

Halton District School Board: 2014 - 2015

Project Title	The Impact of School-Based Innovation Projects on Student Learning
Description	Multiple schools (elementary and secondary) are involved in teacher-led projects focused on student learning opportunities incorporating technology. Each school submitted a proposal identifying an innovative idea targeted to increase student achievement and connected to the HDSB Multi-Year Plan (2012-2016). They are following an inquiry approach and will be asked to submit their final reports post sanctions.
Context	<p><i>Number of students: 450</i></p> <p><i>Number of teachers: 30</i></p> <p><i>Number of schools: 6</i></p> <p><i>Grades/Program: Grades 4-12</i></p>
Impact on Students	<p><i>Integrating Inquiry and Technology</i></p> <ul style="list-style-type: none"> • Students were provided the opportunity to further develop their inquiry skills and collaborate during school and after school through cloud-based collaborative learning. There was an increase in peer-to-peer interaction. • Deepening of student learning through authentic and relevant inquiry <p><i>Activate!</i></p> <ul style="list-style-type: none"> • Improved attention and participation has led to increased student engagement. <p><i>Grade 4 – 6 Pathways: Connecting to the “Real World”</i></p> <ul style="list-style-type: none"> • Changes in traditional student-teacher roles through the inquiry processes as identified in Creating Pathways to Success • Increase in student engagement via the opportunity to explore their passions and interests <p><i>Teaming Tables to Improve Student Learning</i></p> <ul style="list-style-type: none"> • This has helped students, especially students who are anxious with presenting, to develop confidence and self-assess their presentation skills. <p><i>Small Group Guided Instruction in Math</i></p> <ul style="list-style-type: none"> • Students are developing strategies to work flexibly with numbers and using DreamBox to further represent their thinking with models. • Gamification in the learning technology is connected to increased student engagement. • Adaptive learning technology is promoting engagement in that students are provided learning using technology based on prior learning.

<p>Impact on Instruction</p>	<p><i>Integrating Inquiry and Technology</i></p> <ul style="list-style-type: none"> • Increase in teacher capacity to delve into seamless learning environments (organic, spontaneous use of technology and inquiry-based learning) • Opportunities for descriptive feedback using cloud-based learning environments (e.g., comment feature) • Availability of Chromebooks supports peer collaboration • Deepening awareness of SEF – “Teaching and learning in the 21st century is collaborative, innovative, and creative within a global context” <p><i>Activate!</i></p> <ul style="list-style-type: none"> • Staff is engaged in dialogue around effective pedagogy in this learning environment. • This learning environment is supporting students in their further development of their learning skills. <p><i>Grade 4 – 6 Pathways: Connecting to the “Real World”</i></p> <ul style="list-style-type: none"> • Learning partnerships within the school to co-develop learning activities and provide grade team resources (shared via the Cloud) • Conferencing with global “experts” via social media <p><i>Teaming Tables to Improve Student Learning</i></p> <ul style="list-style-type: none"> • Teacher assessment processes are impacted as a result of this innovation in that students are provided descriptive feedback by peers and/or teacher on student presentations. • Alternative format/setting for presentations has been a change in teacher practice. <p><i>Small Group Guided Instruction in Math</i></p> <ul style="list-style-type: none"> • Explore format for M.A.T.H (i.e., Meet with teacher, At desk, Technology to access DreamBox, Hands on) • Teachers are delving deeply into the Landscapes for Learning mathematics. • Teachers are examining student DreamBox data and using this information to track progress on the Landscapes.
<p>Impact on System</p>	<p>Analyzing the data from the inquiries will help confirm the impact on student learning as well as the efficacy of collaborative teacher inquiry as a learning model. Strategies and resources from the most successful inquiries can be shared and scaled across the system.</p> <p><i>Integrating Inquiry and Technology</i></p> <ul style="list-style-type: none"> • Opportunities to engage in teacher moderation in French Immersion programs • Inquiry related to the Social Studies, History and Geography curriculum

	<p>(revised 2013) and French as a Second Language curriculum (revised 2013)</p> <ul style="list-style-type: none"> • Sharing of embedding aspects of CEFR and pluriculturalism • Work with Instruction Program Leaders to discuss successful strategies <p><i>Activate!</i></p> <ul style="list-style-type: none"> • Different schools are visiting the Active learning classroom and discussing the implications for the learning environments across the system <p><i>Grade 4 – 6 Pathways: Connecting to the “Real World”</i></p> <ul style="list-style-type: none"> • Learning to be shared at upcoming system-wide PD Day and/or HDSB Symposium 2.0 <p><i>Teaming Tables to Improve Student Learning</i></p> <ul style="list-style-type: none"> • Sharing of learning with librarians in the system • Closing the Gap funding implications shared with HDSB and provincial vision for libraries (i.e., Learning Commons) <p><i>Small Group Guided Instruction in Math</i></p> <ul style="list-style-type: none"> • Sharing via school-based Lunch and Learn • Staff meeting sharing of data and reflection on actions to engage students and parents <p><i>Moving from Me to We Space!</i></p> <ul style="list-style-type: none"> • Sharing of learning with librarians in the system • Closing the Gap funding implications shared with HDSB and provincial vision for libraries (i.e., Learning Commons)
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NOTE: Information in the summary is taken directly from the data contained in the final project report.