

Greater Essex County District School Board: 2014 - 2015

Project Title	System-Wide Implementation of Technology-Enabled Pedagogy to Support Higher Order Thinking and 21st Century Competencies
Description	<p>We believe that the investment in the formal and informal leaders in our system provides the necessary foundation for innovation to thrive and the conditions in which pedagogical change can occur and be effectively supported. The work we are asking our teachers to do is difficult and different. We needed to focus on how to make this work sustainable, impactful and possible.</p> <p><i>Digital Learning Team</i></p> <p>We have pockets of excellence, where teachers are at the cutting edge of technology integration and changing the shape of learning. We were confirming time and again that our work to provide a foundation of support to formal and informal leaders, and creating the conditions and culture for innovation to happen, was the key to spread and sustainability. The aim of this project was to spend a half day providing professional learning for every teacher in our system from Kindergarten to Grade 12, focused on the digital learning tools available through our board (specifically Office365), the application of the SAMR framework and how it influences changes in the tasks we are asking students to do, as well as a focus on where the “6 C’s” (Fullan, 2012) are evident in the classroom.</p> <p><i>University of Windsor Collaborative Inquiry Partnership</i></p> <p>We continued to work with the University of Windsor to fund innovative collaborative inquiry projects in our board. This year there were four projects, in addition to the ten board/University funded research projects. For this project, teams are released for a “launch” day, where they are supported in organizing their topic, creating inquiry questions and theories of action, and starting to plan for their inquiry, including how they will gather data. This project has become one of the places where we are able to support true teacher innovation.</p> <p><i>21c Project</i></p> <p>Part of our innovation and research work in the previous years of funding was exploring Fullan notion of the 6 C’s. We set up a few classes where teachers explored the idea that the 6 C’s emerge from student inquiry and from taking an interest in society and social justice issues. Ten teachers were given the provocation to allow their students one hour per week “to improve something in the world”. This work was impacted by the provincial work action and will be resumed in the 2015-2016 year.</p> <p><i>Student Leadership Project</i></p> <p>We continued to work with the same structure as previous years in our student leadership project. We worked this year with a further nine schools in this project.</p> <p>Other areas of focus included:</p> <ul style="list-style-type: none"> • 21c Project • Administrator Support • System-Wide Math PD • DreamBox

	<ul style="list-style-type: none"> • Special Education Support • Microsoft Academy • Microsoft Summit <p>These areas are reported in the artefacts.</p>
Context	<p><i>Number of students: 35,600</i></p> <p><i>Number of teachers: 2,322</i></p> <p><i>Number of schools: 78</i></p> <p><i>Grades/Program: K-12</i></p>
Impact on Students	<p>The impact of this work on student achievement can only be determined to a point, in part due to the limitations placed upon us by the political situation.</p> <p><i>Digital Learning Team</i></p> <p>Every student in the system has engaged in ½ day of learning about digital citizenship and responsibility. Our school climate data shows that there has been no growth in electronic means of bullying (although it still exists) and that the vast majority of our students attend school in a safe environment and are aware of how to deal effectively with the challenges of the digital world. Anecdotally we have heard from schools that instances of problems stemming from these types of issues are down, but we have yet to verify through our incident reports.</p> <p><i>University of Windsor Collaborative Inquiry Partnership</i></p> <p>The research conducted in this partnership pointed to a few key areas of student learning that were impacted:</p> <p>“Flipped Classroom” - Students in a flipped classroom in secondary science demonstrated increased understanding of course content.</p> <p>“6 C’s Inquiry” – Students involved in self-directed inquiry addressing issues of social interest saw increases in their frequency and depth at which the 6 C’s were evident in their work.</p> <p>Microsoft Academy –Students in this program were observed to be engaged in learning and developing confidence and the ability to reflect upon new learning and feedback.</p>
Impact on Instruction	<p><i>Digital Learning Team</i></p> <p>From a pedagogical perspective, we know that every teacher in the system has had learning based on using digital work tools, both as a professional and to support teaching and learning, and have been involved in conversations about the SAMR framework and a reflection on the impact of technology on task. There have been significant changes in practice in a significant number of classrooms. Because we are not able to run a second round of the Apple testing tool, it is not clear the extent to which this is, but it will emerge. Our second system review of technology in the classroom will also provide measures for this, and we will continue to find ways, post EQAO and work action, to tie pedagogical changes into increases in student</p>

	<p>achievement as a result of this work.</p> <p><i>University of Windsor Collaborative Partnership</i></p> <p>“Flipped Classroom”. Teachers took on the role of creating technology-based instructional supports, and subsequently exploring a wide range of classroom teaching strategies with the “extra” time they generated. Collaborative learning in the teacher partnerships was evident, between and across schools, and the relationship between teacher and student saw positive changes.</p> <p>“6 C’s”. These educators were driven to put the students in the lead of their own learning, pursuing not only topics of interests but topics that were based on social interests and were actionable.</p> <p><i>Student Leadership Project</i></p> <p>This project clearly shows a changing role and attitude of the teacher in the class away from a teacher-focused learning experience and towards a collaborative one where every learner has a voice, both in the learning content and in the tools they use to present said learning.</p>
<p>Impact on System</p>	<p>Our work has essentially been a cycle of innovation with the ultimate goal that ownership for the work lies at the school level. By enabling innovation, taking the lessons learned to inform system change, and then supporting schools and teachers to explore the potential of these changes, we are engaging in a system inquiry cycle where the ownership is in the hands of those doing the work. The innovations we spread are those that teachers, students, and administrators are experience success with, rather than a top-down implementation of ideas and models. This, coupled with the fact that we have a clear and explicit approach to building the capacity of our formal and informal leaders to “do” this work, is a clear illustration of a responsive school system tailoring learning experiences to the needs and successes of the schools. The fact that the leadership of this work, and the setting of future direction, is now at the senior administration table, and is part of conversations around BIPSA, Strategic Plans, and all areas of system learning and change, shows that we have built the importance of this work into our system improvement plans.</p>

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