Moose Factory Island District School Area Board

Project Title	Building Technology Capacity: Moving Moose Factory Ministik School into the 21st Century
Description	Our focus is to integrate technology into the Ministik School Health and Physical Education Program, Cree Language Program, Early Learning Kindergarten Program, and in the regular grades 1-8 classroom programs in order to attain the following goals: • Increase student engagement, motivation, and productivity • Promote healthy active lifestyles and cultural integration • Provide student-centered instruction and learning opportunities • Gather authentic assessment data (assessment for as and of learning - ie. student evidence: photo, video, audio, product) to facilitate teacher-student conferencing and to establish next steps for student learning If we use tablets and selected applications to record student evidence (photographic, audio, video) and teacher anecdotal notes, we will positively impact our ability to provide effective instruction and assessment practices for inquiry based learning in Grades K-8
Context	*Number of students*: 300 *Number of teachers*: 18 *Number of schools*: 1 *Grades/Program*: Grades K-8, Health & Physical Education Program, Cree Language Program
Impact on Students	*Unfortunately, due to delays in receiving our technology equipment, poor technology infrastructure and long upgrading delays, and current teacher job action, we were unable to collect data and supporting evidence of our learning.* Brief anecdotal evidence suggests that students using tablets to support their learning are generally more engaged in lessons. Many students have been using the tablets to record and document their learning. Some teachers report using that evidence to make important decisions about the next steps for their instruction.
Impact on Instruction	Some teachers have expressed excitement while using the tablets to record evidence of student learning. They also report using that evidence to make important decisions about the next steps for their instruction. This is especially true for the Early Learning Kindergarten teams as they become more familiar and better equipped for inquiry-based learning. Teachers have been witnessed sharing video clips of student work with other teachers while engaged in rich pedagogical dialogue.
Impact on System	As a system, we are using technology to support our current school programming. We have expanded our project to include student learning and teacher learning; specifically teacher assessment and instructional practices. We initially had two teachers working on the project; we currently have five teachers and one administrator regularly using the technology to support our school learning. We are developing leadership opportunities for teachers in the form of technology lead teacher and professional activity leaders and technology mentors.

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

Moosonee District School Area Board

Project Title	**Broadening the Assessment Repertoire through Pedagogical Documentation of Student Learning**
Description	Building on the previous year's work with selected Primary students to collect data in order to assess their improvement in reading comprehension skills as a direct result of using iPads APPs, the Enhanced Support component extended the experience to Junior level students. The Research Innovation component was designed to ascertain whether educators' repertoire of assessment strategies would increase and improve as a result of using the same technology. In adopting more technology, teachers will make better use of current assets, plus the newly acquired technology and the learning experiences will be enhanced for students and teachers as partners.
	The School Improvement Plan provides clear direction to focus on implementing strategies to enhance assessment practices. Specifically, the goal is to enable and create professional learning that establishes learning environments where students are engaged in their learning through assessment practices that include students. Providing technology to create an atmosphere of co-learning and co-teaching within which authentic partnerships lead to the development of teacher and student self-regulated learners displaying confidence and curiosity.
	Providing professional learning would be a priority as well as encouraging opportunities for teachers to develop partnerships with other educators that have expertise in the use of technology as an effective assessment tool.
Context	*Number of students*: 30
	Number of teachers: 6
	Number of schools: 1
	Grades/Program: Grades 4-6
Impact on Students	The data was not made available to us due to the job action.
Impact on Instruction	This data is only informally available anecdotally; the iPads were delayed in transit.
Impact on System	Our focus on the development of the MYSP which includes technology as a key learning and teaching/assessment tool as one of the four priority areas means that the potential for this research to impact the entire school community is extensive. The review and revision of the SIP, once resumed, will have a clear focus in each of the pillars on technology as an important tool in supporting achievement of the goals.
	The technology team as established is widely representative of a variety of sectors and offers leadership opportunities to many individuals and partnerships. The parent and student voice are clearly lacking on the team and that needs to be built into future planning. Within the fabric of the school operation, technology should become one central driving force.

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