self-esteem through leadership development. In the process, this project demonstrated to educators that technology can bring students closer to nature rather than disconnect them from it.

Students focused on the re-greening of Sudbury and built community relationships with local agencies to restore the local habitat that had been depleted by mining. Local biologists, Aboriginal Elders, and community members shared their knowledge about the importance of trees in town and students participated in tree planting efforts. Students then shared digital stories of what they experienced and made presentations to other schools about environmental and global citizenship.





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FINALIST

LA Matheson

Keeping at-risk students engaged in school

LA Matheson – Surrey School District (#36)

Surrey, B.C.

Contact: Meghann Kenkel

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Twitter: @m_kenkel | https://twitter.com/m_kenkel

Telephone: 604-588-3418 | 604-626-8122

LA Matheson teachers and administrators, with support from the Aboriginal Department Principal, designed a three-year program to help struggling students at this inner city school. The program is based on Aboriginal learning models – primarily experiential and holistic learning – that emphasize social responsibility and social action.

Forty students – many of whom had attendance, behavioural and learning difficulties – were selected for this program, which develops social responsibility and enhances students' learning by doing through participating in neighbourhood clean-ups, community mapping exercises, attending local festivals, and hosting events at their school. Teachers think 'outside the box' to deepen the scope and meaning of learning for their students, who are now taking positive risks in an environment where they feel safe and supported. Students who once struggled are now flourishing – their truancy, suspensions, and failure rates are greatly reduced and they are now deeply engaged in learning.



Website Link: <http://lamexperiential.blogspot.com>

Video Links: <http://www.youtube.com/watch?v=VMyvRm8eF6o>
<http://www.youtube.com/watch?v=GJxmVOaJU14>



THE KEN SPENCER AWARD

FINALIST

The Catch-up Unit

Propelling at-risk students to self-fulfillment

Centre éducatif St-Aubin – Commission scolaire de Charlevoix
Baie-St-Paul, Québec

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Email: louise-martine.lev@cscharlevoix.qc.ca

Telephone: 418-435-6802 Ext. 2102

The Catch-up Unit enables students with low motivation and behavioural issues to take courses in several Grade levels to catch up on missed credits, and to prevent them from dropping out. Students participate in a business technology project called Techno-Concept, where they develop skills by creating products for local silkscreen, digital and fabric printing companies, among others. Students progress at their own rhythm and also volunteer their skills for these businesses, and for school art and drama projects, which have reduced school absenteeism and enhanced their self-esteem.

Thanks to the Catch-up Unit, teachers have seen a remarkable improvement in many students' behaviour and attitudes. They are fully engaged socially and intellectually in entrepreneurial activities, and are propelled into concrete problem-solving situations, develop labour market skills, and feel a genuine sense of fulfillment through the products they create. Within the school, it has become an "honour" for students to be part of the Catch-up Unit because of the positive impact they have had on supporting their school.



Website Links: <http://www.charlevoixendirect.com/journaux/charv17n16/index.html>
<http://www.charlevoixendirect.com/journaux/charv17n18/index.html>
<http://www.charlevoixendirect.com/journaux/charv17n19/index.html>
<http://www.lemassif.com/fr/magazine>
http://recit2.cscharlevoix.qc.ca/techno-concept/#pagination_articles



THE KEN SPENCER AWARD



FINALIST

The iPad Automobile Mechanics Program

iPads helps would-be mechanics keep pace with their future profession

Western Quebec Career Centre – Western Quebec School Board

Aylmer, Québec

Contact: Jason Bronsther

Email: jbronsther@wqsb.qc.ca

Telephone: 819-684-1770 Ext. 16

The iPad Automobile Mechanics Program creates a real-life context for Automotive Technician students, who learn to use iPads in order to inspect electronic injection and anti-pollution systems. This technology integration has provided them with more learning autonomy and engagement while preparing them for their future profession. Teachers also use iPads in their course preparation and delivery, and for providing feedback to students.

This project reinforced that iPads can play an important role in the automotive industry, the classroom, and the workshop. It also permitted teachers to explore the integration of a new technology that supported and enhanced teaching and learning, as well as increasing student engagement.



Website Link: <http://www.facebook.com/pages/Western-Quebec-Career-Centre-Auto-Mechanics/329931820396358>.

