London District Catholic School Board: 2014 - 2015

Project Title	Scaling a Culture of Collaboration: Shifting System and Individual Beliefs about the Virtual Learning Environment
Description	The modelling of the effective use of technology in the classroom, along with a collaborative process of peer to peer mentoring, is critical to student engagement within a 21st Century Learning context. The purpose of this project is to create a culture within the LDCSB that is focused on innovation and collaboration. Central to this is the ability to scale a new culture of change where all teaching and non-teaching staff have the confidence and the ability to use 21st Century learning tools and techniques in the teaching and work places.
	This iteration of the TLF project is supportive of the BIPSA and *Moving Forward* (2014), the LDCSB's strategic plan for technology. As well, Learning Services is partnered in the TLF with the newly launched Innovative and Collaborative Technology Services (ICTS) under the leadership of an academic SO. The TLF Coordinating Committee consisted of a mix of Learning Services and ICTS staff who were attuned to the objectives of the project.
	Central to this project is to further expand system knowledge of the vital components of the Virtual Learning Environment (vLE) as outlined in the *Moving Forward* document. The goal of the team has been to (1) develop an implementation plan, (2) have opportunities for staff training in the months of April-June, (3) test the implementation of a new mobile device management system, and (4) review the 2014-2015 results, with the goal of developing specific planning that would support directly student learning in the classroom.
Context	*Number of students*: 0
	Number of teachers: 97 (including 15 trainers)
	Number of schools: 55
	Grades/Program: Those teachers (one per elementary school, two per secondary school) who have been identified by system staff and principals as potential "lead learners," all system librarians
Impact on Students	The 2014-2015 project has only indirectly impacted student learning, at least to this point. The premise of the project is that both teaching and non-teaching staff need a consistent understanding of and experience within the vLE in order to make a difference in student learning on a system-wide scale.
Impact on Instruction	From observations, exit surveys, and surveys of the staff who participated in the lead learner training, the majority of staff found that the training gave them an appreciably greater understanding of the vLE. They were exposed to the value of collaborative technology, the supportive network of colleagues that exists within the LDCSB, and the ability to take risks in a safe and welcoming environment.
	Librarians in particular developed a better understanding of their role in 21st Century learning, including the library as a creative commons and learning hub within the school.

	Trainers in the sessions, through the surveys and collegial dialogue, have been able to reach a better understanding of how to create training sessions that meet staff needs. Training was adjusted and modified based on the feedback.
Impact on System	By creating a consistent understanding of the vLE and the development of more effective training methods, the LDCSB is able to scale staff learning beyond the smaller group of lead learners. This effort will be enhanced by new technologies purchased through the TLF as well as supportive technologies not directly associated with the TLF (e.g. increased bandwidth).
	There continues to be alignment with current Student Success work in the Building Innovative Practice Initiative, creation of the Board Learning Management System, and the Provincial applied strategy through the Student Success School Support Initiative. This alignment allows the LDCSB to continue its framework for longitudinal studies within the context of the Board vLE.
	In addition, Round 4 is supportive of the Board's goal to scale technology across the system, as detailed in the BIPSA and *Moving Forward* document. The focus continues to be school and classroom leadership that is focused on innovation and collaboration that will lead to increased student engagement, learning, and achievement.

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