Conseil scolaire public du Nord-Est de l'Ontario: 2014 - 2015

Project Title	Technology in Support of Learning
Description	The purpose of our project is to combine the preferred approach to documentation with technology in order to document learning by collecting digital evidence. This will make it possible to create student learning portfolios and track their success.
Context	*Number of students*: *Number of teachers*: 17 JK and SK and 4 Grade 7 *Number of schools*: 7 elementary and 2 intermediate *Grades/Program*:
Impact on Students	As recommended in the preferred approach to documentation and assessment for learning, students play an important role in their own learning. Each time a student chooses an item to keep in his or her learning portfolio, he or she must justify this choice. This results in discussions between the student and the teacher or ECE or another student. The student must act as a collaborator in the narrative of his or her own story as a learner; it is important to have discussions about his or her learning.
Impact on Instruction	With the advent of the new Full-Day Kindergarten program, our teaching practices were bound to change. The new program is based on the pedagogical documentation approach and so it was natural to continue in this direction. What we have added is the technology to collect, sort, analyze, and store evidence of learning.
Impact on System	As mentioned at the outset, we decided to combine pedagogical documentation with our 21st century learning project. This has enabled us to avoid duplication and to have a more focused, system-wide approach. We started with JK, SK, and Grade 7 initially in order to lay the foundation for a project that will grow to include other grades in the future.

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

Conseil scolaire Viamonde

Project Title	The Active Use of Technology in Elementary and Secondary School Classrooms
Description	The purpose of this project is to increase teachers' and students' use of technology in the classroom. This helps pre-school and secondary school students to develop their portfolios, their ability to co-operate in the classroom learning community, and to be more motivated about and engaged in their learning, particularly boys. Note that students develop 21st century competences such as autonomy, co-operation, motivation, and engagement. This enables pre-school teachers to collect authentic, up-to-date data on their students' oral communication competences and to develop new teaching practices and strategies based on their students' needs and interests. This means using technology to conduct searches, having the students film each other, and viewing videos in relation to the things that the students are researching.
Context	*Number of students*: 57 pre-school students, 216 secondary school students *Number of teachers: 21* *Number of schools:* 7 *Grades/Program*: Pre-school, Intermediate/Secondary School
Impact on Students	*(Pre-School)* 21st century competences: Co-operation between students and communication of what has been learned Improvements in teacher assessment practices: more assessment for learning, particularly descriptive feedback, and also more self-assessment. Given the more frequent feedback, students have an increased understanding of the expectations and of what the teacher is communicating. They adjust their behaviours accordingly. The students assess themselves after they listen to or watch their own statements; they correct themselves and improve. The students work with the teacher to comment on items in the portfolio and describe what they have learned. *(Secondary)* Competences in learning and innovation 1. We note a significant impact on student learning with the use of technology. Technology has enabled students to create and discover new concepts that relate to their own understanding of what they learn. Students have more time to learn more about the subjects that they are passionate about: criteria for 21st century competences (creativity and learning). 2. Tools that measure the impact of the partnership on student learning show

	an increased rate of file-sharing and more time spent on preparing projects and presentations. With the use of tablets and electronic portfolio software, students can take evidence of their learning and share it with their peers or teacher for positive descriptive feedback. Criteria for 21st century competences (communication and co-operation). 3. The teacher, the technological tool transformed his or her learning into a discussion in the classroom with the students.[sic] Through various problem-solving scenarios, the teacher leads the students to engage in reasoning activities, using assumptions. Criteria for 21st century competences. (critical thinking and problem-solving). *Relationship and professional competences* 1. An impact on student behaviour and well-being dominated in the data collected from the student survey. In some schools, teachers have changed their teaching practices since the introduction of technology, while at the same time adopting a student-centred pedagogy. Teaching of theoretical material is divided into brief video clips, which students watch at their own pace. They have access to assessment tools as they progress and learn. Thus, students develop autonomy and a sense of initiative. Criteria for 21st century competences (initiative and autonomy). 2. The relationship that teachers develop with their students has a significant impact on the latter's academic and professional progress because, as we know, it is the human factor that makes the difference in education. Students are at the centre of their learning, working with their peers, and developing social and intercultural skills. Criteria for 21st century competences. 3. The change made to the learning environment with the use of technology has resulted in the emergence of co-operative practices and the sharing of professional experiences. Teamwork and co-operation prepare students for the future. Within a team, some students will lead the debates, some will take notes, and others will present. These are our leaders (leadership and responsibility). Criteria for 21st century competences.
Impact on Instruction	*(Pre-school)* Improvement in teachers' assessment practices. Teachers film, record or photograph students and work with them, in the moment. (descriptive feedback and assessment for learning) Students are motivated to record themselves (and to watch themselves) to demonstrate what they have learned; this provides a greater volume of data on each student. Watching themselves, students learn to assess themselves. They work with the teacher based on the feedback and discuss the validity of the evidence of their learning and what they want to add to their portfolios. Evidence of learning is kept in a portfolio, which is accessible at all times. The children develop the ability to talk about what they have learned and to describe their progress in their own words.

	(Secondary) Thanks to technology and to a reorganization of the learning environment (for example, tablets): 1. Teachers forgo direct instruction and use individual instruction (or instruction in small groups). After a diagnostic assessment, they identify students who did not understand the concepts and provide more in-depth instruction. 2. The change to the structure of the classroom enables teachers to offer online instruction (to students who are watching video clips), in-person instruction (differentiation), and instruction at collaborative activity stations (for students who are still working and discovering new concepts). 3. Teachers [engaging in] diagnostic assessment can easily perform differentiation (individual teaching or teaching in small groups) because they are able to focus on coaching students in the application of concepts.
Impact on System	Our experience is based on a small scale project with a number of participating schools. It enabled us to see what could work in the context of the current system. This contributed to the development of our vision of the exit profile for Viamonde students in terms of 21st century competences and digital citizenship. Our experiences, our wins, and the challenges we encountered were the starting point for the discussions of the Board techno-pedagogical committee. This committee will identify actions for articulating our vision for the digital age within our school board. For example, during one Board-level ICT fair, we shared these experiences with teachers who were there to receive training. They became models and resource people within their school and within the Board. Another example is our model for coaching teachers within the Board; this model has been modified so that it always includes a digital age component. This enables us to continuously develop our teachers' pedagogical practices for teaching 21st century competences.

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