

Renfrew County Catholic District School Board: 2014 - 2015

Project Title	Building Strong Pedagogic Practice on a Foundation of Technology Rich Classrooms
Description	<p>The 2014-2015 21st Century learning project builds upon the foundations set over the previous two years. The project consisted of several pillars of examination with a strong focus on secondary schools and student voice.</p> <p><i>21st Century Teaching and Learning in the Secondary Classroom:</i></p> <p>How can new and innovative models for teaching and learning technologies be effectively used to drive the development and delivery of sound pedagogically based instruction and assessment practices at the secondary level? The development of a Networked Learning Community between departments of two high schools focused on lesson design, instructional strategies, and assessment practices.</p> <p><i>Rethinking Assessment Driven By Student Voice:</i></p> <p>How can teachers use Growing Success to re-examine student created digital learning artefacts? Teachers formed a working group that reflected upon current assessment practices, examined current research and Ministry documents, as well as took into consideration findings based on student voice.</p> <p><i>Through Their Eyes: Documenting Literacy and Learning in Kindergarten:</i></p> <p>How does the integration of mobile devices and additional supportive technology enhance pedagogical documentation, student learning, and parent communication in our Early Year's Classrooms? This project will support the purchase of technology for an existing Provincial Knowledge Exchange (PKE) project that includes 56 educators from across the Board.</p>
Context	<p><i>Number of students:</i> 1904</p> <p><i>Number of teachers:</i> 81</p> <p><i>Number of schools:</i> 18</p> <p><i>Grades/Program:</i> Grades 4-8, Grades 9-12 in Math, Science, English, Social Sciences and the Arts</p>
Impact on Students	<p>Teachers in all three of our projects responded that using technology and 21st Century approaches in their teaching practice has definitely impacted student engagement, 21st Century competencies and learning partnerships. In regards to student engagement, many teachers reported that students now had the ability to create, collaborate and communicate with each other like never before which increased their overall level of engagement.</p>
Impact on Instruction	<p>Through a series of conversations, observations, and responses gathered via Google Forms we have collected evidence that indicates that the various projects positively impacted teaching practice in a variety of ways. Teachers reported increased: confidence and comfort level with the use of technology for teaching and learning, increased understanding of how pedagogical</p>

	<p>documentation can be used for assessment <i>for, as</i> and <i>of</i> learning, and ways to foster greater student and parental engagement. Furthermore, participants and their principals reported their teachers feel more engaged, inspired and excited about their new technology, new learning, new connections and new ways to make learning come alive in the classroom. Many also reported that they have increased their leadership roles within their divisions and within their schools, as they are feeling more confident to share their learning and to help others to use technology in the classroom.</p>
<p>Impact on System</p>	<p>Here are a few specific ways the initiative it has helped with scaling up:</p> <ul style="list-style-type: none"> • Assisted with building a strong infrastructure across the system • Allowed us to purchase more technology for both students and teachers • Creation Networked Learning Communities to assist with supporting the teachers as they begin to rethink their teaching practice • Provided the funding to assist with the necessary professional learning to promote deep learning at the classroom level. <p>By focusing on both professional learning around the integration of technology and effective use of technology for both teaching and learning we have been able to make great gains in this area. Now heading into our third year of this strategy we have educators at each of our schools that have the technology and a well-developed level of training, contributing to our ongoing efforts to support system scaling.</p>

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