Video Link: http://www.youtube.com/watch?v=_ne7ufmDbCo&feature=youtu.be



THE KEN SPENCER AWARD

FINALIST

Pôle régional pour l'enseignement de la science et de la technologie (PREST)

A district wide inquiry-based focus on science

Commission scolaire de la Beauce-Etchemin

St-Georges, Québec

Contact: Stéphan Baillargeon

Email: stephan.baillargeon@csbe.qc.ca

Telephone: 418-228-5541 Ext. 2417

The Pôle régional pour l'enseignement de la science et de la technologie (PREST) is a district-wide initiative to improve the teaching and learning of science and technology. Using an inquiry-based approach, students are challenged to provide a solution to a hypothesis by conducting a scientific experiment, a design, a literature search, a survey, diagrams, calculations, etc. Teachers support the students' investigations, reflections, and intellectual engagement while they prepare answers, which are then shared, analyzed and deliberated.

This process develops motivation and perseverance among students, and gives them the desire to discover, question, and get actively involved in their learning. This initiative also influences change in teacher practice, which is a major challenge that PREST seeks to address.



Website Link: www.prest.csbe.qc.ca

Video Links: <http://www.youtube.com/watch?v=CnSqoHbkN74>
<http://www.youtube.com/watch?v=5qvubJaGu38>
<http://www.youtube.com/watch?v=D6RwwvjTiRE>



THE KEN SPENCER AWARD

FINALIST

Pedagogy in Movement

Students move their way to academic, physical, and mental well-being

École Sainte-Bernadette – District scolaire francophone Sud
Moncton, New Brunswick

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Telephone: 506-856-2731

The premise of the Pedagogy in Movement program is very simple: student movement is integrated into all pedagogical activities and subject matters. Teachers keep students moving regularly, whether in the classroom, the corridors, or outside, such as a relay race incorporating a spelling bee. This program grew out of the need to provide students with at least 150 minutes per week of physical activity within the regular class schedule. The concept is now integrated and spread throughout the teaching program in all of the school's classes.

This program is not only contributing to students' physical and mental well-being, it's also making school more appealing to less motivated students and capturing the interest of youth who respond less well to conventional teaching methods, particularly boys. When an in-movement activity is announced, most students see it as a reward. They feel they are having fun while being taught. When an in-movement activity ends, teachers notice better cooperation from students, that it's easier to gain their attention, and that they're more likely to listen and learn. The benefits have been remarkable in the school's overall climate with a reduction in behavioural and disciplinary issues.



Video Links: http://www.youtube.com/watch?v=a4w5iXK_SQ4&feature=youtu.be
http://www.youtube.com/watch?v=ZvScoQPk_Sg&feature=youtu.be



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FINALISTS

TDSB Special Education Assistive Technology Team

Supporting teachers to leverage technology for specific learning needs

TDSB Special Education Assistive Technology Team – Toronto District School Board

Toronto, Ontario

Contact: Angie Scarano-luorio

Email: Angela.Scarano-luorio@tdsb.on.ca

Telephone: 416-420-2272

The Special Education Assistive Technology Team helps teachers learn how to implement technology in meaningful ways to support the learning needs and outcomes for students with disabilities. One key to this program's success is streamlining the professional development planning and technology purchases with other Toronto District School Board (TDSB) departments to create alignment with the Board's overall priority of supporting learning for all.

Some of the programs offered through this department include Interactive White Board Professional Learning Communities; Key to Learn Sessions – Basic and Advanced training for the entire Board on all Assistive Technology that students have access to; and on-site support through referrals. Schools can call in and request curriculum job embedded training for teachers supporting students with disabilities. The value of this educational approach is that this Team is able to offer the tools and technology that are essential for some in the classrooms, and where everyone can benefit.

Website Links: <https://skydrive.live.com/redir?resid=6D29A1E9CC322605!364>
<https://skydrive.live.com/redir?resid=6D29A1E9CC322605!365>
<https://skydrive.live.com/redir?resid=6D29A1E9CC322605!366>

Toronto Ouest Business Block

Real-life entrepreneurial skill development

École secondaire Toronto Ouest – Conseil scolaire Viamonde

Toronto, Ontario

Contact: Dominique Perin

Email: perind@csvgiamonde.ca

Telephone: 416-532-6592 Ext. 105

The Toronto Ouest Business Block is a daily course for self-directed multi-Grade student groups that develop youth-friendly businesses in communications, the environment, community, the arts, and sports. This program uses an entrepreneurial pedagogy that fosters skill integration and links between academic learning and everyday life. It enables youth to develop self-confidence, creativity, autonomy, and a sense of responsibility, solidarity, leadership, and tenacity.

These businesses are designed as real companies that require entrepreneurship skills such as recognizing and seizing opportunities, demonstrating perseverance, innovation and creativity, versatility, and resourcefulness. The projects emerging from the businesses come directly from the students, reflect their needs, and are fully managed by them. This is indispensable real-life learning and skill development.



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