Algonquin and Lakeshore Catholic District School Board: 2015 - 2016

Project Title	Secondary Technology Infrastructure and Access Improvement Plan
Description	The purpose of this project is to remove these barriers so that our teachers and students can have seamless access to technology. This will reduce stress and engage our teachers in deeper conversations about teaching and learning.
	The main focus of this project is the creation of a staff and student landing page, where with a single sign on users are directed to a place where digital resources are located. This includes things like IEP's, Maplewood Student Management System and Report Cards, our Virtual Commons etc.
	The greatest outcome of this work will be that as the barriers are removed, teacher comfort with and use of technology will improve. We will have a community hub that will support easy and dependable access and ultimately raise the level of digital competencies of our teachers and students.
	Support collaboration between the Learning Technology Services (LTS) and curriculum departments building ownership and clarity with respect to the organizational structures in support of the Technology Embedded Learning Plan, including:
	• Alignment of technology investments with educational priorities in support of 21st Century learning environments
	• Strengthening system-wide confidence in the board's information technology infrastructure and service support model
	• Integration of the reframed Technology Enabled Learning Special Assignment Teacher (SAT) role
	Through all of this work, that just keeps building and supporting our core work, we have learned that teacher engagement is key. In both our 4-8 laptop project and the K-3 iPad rollout we have focused first on building confidence in our plans and our teams. Next we focused on building capacity with our teachers by honouring wherever they are in this journey and by providing the support required to move them forward.
Context	*Number of students:* 2,500
	Number of teachers: 200
	Number of schools: 8
	Grades/Program: Gr.9-12
Impact on Students	The greatest impact that this project has had is in building awareness and access to online resources. This has created consistency across subject areas and has supported students engaging with technology in many cross curricular opportunities. The increase in the use of blended learning opportunities through D2L course pages has accommodated and supported the different learning styles

	of students. It has removed barriers and allowed for pre-learning, re-learning, independence and differentiation. This project has also opened so many doors to collaboration with teachers and peers. It has created a safe and accessible space and a commons set of tools for students and teachers to use in creative and engaging ways.
Impact on Instruction	This initiative has increased the willingness of our teachers to embed technology into their practice for the simple reason that it is easier to access and reliable. This kinds of seamless access to technology is creating community based inquiry teams. We are building capacity with technology coaching by nourishing and feeding the grass roots, local level which is allowing spread to happen. There is a paradigm shift occurring from the teacher-led model of curriculum delivery to student-centred choice and voice options that are moving ownership to the students. The way that teachers provide feedback is really changing and this is having direct and timely impact on their teaching practices and the learning opportunities of their students.
Impact on System	This project has provided the opportunity to place "core" learning tools and opportunities in an easily accessible space. This is the first time our Board has joined all five secondary schools in a consistent platform to support a blended learning environment. This has placed consistency of practice at the centre of our work while still allowing and supporting choice and voice at the teacher/classroom level. Our technology coach has also had the opportunity to move from school to school working in small groups encouraging and supporting the collegial use and application of the tools this funding has provided. We look forward to building on the learning as we venture into 2016/17.