Bluewater District School Board: 2014 - 2015

Project Title	Scaling Up the Potential of Technology Through Strong Pedagogy
Description	Our project has had three areas of focus: We are introducing *Open Access* to the Bluewater network allowing non-board owned devices to utilize the network for purposes of learning. The project must bandwidth for the operation of essential systems, monitor the use of bandwidth in the school to ensure access for purposes which support our educational goals, and ensure security of board data and essential operating systems. We have supported inquiries around the effective use of technology for students who require technology to learn We have supported the utilization of the newly introduced Microsoft Office 365 virtual collaboration space.
Context	*Number of students*: 850 *Number of teachers*: 35 *Number of schools*: 9 *Grades/Program*: K-12
Impact on Students	*For students who require technology to learn* Students increased capacity and understanding of the appropriate technology and software to use to support their learning (e.g., voice-to-text / text-to-voice software, word prediction software, calculators, storing and retrieving completed work, alternative forms of demonstrating learning using a variety of media, research skills). Increased efficacy with regard to learning and proficiency – students see themselves as competent and capable learners who are able to reflect and articulate on successes and next steps and problem solve around their particular learning needs. Increases in achievement evident. As one teacher reported: "Marks went up from levels 1 and 2 on the diagnostic assessment to levels 3 and 4 on literacy assignments for all students." *Student collaboration* Increased effective use of peer editing to upgrade work. Increased output for reluctant writers. *Assessment for, as and of learning:* Students able to demonstrate higher levels of proficiency during observations than through traditional product based tasks. Students using technology to capture their own learning and the learning of peers. Authentic demonstrations of learning.
Impact on Instruction	Increased use of technology to capture student learning. Moving away from product-based assessment to capturing demonstrations of learning from

	conversations and observations – teachers engaging in moderation of student work captured through documentation – use of technology to engage the class in collaboration.
	Teachers more aware of and better able to support the use of technology for students who require it to learn (e.g., ensuring students have access to the appropriate technology required for the task, ability to support a variety of software and hardware applications).
	Greater awareness and use of technologies and tools which support learning (e.g., OneNote, virtual manipulatives, online media resources, online research).
	Increased demand and interest in using technology as a learning tool in the classroom.
	Role of the teacher changing more to that of a facilitator of learning rather than the holder of knowledge – more of an inquiry based approach to learning.
Impact on System	Supports the broadening of assessment of student work and opportunities for precision and differentiation (e.g., pedagogical documentation).
	Supports achievement of students with learning disabilities; in particular, intermediate students writing the OSSLT.
	Supports the efforts to increase student engagement by giving students greater voice and agency in the design and demonstration of learning.
	Allows for more effective and efficient use of the available resources (open access).

NOTE: Information in the summary is taken directly from the data contained in the final project report.