Conseil des écoles catholiques du Centre-Est: 2014 - 2015

Project Title	**The development of critical thinking and IT competences through a network of expert teachers (i.e., Student Exit Profile Leads) and virtual and tactile learning environments**
Description	Having targeted a series of training [*sessions*] and an enhanced accompaniment model (based, in part, on the learning that happened during Phase 3 of the project on research and innovation in the 21st century), CECCE is developing, concretising, and refining an innovative, fluid process that will build teacher capacity, system-wide, and promote instructional practices for in-depth learning and the integration of technology, in order to expand and amplify student learning. CECCE has focussed on the development of the technical competences and skills of its teachers, directing its Student Exit Profile Leads to virtual spaces for dialogue, lateral collaboration, and training. CECCE has focussed on sharing in a Google+ virtual community; learning through integrated training in Google Classroom; (group) support on an as-needed basis in Google Hangout; weekly (individual) support through a "help-profile" Gmail account; and the creation of a resource in the form of a "Student Exit Profile" website. Although we have begun an analysis of the development of critical thinking and IT competences in students in the preschool, intermediate, and junior divisions, the data are based on a preliminary look at learning in students in Grades 4 to 6. The research questions that the data analysis will address are as follows: • In a context of system-wide professional development for the Student Exit Profile Leads, what are the most useful—and most widely used—virtual environments for information, training, and sharing? • In tandem with the work of the Student Exit Profile Lead teachers, the IT-applications staff, and the school principals, how can Malcolm Gladwell's *Tipping Point* theory be used to change the culture in our schools, "transform the learning experience", and achieve in-depth learning? • Grades 4 to 6: Together with pedagogy centred on critical thinking, how can access to technology expedite and improve the development of IT competences in our students?
Context	*Number of students*: *Number of teachers*: 51 *Number of schools*: 51 *Grades/Program*:
Impact on Students	Although we will continue to measure the impact of the training on the development of student IT competences in 2015-2016, we already have some preliminary data on students in Grades 4 to 6. Grades 4 to 6: Together with pedagogy centred on critical thinking, how can access to technology expedite and improve the development of IT competences in our students? We noted improvements in: • The students' engagement in their learning; • The students' ability to use technology at school effectively and autonomously for learning

	purposes, with a minimum of supervision; • Student collaboration to identify the information they needed in order to solve a problem; • Student research, i.e., the extent to which students would re-launch a search using keywords when they were not satisfied with the results that they had obtained previously.
Impact on Instruction	In 2014-2015: • CECCE worked closely with the schools' Student Exit Profile Leads, by means of a series of training [*sessions*] and an enhanced accompaniment model. When asked whether this process had had a positive impact on their practice, 83.3% of teachers (for whom this question was relevant) responded that it had had a "major" positive impact; • CECCE designated 53 of its Leads as TC2 Coaches; these individuals will act as critical thinking coaches in their schools; • CECCE worked on its definition of "transforming the learning experience"; • CECCE worked to develop a tool to help schools measure their progress on "transforming the learning experience"; • CECCE planned the development of new measures, looking for systemic indicators of critical and creative thinking, IT competences, and student engagement. Surveys were administrated to school principals and Student Exit Profile Leads to identify their greatest moments of success in 2014-2015. These included: • An atmosphere of trust and openness and a growth mindset; • Technological integration; • Critical thinking and questioning; • Collaboration; • Engagement; • Professional learning communities (PLCs); and • Training and coaching.
Impact on System	In tandem with the work of the Student Exit Profile Lead teachers, the IT-applications staff, and the school principals, how can Malcolm Gladwell's *Tipping Point* theory be used to change the culture in our schools, "transform the learning experience" and achieve in-depth learning? (2014-2015) In September 2014, each of the Student Exit Profile Leads worked with his or her school principal on three criteria for working on the school culture, implementing the new student exit profile, and transforming the student learning experience. The Student Exit Profile Leads were required to work in partnership with three different personality types at their school (what Gladwell refers to as Salesmen, Connectors, and Mavens) and to find ways to communicate the key messages in a way that would be meaningful to school staff (buy-in), taking into account their particular context.

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