

Conseil scolaire public du Grand Nord de l'Ontario: 2015 - 2016

Project Title	The Impact of Coaching on Pedagogical Transformation in the Digital Age
Description	<p>Drawing on our success and what we learned in Round 4, we are expanding our project. As in the previous round, our initiative focusses on coaching teachers to transform their pedagogical practices for the digital age. This year:</p> <ul style="list-style-type: none"> • Our Grade 7 and 8 teachers continue to be coached; • Our Grade 9-12 French and Mathematics teachers will be coached; • All of our junior division classrooms have carts of Chromebooks. All of these teachers will be coached, too. <p>With coaching, teachers will be better equipped to move their pedagogical practices in the direction of greater participation and differentiation, using a process of inquiry. Students will be able to more fully develop certain 21st Century skills (e.g., communication, collaboration, critical thinking, creativity, and innovation). Here is a general outline of the project:</p> <ul style="list-style-type: none"> • All of the students and teachers involved in the project will have access to a technology tool (portable computers, Chromebooks, BYODD [Bring Your Own Digital Device]); • All of the teachers completed a survey that provided a benchmark and a general profile. A mid-year survey will be administered in April; an end-of-project survey will be administered in June; • All of the coaching is documented in a journal (Google form) to measure progress against goals and document frequency of individual coaching.
Context	<p><i>Number of students:</i> 1,414 <i>Number of teachers:</i> 59 <i>Number of schools:</i> 11 <i>Grades/Program:</i> Gr.4-12</p>
Impact on Learning	<p>Because the pedagogy is more differentiated, all of the students have an opportunity to participate. “A student who doesn’t like to talk can still participate using technology (Padlet, Hangouts, Google Slides). The technology will enable this student to communicate more and to provide more details.”</p> <p>The students are more motivated and enthusiastic about learning. They communicate and collaborate with each other and with their teachers more, during class and outside of class time, using the collaborative tools available to them (e.g., Google Drive, Classroom, etc.).</p> <p>The students analyze and evaluate increasing amounts of information from a variety of sources, generally using a tool that has been suggested to them.</p> <p>The students have access to a wide variety of tools. They are in an open environment</p>

	<p>where they can use a tool of their choosing to demonstrate what they have learned (e.g., they can choose to use the graphing calculator, GeoGebra, or a pencil and paper to explore rotations in their Math course).</p>
<p>Impact on Instruction</p>	<p>Based on the surveys and observations of the coaching team, we see an impact on teaching strategies. Teachers:</p> <ul style="list-style-type: none"> • Have better communication with parents; • Are transforming their pedagogical practices and innovating in their teaching practices using various tools and approaches. “Technology makes it possible for me to diversify my lessons; spark my students’ interest; and plan lessons that get them actively involved.” • Have more confidence in the use of technology tools in the classroom after they have received coaching and they find it easier and more natural to use technology; • Teach paperless courses. “I don’t use paper with my language courses. It’s easier to mark the students. They have access to assistive technology. Fewer students make excuses about losing their work. There are fewer problems with absenteeism, etc.” <p><u>Impact on assessment strategies:</u></p> <p>Teachers report that:</p> <ul style="list-style-type: none"> • The tools make it possible to provide timely feedback; • It’s easier to collect evidence of learning and they do it more often. As a result, they have a better grasp of what their students have learned and remedial work is more effective; • The students have a wider range of tools for demonstrating their learning and paper-and-pencil tasks are less common; • They are engaging in assessment for learning. <p><u>Impact of coaching:</u></p> <p>In terms of the impact that coaching is having, the teachers’ feedback is very positive. They report feeling better equipped to try new strategies and new applications, and they feel more secure in the knowledge that support is available if they need it.</p>
<p>Impact on System</p>	<p>This initiative supports the Board’s vision of building the capacity and confidence of its teachers to integrate technology tools into their pedagogy.</p> <p>This initiative is part of a system-wide winning strategy involving coaching in literacy and numeracy. The coaches are already in place; they are using more technology during coaching and are able to lead the change to 21st Century learning.</p> <p>Due to its success, this model will be introduced in the junior division next year so that we can continue to build the capacity of our staff, across the Board. The key to the success of this initiative is collaboration between the Board’s pedagogy-technology team and the provincial TACTIC team.</p>