

# The Innovation in Learning Fund: A Guide to Implementation

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[Innovation in Learning Online Resource](#) and [ILF Q&A](#)

# The Innovation in Learning Fund: A Guide to Implementation

Supporting the learning of our educators is imperative for maintaining a highly-functioning, relevant and responsive education system that promotes innovation, equity, inclusion and well-being. Through our [Innovation in Learning Fund \(ILF\)](#), we are investing \$10M a year to promote greater innovation in learning and teaching that supports the development of deeper learning and [global competencies](#) (e.g., transferable skills) in students. To this end, this guide highlights how districts may use ILF funds, and is best used alongside the ministry developed [Innovation in Learning Resource](#) - an online hub to keep the education sector informed, engaged and connected with innovative practices across Ontario.

## 1. What is the [Innovation in Learning Fund \(ILF\)](#)?

The Innovation in Learning Fund – launched in August 2017 – is designed to build on the strong innovation work that has occurred across school districts in Ontario due to the \$150M Technology and Learning Fund (TLF) (2014-18) investment that promoted the development of global competencies while integrating technology. The ILF supports the development of pedagogical practice for deeper learning and global competencies through educator professional learning, innovation projects and system leadership.

### Key Deliverables of the ILF

The ILF provides one standard allocation of \$109,500 per year to each school district, and \$23,200 per year to school authorities. A minimum of 50% of the ILF allocation must be invested in locally-determined, educator professional learning, although, districts may decide to spend the entire allocation on professional learning. The remaining allocation is to be spent on innovation projects and can include expenditures on;

- Research (to support or measure transformation);
- Partnerships (e.g., teacher networks, work with not-for-profits) to scale up and systematize innovations that facilitate deeper learning and global competencies, and;
- Resources (e.g. system-level leadership learning, communicating innovation work for knowledge mobilization)

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## Framework of Global Competencies

<b>Critical Thinking and Problem Solving</b>	<b>Innovation, Creativity and Entrepreneurship</b>	<b>Self-Directed Learning</b>
<b>Collaboration</b>	<b>Communication</b>	<b>Citizenship</b>

## 2. Educator Professional Learning

Developing school-level, professional learning models is critical for establishing and scaling-up pedagogical practices for global competencies. A few ways to achieve this are by using SILC (System Improvement Learning Cycle) and BIPSA (Board Improvement Plan for Student Achievement) to leverage the work. [Chronicling the Impact of the 21<sup>st</sup> Century Innovation Research Initiative on Students, Teachers, and System: Local Innovation Research Projects in Ontario Round 6](#) (August 2017) highlights considerations for innovative models of learning, a few of which are listed below and elaborated on in the [Innovation Learning Resource](#). Effective professional learning is continuous. While there is no one-size fits all approach, examples of high yield practices that support learning communities and professional learning models are ones that value, appreciate, and respectfully share a rich mosaic of diverse approaches to meet learners' needs.

How do we transform *school culture* to optimize conditions for teaching, learning and leading?

Use of differentiated approaches to professional learning including: workshops, job-embedded learning, collaborative teams/networks/hubs/digital tools (involved in co-planning/teaching/debriefing) and mentorship/coaching.

The use of co-planning, co-learning (collaborative professionalism) platforms where participants can drive their own learning about problems of practice and in turn make learning visible in various ways.

Internal and external partnerships with colleagues in a co-learning perspective (mediated through face-to-face interactions, webinars, virtual learning environments, social media, online journaling and digital collaboration).

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Use of in-class instructional supports, most often in the form of school-assigned or system-assigned technology coaches. This could include inviting students to participate with educators in professional learning opportunities.	Promotion and expansion of intentional use of technologies that allow for educator collaboration across schools within and across systems. (e.g., co-teaching through release time for teacher mentors)	Educator-educator partnerships as part of a culture of risk taking and shared learning. Connecting school boards for learning opportunities (e.g., online professional learning networks; online and blended learning opportunities)
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At a system level, districts are encouraged to develop leadership capacity to establish educator professional learning by embedding innovation in teaching and learning for global competencies within district-wide processes.

How do we transform <i>district culture</i> to optimize conditions for teaching, learning and leading?			
Create and nurture a culture of collaborative professionalism and building professional capital as per <a href="#">PPM 159</a> .	Shift leadership practices and relationships to ones that are reciprocal, agile and adaptive.	Mentorship/Coaching	Enhance growth mindset and educator efficacy in the service of student achievement and well-being.
Build coherence and transparency across the district.	Include student voice, students and teachers as co-learners.	Leverage digital tools to support collaborative professionalism and transparency.	Recognize and use promising evidence-based practices that foster effective leadership.

When determining appropriate professional learning models to support changes in pedagogical practices, consider partners that may be helpful in this process.

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## What other participants/partners might be included in educator professional learning?

Parents	Community	Employers	Cross-panel partnerships (i.e. elementary & secondary)
Experts	Local/Global Partners	Researchers	

In many cases, technology is a catalyst to help grow innovative collaborative models of learning. Consider how they can be used to enhance learning.

## How can technology be leveraged to enable and enhance system, leader, educator, and student learning?

Transparent Learning Stories/SIPs	Synchronous learning opportunities	Virtual Learning Environments	Social Media
Collaborative digital processes to gather and analyze impact evidence		Participation in local, provincial, national and international learning communities	

### 3. ILF Innovation Projects: Focus Areas

Outlined below are three focus areas that can be used to guide ILF Innovation Projects to foster the development of global competencies.



#### Creating teacher-student and peer-peer learning partnerships

(e.g., students co-designing learning tasks; new teacher-student partnerships)



#### Transforming assessment practices

(e.g., differentiating assessment as, of, and for learning; ongoing formative assessment by teachers and peers, global competencies assessment frameworks)



#### Expanding professional learning models

(e.g., online/blended learning, job-embedded, external learning/teaching/research partnerships)

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These focus areas are intended to be broad and inclusive of practices that may look different from K-12, across subject disciplines, and in virtual, blended, and face-to-face learning environments.

#### 4. Gathering and Analyzing Impact Evidence

Districts are developing multiple sources of evidence to create a robust picture of how change in educator practice is effectively fostering global competencies in students. Consider multiple sources of evidence to examine how learners are impacted

What are some ways of collecting impact evidence?	What are examples of what districts could measure?
<ul style="list-style-type: none"> <li>● Pre and Post Surveys/ Focus Groups</li> <li>● Rubrics/Continua</li> <li>● Developing Indicators/Analytics</li> <li>● Testimonials/Interviews</li> <li>● Pedagogical Documentation</li> <li>● Observation Notes</li> <li>● Learning Stories</li> <li>● Artefacts/Student Work</li> <li>● Moderated Marking</li> </ul>	<ul style="list-style-type: none"> <li>● Impact of teacher professional practices on students</li> <li>● Acquisition of global competencies</li> <li>● Improved equity, well-being and inclusion</li> <li>● Achievement aligned with <i>Growing Success</i></li> <li>● Student leadership capacities</li> <li>● Differentiated/self-directed learning</li> <li>● Voice, choice and agency</li> <li>● Innovative spaces &amp; opportunities</li> </ul>

#### 5. District Reporting and Sharing on the ILF

School districts will be asked to deliver a **year-end 2017-18 online report back** outlining professional learning investments and descriptions of their innovation project investments and results achieved by **July 14, 2018**. The ministry will contact districts in the Spring with more details on the online report.

More information will follow on the **Innovation in Learning Conference** scheduled for **February 27<sup>th</sup> – 28<sup>th</sup>, 2018**.