

## « Premier Assistive Technology and the OSSLT, continued

would best serve the students because it was available to all students both at school and at home. The 16 students were withdrawn as a group for 13 sessions during the two months leading up to the OSSLT, and since the Canadian and World Studies department supported the project, students were able to use Premier during these classes. The literacy preparation classes were staggered during different periods of the day to prevent the students from missing the same class each day.

Overall, the project was a huge success. Of the 16 students who participated in the program, six passed the test and an additional five students scored between 275 and 295 out of 300. It was interesting to note that all 16 students who participated in the program said that they would continue to use Premier when completing assignments. The project permitted teachers from various subject areas to become proficient with Premier and to become mentors and leaders in their school. ◆

The project's success was an encouraging and affirming experience for all parties involved. As a result of this experience, Premier LS is now being used in the resource room and has become part of the school's GLE offerings to further support students. Many regular classroom teachers are encouraging students to use the program in the classroom and at home. The project also created a buzz around assistive technology, with the result that teachers are inquiring about other programs which can support their students' success. ◆

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## Le nouveau document *L'apprentissage de la maternelle à la 12<sup>e</sup> année : une réponse à tout ou une ressource liant EED et pédagogie ?*

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C'est le 2 octobre dernier que le MÉO lançait ce tout nouveau recueil. Et le 21 octobre, les surintendances et les directions de services en EED étaient en rencontre pédagogique pour recevoir une présentation détaillée de *L'apprentissage de la maternelle à la 12<sup>e</sup> année*. Et déjà applaudissements, mises en gardes, réactions, besoins d'ajouts. Tant mieux car ce document est à l'état ébauche pour le plus grand bien de tous les éducateurs et éducatrices de la province.

Nous attirons votre attention à la table des matières : Introduction, Les approches pédagogiques, l'évaluation au service de l'apprentissage, La planification de l'évaluation et de l'enseignement, les annexes et la bibliographie... un document de près de 60 pages faciles à lire et à comprendre. Le document fournit exemples de gabarit pour vos profils de classe, vos profils d'élèves, une liste de contrôle pour orienter les pratiques d'enseignement au moyen des principes de la conception universelle de l'apprentissage.



Le document s'insère dans trois principes dignes de notre respect : la personnalisation, la précision et l'apprentissage professionnel et il cite le système Breakthrough. Et le ciment unissant ces trois composantes essentielles en devient le but moral, à savoir une éducation pour tous qui monte la barre tout en réduisant les écarts. Évidemment, le document est en grand respect de la plateforme électorale du gouvernement provincial au pouvoir aujourd'hui.

Le Ministère de l'éducation souhaite que partout en province, des éducateurs et des éducatrices se renconteront pour lire, commenter, discuter *L'apprentissage de la maternelle à la 12<sup>e</sup> année* et retourner leurs rétroactions au conseil scolaire lead de leur région. Les conseils lead pour les francophones sont le CSDCSO pour la région centre-sud-ouest, le CSDCEO pour l'est de la province et le CSC Franco-Nord pour les six conseils du nord. Soyez aux aguets pour une invitation de rencontre sous peu.

Bonne lecture et bonnes discussions ! ◆

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## Learning for All K–12

*Learning for All K–12 (L4All K–12)* was released on June 25, 2009 as an unformatted draft resource guide to all school boards.

*L4All K–12* builds on the guiding principles outlined in Education for All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students with Special Education Needs, Kindergarten to Grade 6 and supports a reach every student educational culture founded on the individual and collective ownership of the learning and achievement of all students. The valuable input we received during last year's regional consultations has helped shape the development of the draft document. *L4All K–12* supports the work being done to raise the bar and close the achievement gap for all students through the *Literacy and Numeracy K–6*, the *Student Success/Learning to 18 Initiatives*, and *Growing Success: Assessment, evaluation and reporting: Improving student learning*.

*L4All K–12* is designed to share information with educators about educational approaches that have proven to be effective in helping all students learn Kindergarten to Grade 12

—from high achievers to those who require more time and support. The approaches in *L4All K–12* include:

- assessment for learning;
- Universal Design for Learning (UDL);
- Differentiated Instruction (DI); and
- the tiered approach.

*L4All K–12* presents knowing your students as an important first step in an integrating the process of assessment and instruction to improve student learning at both the elementary and secondary levels. The draft document also provides educators with planning tools (student and class profiles) that support student progress along the individual learning and growth continuum from Kindergarten to Grade 12.

To support the release of the draft of *Learning for All K–12*, the Ministry of Education provided funding in 2009–2010 to all school boards to support the use of *Learning for All K–12* and its associated planning tools. In addition, selected *L4All K–12* lead school boards received additional funding to work with their internal and regional partners in order to gather information that will inform the finalization of the draft document, and to lead the sharing of effective practices that promote these approaches and tools in the elementary and secondary panels.

Each *L4All K–12* lead school board will host a one-day orientation session in their region in October 2009. The purpose of these regional sessions is to encourage the sharing of best practices and to stimulate feedback about *Learning for All K–12* that will inform the finalization of the document.

Each *L4All K–12* lead school board will also coordinate the sharing of information with school boards in their region throughout the 2009–2010 school year, and will participate on a provincial *L4All K–12* Networking Team with the other *L4All K–12* lead school boards. This Networking Team will meet regularly with the Ministry of Education to discuss the use of *Learning for All K–12* within their own school boards and regions, and will advise the Ministry on effective practices and on the finalization of the resource guide.

The draft of *Learning for All K–12* is posted on the Council of Ontario Directors' of Education (CODE) website.

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## About Essential for Some, Good for All

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significant contribution to the goals and outcomes of the project. Three site visits have taken place since the beginning of the school year.

### Project Framework: Seven Common Goals

1. To determine the unifying purposes of CODE and how these have been defined and realized within and across projects
2. To delineate the explicit and implicit design features of CODE, the elements that comprise it, and their interrelationship
3. To understand how CODE projects began and how they have changed over time within and across districts
4. To identify and articulate the mutual impact and effects of CODE projects on each other
5. To chart the mutual impact and effects of CODE initiatives on other policies and practices, both within the participating districts and in relation to provincial educational emphases
6. To elicit the forms and actions of leadership teams that have been significant in the development and impact of CODE projects
7. To uncover the plans and prospects for the sustainability of CODE and the purposes that CODE is designed to achieve

### Project Phases

The project has three phases: preparation, site visits, and analysis. Site visits will occur over two to three days and will comprise observations, interviews, and data collection. The aim of site visits is to observe practices and interactions in the schools. Formal and informal interviews will be conducted with key people: board personnel, principals, teachers, and union representatives. The goal of observations and interviews is to document the design, impact, and achievements of each CODE project. Similarities and differences that may be transferable across the different educational contexts will also be explored. Archival materials to be collected and analyzed will include interview transcriptions, data analysis, assessments, and information contained in official publications, brochures, and websites.

### Project Timeline

Phase I	October 2008–August 2009	Preparation
Phase II	September 2009–May 2010	Site visits
Phase III	June 2010–July 2010	Analysis and final report

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