

Keewatin-Patricia District School Board: 2014 - 2015

Project Title	Creating a 21C Learning Organization
Description	Our Round 4 work in KPDSB is a continuation of previous work. Our overall goal is to improve student achievement by creating a culture of learning for all that is connected to our BSIP goal around ensuring that students are able to think and communicate critically. The drivers for this work in our Board continue to be developing precision and expertise in assessment based instruction, supported by technology, transformation in leadership practice, and our ongoing system wide efficacy work. These drivers are transforming our Board as we continue to move forward.
Context	<p><i>Number of students:</i> 5000</p> <p><i>Number of teachers:</i> 400</p> <p><i>Number of schools:</i> 19</p> <p><i>Grades/Program:</i> K-12</p>
Impact on Students	<p>We have seen growth, thorough qualitative data (conversation, observation, and product) in student's ability to talk about and engage in the critical thinking process. There is more evidence of student awareness, goal setting and reflection.</p> <p>Our summative assessment for our 7-10 working group, which was our quantitative measurement mechanism did not occur this June do to job action.</p>
Impact on Instruction	<p>The external efficacy report provides evidence of how teachers are developing the ability to talk about and engage in teaching and assessing the critical thinking process. Digital tools and the use of digital tools for real time assessment, feedback, sharing between peers and school and beginning to compile critical thinking.</p> <p>[This report] has told us that we need to continue to enhance the connections and connectivity of teachers within the Board to further scale this work.</p>
Impact on System	The work over the last 4 years has significantly altered the landscape within our school Board. Our strategic plan, Board Strategic Improvement Plan (BSIP) now contains "21C language", a focus on improving achievement through learning about how to teach and assess critical thinking and communication skills in students. Our one-to-one work is a significant driver in ensuring that the broader work finds its way to every school and classroom in the Board. Our efficacy work has mobilized teachers, principals and support staff to look at and examine what they do, how they do it and to provide significant input to senior staff around ensuring that processes and structures are effective for improved student learning. School leaders have been challenged to build and implement this work into their schools, something that has not always been positive, especially with staff who struggle with change. The concept of a growth mindset has steadily gathered traction throughout the Board.

	<p>The external efficacy assessment report “Keewatin Patricia DSB Final Efficacy Framework Review” (June 2015) is an assessment of the Board’s strategic plan and alignment to the Board Strategic Improvement Plan for Student Achievement, School Improvement Plans and current and future practice in schools and Board support functions. The final report contained 40 recommendations that we continue to implement to assist with system transformation to best create a 21C culture of learning for all. The assessment has proved to be the catalyst for change discussion and implementation in the service of best serving students in a rapidly changing world. The recommendations touch on most aspects of the Board and its operations and will ensure that we are able to create the best conditions to have our students learn and thrive in the 21C and beyond. Much of the work involves a re-think of the ways that we have traditionally done things, with a view on becoming more engaging and relevant to both students and their families.</p>
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NOTE: Information in the summary is taken directly from the data contained in the final project report.