

**Peterborough Victoria Northumberland Clarington Catholic District School Board:
2014 - 2015**

Project Title	Leveraging Technology to Support Learning and Leadership
Description	Our board has invested our focus on New Pedagogies for Deep Learning. A major component to this project is to recognize the new learning partnership that arises between and among students and teachers when digital tools and resources become pervasive. Through this project we are improving our capacity among principals, teachers and students for using technology to capture Critical Deep Learning. We have allowed for 6 days for Principals and Teachers to share best practices and ideas as to the successes of using New Pedagogies for Deep Learning. Our Board is determined to create a more teacher-student learning partnership and real world, authentic learning tasks enabled by technology. Alongside this focus we believe that Providing Professional learning about assessment practices that reflect deep learning pedagogy are at the root of our Initiative.
Context	<p><i>Number of students: 2477</i></p> <p><i>Number of teachers: 38</i></p> <p><i>Number of schools: 12</i></p> <p><i>Grades/Program: Grades 1-6, one Secondary school</i></p>
Impact on Students	The impact on student learning has been very positive. Our sheer numbers suggest that our use of technology has impacted our ability to increase the number of critical thinkers. The communication skills of our students have taken a 21st Century look as classrooms are interacting with other classes and teachers. The most successful piece to our project has been our new awareness of how impactful learning partnerships are. The use of student-student learning and teacher – student learning and student – teacher learning has become a common practice in all schools that have been part of this program.
Impact on Instruction	Our Research initiative has impacted over 40 teachers in our board which in turn has impacted over 2400 students. The use of technology-embedded in instruction has become a standard practice with these teachers. They have had many opportunities throughout round 3 and 4 to share best practices and then take what they've seen from other teachers and administrators and bring it into their classroom. The greatest impact has once again been with our learning partnerships. The immediate feedback and continual learning with teacher and student is very obvious. Teachers are seeing how this has impacted student learning and want to be part of the process.
Impact on System	When we look at the impact the initiative had on our system scaling it is obvious that in round 3 we impacted 1150 students and in that increased by 100% in round 4. To support this the system has looked at the BYOD policy. How we can best support our staff and students as we embrace technology and all its wisdom. Also, from an administrative perspective we will have continual PD in the area of NPDL and the use of technology to develop affective practices to impact higher order 21st Century competencies such as critical thinking, communication, collaboration, creativity and entrepreneurship.

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