

Conseil scolaire de district catholique de l'Est ontarien: 2015 - 2016

Project Title	Coaching in the Digital Age to Integrate Technology and Develop Critical Thinking and Digital Citizenship in our Students
Description	<p>This year, we are focusing on implementation of four components of the Board's digital citizenship plan:</p> <ol style="list-style-type: none"> 1. Development of the students' digital citizenship skills 2. Access to networks and electronic tools 3. Personal electronic devices 4. Electronic communication <p>First, with coaching, we will help one cohort of teachers to use technology tools to facilitate or enrich learning, by introducing pedagogical strategies that use a variety of learning environments and that develop 21st Century skills.</p> <p>We will help a second cohort of teachers to explore concepts of critical thinking; transform their tasks and learning strategies; and use the technology integration matrix (TIM) to plan critical challenges and pedagogical interventions.</p> <p>Last, using coaching once again, we will help a third cohort of teachers to understand the elements of digital citizenship, as stated in our digital citizenship plan (DCP), and to plan and integrate the teaching of the elements of digital citizenship into their courses so that their students become responsible 21st Century learners who espouse our values for the digital age.</p> <p>As in the past, our pedagogical services are working in collaboration with school principals to enable teachers to participate in one of the system-wide cohorts: coaching for the digital age; coaching for critical thinking in the digital age; and digital citizenship coaching.</p>
Context	<p><i>Number of students: 1,600</i></p> <p><i>Number of teachers: 59</i></p> <p><i>Number of schools: 15</i></p> <p><i>Grades/Program: K-12</i></p>
Impact on Learning	<p>Based on the measures we used in the previous rounds, and based on our data collection and analysis, the teachers and students reported an increase in their engagement in their learning task and their classes and courses.</p> <p>The intention of our coaching was to support teachers in the integration of technology tools to facilitate or enrich learning; in the development of pedagogical strategies that use a variety of learning environments; and in the acquisition of knowledge and strategies that support the development of critical thinking and digital citizenship. The integration of best strategies supports student learning, engagement, and overall success.</p> <p>The students reported that they had learned a lot about software tools and Cloud</p>

	<p>environments for collaboration. They also reported that they were making increasing use of technology in the classroom. One-third of students surveyed reported using technology every day. 82% reported that technology helped them to learn. Two of the things they liked about technology were search engines and collaboration. They reported that, thanks to technology, they were more engaged in their learning.</p> <p>We note that students like using technology in the classroom. They understand that they need digital skills in order to acquire 21st skills and find work. Hence, the importance of carrying out this transformation in our classrooms.</p>
<p>Impact on Instruction</p>	<p>More in-depth learning implies advantageous use of technology. The challenge is to help teachers to move from simple substitution to use that adds value and transforms pedagogy. This was the primary objective of the three cohorts we coached this year.</p> <p>With the data that we collected with the help of objectification and observation, we noted that all of the participants made progress in the SAMR (Substitution Augmentation Modification Redefinition) model. The teachers reported feeling more effective and more aware of the impact of technology on their pedagogical practices, in particular assessment (assessment for learning and assessment as learning) and on the development of 21st Century skills.</p> <p>The pedagogy coaches reported that, thanks to the coaching, over 79% of teachers felt more effective and had progressed along the technology integration continuum. 84% of the teachers surveyed reported that they had been able to make progress on technology integration in the classroom.</p> <p>They more fully understood the triangulation process, thanks to the technology and tools that made it easier for them to note their observations of, and conversations with, students. What our data revealed was that, regardless of the point of entry, coaching enables teachers to transform their practices.</p>
<p>Impact on System</p>	<p>Progress in the final phases led, this year, to the creation of a digital citizenship plan and a code of conduct and regulations governing education in the digital age. This plan informs all of our interventions.</p> <p>This year, the coaching focused on four components of the Board’s digital citizenship plan: development of the students’ digital citizenship skills; access to networks and electronic tools; management of personal electronic devices; and electronic communication.</p> <p>In implementing these components, the coaching enabled us to build the capacity of the school teams through shared leadership. One of the cohorts (critical thinking in the digital age) focused on training leaders in each of the schools. While being coached by their pedagogy coaches, they went through professional learning cycles with their peers. This is a model that will guarantee lasting change.</p>

	<p>We noted major systemic changes in the schools that received coaching. 50% of schools in the intermediate division reported an increase in their perception of the use of best pedagogical strategies in the classroom. Where the secondary schools were concerned, 29% of schools reported an increase.</p> <p>Keeping in mind the objectives of our digital citizenship plan, this initiative enabled us to train the leaders in our schools: our principals. Leadership days for our school principals enabled them to become aware of and understand the challenges associated with digital citizenship and to begin thinking about implementation of the school action plan.</p> <p>To sum up, this initiative is essential to the transformation of our pedagogy and the assessment practices that are associated with it. Our data confirm that, within a shared vision, more individualized support makes it possible to transform our practices.</p>
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