

Conseil scolaire de district catholique des Aurores boréales: 2014 - 2015

Project Title	From the invisible to the visible
Description	Our research initiative originates in one of the Board's objectives for improving reading. In the preschool division, we focus on vocabulary development. Through collaborative inquiry and with the goal of tracking student progress more effectively, teachers in the preschool division use an iPad to explore various types of electronic pedagogical documentation. Electronic portfolio software (ePortfolio) is used to document traces of learning and to organize and communicate the progress of each student. Using Class Dojo, the staff monitor the students' use of functional vocabulary and provide them with feedback that is positive, visual, and virtually instantaneous.
Context	<p><i>Number of students:</i></p> <p><i>Number of teachers:</i> 9</p> <p><i>Number of schools:</i> 7</p> <p><i>Grades/Program:</i> Preschool division</p>
Impact on Students	<p>The teachers noted on numerous occasions that technology had a positive impact on the students' motivation to learn. Technology enabled the students to start taking small steps toward critical thinking, providing them with opportunities to correct themselves after seeing themselves on video. The students enjoyed:</p> <ul style="list-style-type: none"> • Being able to record themselves in order to create learning centres in which their voices became a key component of a game; • Seeing themselves on video in order to start recognizing their strengths and to foster dialogue between the teacher and the student; • The simple act of being filmed.
Impact on Instruction	<p>With the use of technology, teachers are using a wider variety of traces of learning; they are also increasing the frequency with which they use more technology-based traces of learning.</p> <p>In addition, with an opportunity to see their students in action over and over again on video, the teachers can adjust their teaching strategies to meet the students' needs more effectively. They used video to record the conference with the students that was used for a diagnostic assessment and also for a summative assessment. Video enabled the teachers to review each conference several times, analyzing the students' progress more fully and planning future learning situations more effectively.</p> <p>One unexpected bonus was the possibility of seeing the development of the students' social skills on video.</p>
Impact on System	<p>To support our staff, online and in-person coaching sessions were offered on a regular basis. During the inquiry, the teaching staff met twice for co-planning, reviewing progress, and identifying next steps. There were also work sessions for each teacher with the coach to discuss student progress and offer more individual support.</p> <p>At the end of the project, there was a one-day in-person meeting to review the results of the inquiry, the lessons learned, the wins, and the challenges. This work session was</p>

	<p>an opportunity for the group to perform an analysis so that they could continue teaching the vocabulary and document the students' learning and improve their strategies for teaching French in a minority French-language setting. According to the teachers' feedback, technology is enabling them to analyze student progress more effectively because they are able to play the recordings of a student in an oral communication situation or a conference over and over again.</p> <p>Because this project was such a success, it has been integrated into the Board's improvement plan. In the context of a collaborative inquiry on vocabulary for students in K to Grade 2, this project will help us to achieve the following objective for literacy: by June 2016, 56% of elementary school students will be reading at Level GB+ and 60% of students will be reading at DRA Level 4. These percentages represent a 10% increase. We will continue to build the capacity of the system in two ways: by working with our coaches, face-to-face, during our regular education service meetings and by working with them remotely, on an as-needed basis.</p>
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NOTE: Information in the summary is taken directly from the data contained in the final project report.