

Kawartha Pine Ridge District School Board: 2014 - 2015

Project Title	KPRDSB New Pedagogies for Deep Learning Project
Description	The TLF 21st Century Innovation Research initiative for KPRDSB is to support teachers in using a design protocol that supports the curriculum in the design of authentic learning tasks. Teachers will engage in a learning partnership through the use of a collaborative inquiry cycle. This project will assess the design of a rich learning task through the dimensions of learning partnerships, learning environments, pedagogical practices (learning and teaching strategies), and the incorporation of leveraging digital to enhance student and teacher engagement.
Context	<p><i>Number of students: 879</i></p> <p><i>Number of teachers: 46</i></p> <p><i>Number of schools: 8</i></p> <p><i>Grades/Program: K - 12</i></p>
Impact on Students	<p>As the project spanned grades K to 12 and across different disciplines and grades the impact on students' learning was unique to divisional and/or individual class trends, yet followed general trends.</p> <ul style="list-style-type: none"> • Student centred learning increased in frequency and decreased the resultant questions and guidance sought from the teacher. • Students engaged in experiences they had not previously considered e.g., in one grade six class, students embarked on tasks of using social media and writing professional letter to ask community agencies for support in creating a school garden. • Redefinition of student collaboration through the intentional implementation of technology.
Impact on Instruction	<ul style="list-style-type: none"> • Eight teachers across two schools were involved as two different teaching teams. • Collaborative planning has evolved from non-existent to the pedagogical norm. • Role of teacher as activator (catalyst) has increased in frequency. • Teachers have started sharing through cloud space and continued to create grade repositories for sharing and discussions surrounding deep learning projects.
Impact on System	<ul style="list-style-type: none"> • Support of innovation and technology driven teaching through the creation of an Instructional Leadership Consultant position focusing on deep learning through innovative and technology use. • Training all Instructional Leadership Consultants in the design protocols and underlying principles of the initiative to create a cohesive approach integrating the deep learning of this initiative into other initiatives in our board. • Continue to support initial schools and grow the project to additional educator teams.

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

Lakehead District School Board

Project Title	Teacher and Student use of technology to support deep learning, and new pedagogies
Description	We are exploring how effective implementation and use of Technology within Assessment for, as, and of Learning practices can impact/drive teachers' planning and instruction with the goal of improving student engagement and achievement. We will promote and support the effective use of technology for the purpose of supporting student success through deep learning and new pedagogies.
Context	<p><i>Number of students: 200</i></p> <p><i>Number of teachers: 50</i></p> <p><i>Number of schools: 4</i></p> <p><i>Grades/Program: Grades 9-12</i></p>
Impact on Students	<p>This initiative has impacted student learning by focusing on improving students' communication, collaboration, creativity and critical thinking skills. Rich tasks that engage all types of learners have given students flexibility to be creative in how they demonstrate their learning. Using collaborative platforms teachers develop students' communication skills as well as track the progress of student understanding and skill development. Students have engaged in metacognitive skill building by the implementation of the assessment and technology programs. Students are now being challenged to explain their thoughts, when they present mathematical proofs, to their teacher in video clips so the teacher can get a much clearer understanding of the strategies employed by the students and potential gaps in understanding. Students are regularly petitioned to assess their understanding of key concepts and relay this assessment to their teachers using electronic media (email, online tracking sheets or journals, discussion posts, etc.). Students are given the freedom to be creative in their demonstration of their learning which allows them to develop higher thinking skills as they develop products for culminating tasks. Student engagement has increased in all cases where teachers are combining the assessment and technology professional development.</p>
Impact on Instruction	<p>Teachers are incorporating different methods of assessment focusing on capturing student thinking in real-time. This has involved the use of video capture technology being routinely used in day-to-day activities. Teachers are also incorporating different collaborative platforms into their activities so student thinking can be shared and be made visible as it takes place.</p> <p>Teachers are trying out different instructional strategies that are either tech or app based. These strategies coincide with the redevelopment of courses, focusing on skill development rather than solely on content acquisition. By focusing on skill development teachers are experimenting with strategies that allow students to track and manage their progress throughout a course. This is facilitated with electronic platforms (audio/videos clips, discussion boards, online portfolios, etc.)</p>

	<p>Our next steps will be to continue to develop local leaders each school who will learn co-teaching, co-planning practices to build their capacity as mentors within their schools. In school coaching sessions, will focus on the use of technology that supports assessment for learning practices (e.g. practices that capture student thinking using innovative methods such as video, student blogs, classroom websites, audio feedback).</p>
<p>Impact on System</p>	<p>Several system wide structures serve to connect the work across the system:</p> <ul style="list-style-type: none"> • Local school leaders are beginning to work with school administration and school improvement teams to find practices that use technology to support school improvement plans. • School I.T. Champions meet regularly with their administration, board program personnel to connect BIPSA, SIPSA and I.T. Plans. • The Inspire Training Program, an after school system wide training program, will continue to be available to all staff to highlight technology enabled learning practices. • Program Forum, District Leadership Forum and Professional Learning Communities highlight collaboration software (OneNote, Skype etc.) in concert with assessment for learning practices to highlight innovative teaching practice at a system level.

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