



Exemplary Environmental Leadership/Sustainability Program or Initiative

School Board _____ Hamilton Wentworth District School Board

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Name of Program/Initiative ___ Imagining My Sustainable City

Hyperlinks to Documents or Website(s) Describing this Program/Initiative

<http://no9artenviro.wix.com/no9imaginehamilton#!Welcome-to-the-Imagining-My-Sustainable-City-Hamilton-Blog-/c1kiq/C042533E-29F4-4943-A3B4-F27BA29426C6>

[..\My Documents\No.9 - Evergreen\Items for schools\IMSC Hamilton Initial Email to Teachers-Principals.pdf](#)

Description of Program/Initiative

Imagining My Sustainable City is a 4 day intensive program that introduces students in grade 7 and 8 to sustainable urban planning and architecture. The project's goal is to infuse the real world, interdisciplinary aspects of the architectural profession with the grade 7 and 8 Arts, Geography, Science, Math and Language curriculums, while giving youth the tools they need to be agents for change in their communities. Collectively, the students' vision for their sustainable City leads to discussions of civic engagement, governance and living a sustainable lifestyle.

This program is delivered in partnership with No. 9. *No.9 is an arts organization that uses art and design to bring awareness to environmental concerns. They deliver programs in schools and in the public domain designed to encourage the use of creative thinking to resolve environmental issues and to promote a sustainable lifestyle.*

This is the first year of this program taking place in 9 of our schools for 2014-2015 represented across the district of the Hamilton region. Schools are in Flamborough, Dundas, Ancaster, Stoney Creek and throughout Hamilton upper and lower city. Upon completion of the program in all the schools, the students will all be brought together to share their ideas with each other and the community at large. This is also taking place online between classes.

This program was initiated through the Arts consultant of the Leadership and Learning department who continues to be responsible for monitoring and supporting the program for the system.

No. 9 received some substantial funding and support through a variety of community organizations including Evergreen and the Hamilton Community Foundation. School board funds supported teacher release for a professional training session and materials costs for consumable materials which No.9 provides for use in schools.

Beyond the 4 days of the program in schools this learning has supported our school and

classroom work in inquiry, transformative learning through project-based learning, using the arts as instructional strategies, and supporting meaningful real world connections to their neighbourhood and to curriculum for students. All of the classrooms are doing learning about issues of environmental concerns and understanding of sustainability and civic responsibility leading up to the days of the program and continuing their learning through inquiry afterwards.

Success indicators include: student engagement in their learning, understanding of issues of sustainability and civic responsibility, understanding their voices can make a difference, teacher engagement and learning in the program and understanding of what inquiry and project based learning can achieve.

What has been the Impact on Student Learning?

The impact on student learning has been tremendous. This program of learning has very actively engaged even the most reluctant learners through the opportunity for hands on learning in a real world and relevant context and has activated student thinking and learning. This program has also provided students the opportunity to recognize that their voices are powerful and can support positive change. It has supported enriching individual classroom communities and has provided a variety of opportunities for deep learning and curiosity to explore further investigation into these ideas generated. This program has also supported meaningful assessment and feedback to support student success.

Through problem solving and exploring a variety of self-generated perspectives the students have arrived at some very unique solutions to issues in their communities, are very articulate about their thinking, their learning and they are very excited to share their ideas with the community members that can support making a change. The classes that have completed the program have gone on to explore and investigate new learning opportunities connected to the curriculum through the excitement generated in this program.

Students are also seeking additional opportunities to share what they have learned with their greater community and are supporting the Hamilton Revitalization Action Campaign through the City of Hamilton, Evergreen and the HCF.

The impact on our teachers has also been profound and many are exploring additional ways in their classroom to engage students in their learning through the arts, inquiry and project based learning. They are also supporting each other through the process of learning and sharing their positive experience with others in their schools and the system as a whole. Others are learning from their experience and this ultimately supports positive impact on student learning as a whole.