

## York Region District School Board: 2014 - 2015

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| <b>Project Title</b>      | <b>Inquiry Based Learning in a Modern Learning Framework (CODE Project)</b>  |
| <b>Description</b>        | <p>The Digital Literacy Resource Teachers worked with Teacher Leaders &amp; Learners in their respective schools focused on collaborative inquiry into effective modern learning pedagogies/ 21st Century Learning pedagogies.</p> <p>Some of the elements of Modern Learning and 21st Century Learning included: Fullan’s Six Cs, Innovative Teaching and Deep Learning, Student Centred Pedagogy, Experiential Learning, Flexible Structures, Student Voice.</p> <p>Each school team participated in an orientation session and collaborative work to explore teaching strategies that incorporated elements of modern learning. At the end of the two collaborative sessions the teams were provided a half day to reflect on the work they have done and develop an action plan to share what they have learned with other teachers in the school and the larger Leaders and Learners community.</p> <p>Expectations of involvement in this year’s project included:</p> <ul style="list-style-type: none"> <li>• Participation in online community.</li> <li>• Participation in some format of teacher collaborative inquiry.</li> <li>• Build capacity with cloud based collaboration (GAFE).</li> <li>• Share the process/results within their schools and to the broader community.</li> <li>• Participate in evaluation of impact.</li> </ul> |
| <b>Context</b>            | <p><i>Number of students: 2500-3200</i></p> <p><i>Number of teachers: 96-128</i></p> <p><i>Number of schools: 32</i></p> <p><i>Grades/Program: K-12</i></p>  |
| <b>Impact on Students</b> | <p>A feedback survey by a sample of the schools that were involved in the project provided observational and conversational data. A summary is provided below for our secondary schools ONLY due to job action.</p> <ul style="list-style-type: none"> <li>• Technology was used to empower student voice.</li> <li>• Student voice shared with staff on preferred learning styles.</li> <li>• Students report better collaboration of online functionality.</li> <li>• Students appreciate the embedded research functionality of some online tools.</li> <li>• Improvement on student assessment completion.</li> <li>• Increased use technology to foster student engagement and learning.</li> <li>• Increase collaboration between students.</li> <li>• Increased use of digital assessment and evaluation.</li> </ul>  |

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| <p><b>Impact on Instruction</b></p> | <p>This evidence was provided by secondary teachers participating in the project. Due to the job action we were not able to collect data for elementary schools.</p> <p>As outlined by the sample schools we were able to survey, the following impact on classroom instructions was evident:</p> <ul style="list-style-type: none"> <li>• Teachers are exploring student suggested and preferred tools to support instruction.</li> <li>• Students are receiving online feedback, with peers and teachers.</li> <li>• Students receiving more detailed and differentiated feedback using online tools.</li> <li>• Teachers are re-designing assessment tasks to incorporate technology.</li> <li>• Teachers are embracing frequent feedback opportunities.</li> <li>• Teachers are more comfortable embedding technology into their practice.</li> <li>• Teachers became more familiar with various applications that they can leverage to foster student understanding and engagement.</li> <li>• Increased use of Google Drive and Google Classroom.</li> <li>• Tools created allowed teachers to monitor students' progress and work one on one with a variety of students.</li> </ul>   |
| <p><b>Impact on System</b></p>      | <p>The following summary, as provided by the sample secondary schools, indicates impact on the schools:</p> <ul style="list-style-type: none"> <li>• Student and staff voice are now included in purchase/distribution of technology.</li> <li>• Staff are more willing to use GAFE tools to foster student engagement.</li> <li>• Increased staff comfort of using digital tools in Cloud Computing.</li> <li>• Diffused leadership of school technology initiatives, as staff are more comfortable in becoming lead learners.</li> <li>• Increased acceptance of Cloud Computing opportunities.</li> <li>• Increased student voice in providing information about program elements to staff.</li> <li>• Building effective and authentic learning tasks.</li> <li>• Building capacity and diffused leadership within schools.</li> </ul> <p>System actions that are a result of this initiative:</p> <ul style="list-style-type: none"> <li>• The teachers that participated in the CODE project will continue to be supported through professional learning sessions and release time.</li> <li>• We will continue to support the Leaders and Learners online community for teacher professional learning.</li> <li>• Connections will be made with teacher participants and our Technology Lead Teachers within our schools to help support teachers 1:1 in schools.</li> <li>• Some teachers will be provided leadership opportunities to continue exploring and contributing to system integration of online collaborative tools.</li> </ul> |

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