



**MISA PNC Thunder Bay Region  
2017-2018 Action Research Project Final Reporting**

As referenced in the MISA PNC Plan, Priority Funding Area 2, Research and Evaluation

***Each project team will submit a final report in the form of an abstract. Each abstract will be presented to the MISA Leaders and posted to the PNC website as a reference to all member boards. Poster or electronic presentations will be presented at the 2017-2018 NOEL Leadership Conference and / or to NOEL Directors during the 2017-2018 school year. Other opportunities to share learning will be explored with Lakehead University and other MISA PNCs.***

**Final Report Due May 30, 2018**

Please submit to Colleen Kappel, MISA Executive Lead via email  
[Colleen\\_Kappel@lakeheadschoools.ca](mailto:Colleen_Kappel@lakeheadschoools.ca)

Upon receipt of the final report, the remaining 25% (\$2,500) of funds will be dispersed.



MISA PNC ACTION RESERACH PROJECT FINAL FUNDING REPORT  
2018

**DUE DATE: Wednesday, May 30, 2018**

<b>Board:</b>	Kenora Catholic District School Board
<b>Topic:</b>	Faith Formation, Engagement, and Event Centered Learning
<b>Lead:</b>	Jamey Robertson
<b>Email:</b>	<a href="mailto:jarobertson@kcdsb.on.ca">jarobertson@kcdsb.on.ca</a>

**What did you learn?**

We learned when we first completed our student surveys that our student body did not feel that their voice was being heard and that they did not have a choice in their learning. The majority of our students felt disconnected to their faith or did not see the importance of faith-based learning.

As our time progressed and we consciously focused on student voice and choice in creating activities and assessments around faith-formation, our students became more engaged and interested in participating. Throughout their journal reflections and in-class conversations, it appears that many students are more receptive and feeling supported in their ongoing faith journey.

We observed that students came to enjoy religious education and faith-based learning over the course of the school year (and accordingly the project). We cannot correlate this directly to project work, but we do believe there is likely a connection.

Question: *Do you enjoy religious education and/or faith-based learning activities?*

On a scale of 1-5, 1 being “never” and 5 being “always”:

59% of students indicated a 3, 4 or 5 on our Spring 2018 survey. This an increase from 45% on the same question during the Fall of 2017. Furthermore, only 1 of 80 students surveyed indicated 1 “never” in the Spring, where as 14 of 70 had indicated 1 “never” in the Fall.

One of the most profound findings was that the student perceptions of their religious education teacher shifted significantly, in a positive manner, between Fall 2017 and Spring 2018. We asked 12 questions about the capacities of recent religion teachers.

Examples:

*My recent religion teachers are passionate about their faith.*

*My recent religion teachers have knowledge and information of the subject matter.*

*My recent religion teachers create safe and comfortable spaces for learning about religion.*

“Most of the time”, “some of the time”, “never” were the possible responses.

In the Spring of 2018, the vast majority of students responded “most of the time” to 11 of the 12 teacher focused questions. The most difficult area to impact was *my recent religion teachers makes me wonder about my faith* where “some of the time” remained the majority.

**What will you do next time?**

Continue working toward including student voice, active participation, value-based faith-formation with a focus on life choices and skills. Increasing community-based involvement to assist students with the importance of being an active community member which is an important aspect of their Catholic Graduate Expectations.

**What are your recommendations?**

For future teachers, it would be beneficial to focus on student voice, student choice, and integrating religion into ALL curriculum as part of our faith-formation.

Teachers are encouraged to prepare ALL students in their classrooms for faith events happening within our school. This allows students to fully understand the purpose of the events, to feel welcomed at these events, and to avoid uncomfortable uncertainties (e.g. no cell phones and why, how to receive communion etc.). Following faith events, teachers are encouraged to debrief with their students on the importance of the events, answer any questions that may arise, and to ensure students felt welcomed.

With our new Catholic Education Curriculum documents, it would be extremely beneficial for teachers who are teaching Religion to receive professional development to support them as well as provide them with opportunities to collaborate with their fellow colleagues.

**Total Dollars Allocated: \$           \$10000**

Activity Description	Expenditures
Professional Learning Communities – Teacher Release	\$5500
Materials, Supplies, Resources	\$4500
<b>Total</b>	<b>\$10000</b>

Jamey Robertson

29/05/18

by

**Submitted**

**Date**