

Conseil des écoles publiques de l'Est de l'Ontario: 2014 - 2015

Project Title	In-depth Learning in Today's Schools (known as "Intellectual Engagement in the 21st century" during the first 3 phases)
Description	<p>The goal of CEPEO's project on intellectual engagement in the 21st century (now known as In-depth Learning in Today's Schools) was to promote key pedagogical practices, using technology, in order to develop students' intellectual engagement, skills, and habits.</p> <p>Teachers were coached on acquiring new competences, so that they could develop new pedagogical practices and incorporate IT and develop their leadership skills so that they could regulate their own pedagogical interventions (assess themselves and improve their pedagogical scenarios in all subjects). School principals were coached on the development of monitoring tools.</p> <p>Following the intellectual engagement project for CEPEO students, our team looked at next steps, i.e., introducing engaging, system-wide pedagogical approaches.</p> <p>To achieve this, we:</p> <ul style="list-style-type: none"> • Developed an inventory of technological tools already in use in our Board's schools; • Developed an inventory of engaging pedagogical practices that made use of technology, in order to develop 21st century competences. <p>The goal of the project was to reduce the gaps in the pedagogical approaches being used and in the technology available to 21st century learners.</p>
Context	<p><i>Number of students: 500</i></p> <p><i>Number of teachers: 76</i></p> <p><i>Number of schools: 6</i></p> <p><i>Grades/Program: Grades 7-10</i></p>
Impact on Students	<p>The results indicate that the initiative had an impact on the students' intellectual engagement, self-determined motivation, and perception of usefulness of the French course in students who lacked motivation at the beginning of the school year.</p> <p>In addition, the results suggest that the use of technology in the French course had an impact on the following three competences and habits: initiative-taking, autonomy, and collaboration.</p> <p>"We saw a significant improvement in three competences and habits, i.e., initiative-taking, autonomy, and collaboration in students who had not been using technology when the data were first keyed in, but who were using it during the school term following this initial time period."</p>
Impact on Instruction	<p>The results indicate that there was an improvement in the pedagogical practices teachers used to engage their students between Time 1 and Time 2. For practices that foster competence and autonomy, the difference was significant.</p> <p>The analyses suggest that the most significant changes in the teachers related to: 1)</p>

	<p>presentation of the competences and habits to the students (co-construction of criteria for assessing these competences and habits with the students); 2) encouragement to interact with the content and ask questions; 3) introduction of assessment for learning; 4) contextualization of the development of these competences and habits; 5) the introduction of a variety of technological tools into the lessons, to support the development of the students' competences; and 6) the use of technological resources to make a connection with students outside of classroom time.</p>
<p>Impact on System</p>	<p>Activities during the project that helped to give pedagogical practices an enduring quality included:</p> <ul style="list-style-type: none"> • Coaching from the principal to develop monitoring grids, to foster the development of leadership and to ensure that engaging pedagogical practices are introduced into the Board's schools; • Sharing the knowledge and lessons learned during the project through presentations to various groups, including the meeting of K-12 principals, during which the principals from participating schools shared their experiences. • Integration of the lessons learned into the schools' improvement plans and into the 2015-2016 Action Plan. <p>The report on technology in CEPEO and the creation of an acceptable threshold, developed in Spring 2015, will make it possible to distribute the tools equitably, based on the needs of the schools during 2015-2016.</p>

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