

Simcoe County District School Board: 2014 - 2015

Project Title	Innovation Hubs: 1. Transforming Assessment through Technology 2. Leveraging Digital Tools for Deep Learning
Description	<p>As part of our continued learning around the impact of digital tools and resources on learning and teaching, we are engaging in two K-12 collaborative inquiries.</p> <p>The first, <i>Transforming Assessment through Technology</i>, will focus on how educators and students can authentically leverage digital tools to support the collection and analysis of triangulated assessment. An emphasis will be placed on students as partners in the assessment process leading to more autonomous learners.</p> <p>The second, <i>Leveraging Digital Tools for Deep Learning</i>, will engage educators and students in leveraging digital tools and resources to create deep learning experiences that have meaningful audiences and relevant purposes for students. All learners will work to develop 21st Century learning skills including; collaboration, creativity, critical thinking, citizenship, character and communication.</p> <p>A variety of digital tools and resources supported the learning this past year including; iPads, iPods, document cameras, projectors, Google Apps for Education and a 3D printer.</p>
Context	<p><i>Number of students:</i> 2400</p> <p><i>Number of teachers:</i> 200</p> <p><i>Number of schools:</i> 40</p> <p><i>Grades/Program:</i> Grades K-12</p>
Impact on Students	<p>Our learning in this round of the 21st Century Innovation Research Initiative has had an impact on student learning in two significant areas, student agency and making student learning visible. The Innovation Hubs and Student Innovation Hubs have used a Genius Hour approach to self-directed learning. Given a wide range of digital tools and resources, students determined and carried out their own inquiries. Through the use of iPads, GAFE and Blogger, students were able to document their own learning and publish it to a wider audience and create learning portfolios. This authentic purpose and audience combined into a powerful motivator for student autonomous learning.</p>
Impact on Instruction	<p>The impact of these projects continues to spread from a concentrated group in rounds one and two, to a much wider audience in rounds three and four. The Innovation Hubs provided the tools (iPads, document cameras, projectors, etc.), the support (Program and Innovation Resource Teachers) and the time (release days) for staff to learn. The work was founded in teacher inquiry using Plan, Act, Observe and Reflect. The power of co-planning and co-teaching created a safe environment for staff to try new strategies.</p>

	<p>Our Kindergarten and DECE teams are terrific examples of the use of technology for pedagogical documentation. Through the use of iPods and iPad Minis, these dynamic teams provided students with a mechanism to record their learning and share with each other, their parents and beyond.</p> <p>Our work with New Pedagogies for Deep Learning continues to impact teacher practice in three areas:</p> <ol style="list-style-type: none"> 1. New learning partnerships with students, parents, the community and teachers around the globe, 2. New opportunities and strategies to leverage digital tools and resources to accelerate learning, and 3. A renewed focus on six deep learning goals (creativity, collaboration, communication, critical thinking, character and citizenship).
<p>Impact on System</p>	<p>Through the new learning generated by our 21st Century Innovation Research, we have had a renewed focus on assessment and pedagogical documentation. Assessment is an integral component of our Essential Practices document and figures prominently in our revised Board Learning Plan for Student Achievement and Well Being and our professional learning opportunities for 2015-16.</p> <p>As part of our new School Learning Plan for Student Achievement and Well-Being, co-authored "Learning Stories" will document the learning of every professional learning opportunity. Each of these learning stories will be accessible to the system providing transparency and accountability as well as monitoring and moderating opportunities.</p> <p>These learning stories are written in real time by the participating staff in the collaborative inquiry. We are moving away from summative reporting on what we learn to more reflective and timely feedback. Having administrators, superintendents and central staff moderate the SLPSA-WB during the learning, allows for a richer discussion and probing questions for reflection.</p> <p>Another learning opportunity which became clear during this round is that school administrators required continued support in order to leverage digital tools in school improvement planning and documenting the learning of staff. The use of Google Apps for Education and specifically Google Classroom became a regular component of Regional Principal meetings and Principal/Superintendent PLCs. Providing administrators with a working knowledge of the tools teachers and students use in classrooms allows them to confidently enter into discussions and to model its use for others.</p>

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