**CTF Checklist for Community Engagement**

The community is a valuable resource when creating learning experiences for students. An engaged community supports meaningful, authentic and relevant learning experiences. The community contains diverse members who are willing to support student learning both directly and indirectly. Examples of community are students, parents, grandparents, school council, Elders, leaders, businesses, experts, industry, other schools and post-secondary institutions.

Community involvement can occur at the school or take place at the local level. At times, a global perspective is involved.

This community engagement checklist can be used to determine a school’s readiness for involving the community in student learning experiences. Use the YES or NO areas to organize information pertaining to the community engagement questions.

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| **Community Engagement** | **YES**  **Evidence or Successes** | **NO**  **Work Required or Challenges** |
| 1. Has an understanding of CTF been communicated to members of the school community? |  |  |
| 2. Has an understanding of CTF been communicated to the greater community? |  |  |
| 3. Does CTF planning consider possibilities for engaging the community? |  |  |
| 4. Have possibilities for authentic, meaningful off-site learning experiences through the use of resources, people and/or groups from the community been considered? |  |  |
| 5. Has the possibility of developing partnerships that support CTF been considered? |  |  |

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| **Community Engagement** | |
| 1. Has an understanding of CTF been communicated to members of the school community? | Members of the school community could include students, teachers, educational assistants, administration, office, maintenance and custodial staff, lunch supervisors, parents, Elders, Knowledge Keepers, school councils, board members, central office, bus drivers, etc. |
| 2. Has an understanding of CTF been communicated to the greater community? | The greater community can be local or all the way to global. Members of the greater community could include community groups; First Nations, Métis and Inuit; Francophone; local government; businesses; companies; post-secondary institutions; recreation leaders; individuals; seniors; experts in occupational areas, etc. |
| 3. Does CTF planning consider possibilities for engaging the community? | There are as many ways to plan for CTF as there are teachers. Planning for CTF is the responsibility of the teacher. Including the community as part of a CTF challenge is a teacher decision. Engaging the community in a CTF challenge is intended to support meaningful, authentic learning experiences and connect the how and the why of the learning. While CTF challenge templates have been developed to support teacher planning, teachers are not required to use these templates. |
| 4. Have possibilities for authentic and meaningful on and off-site learning experiences through the use of resources, people and/or groups from the community been considered? | The use of resources, people and/or groups from the community is intended to support meaningful, authentic learning experiences and connect the how and the why of the learning. Often, students question where or how they will use what they are learning. CTF challenges can provide learning experiences that support students developing skills, knowledge and technologies in meaningful, authentic situations. |
| 5. Has the possibility of developing partnerships that support CTF been considered? | Developing partnerships is dependent upon the community and the needs of the CTF program. Partnerships provide the opportunity to make meaningful, authentic connections between the how and the why of learning. The how and the why of learning can range from participating in Aboriginal cultural activities to visiting a farm, to conversing with astronauts on the space station. Partnerships can include:   * a database of names of parents who are willing to share their expertise with students * venues in the community where students could present their work (e.g., malls, community halls, businesses, libraries, town/city councils) * groups that students could work with (e.g., seniors, younger/older grades, hospitals, drop-in centres) * individuals, storytellers, businesses, companies or post-secondary institutions willing to share occupational area expertise with students (i.e., sharing can be internal or external to the school) * digital interaction (e.g., connecting with experts in the field through emails, texts, Skype or video-conferencing) |