

Halton District School Board: 2015 - 2016

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| Project Title | Innovations Halton |
| Description | <p>The purpose of the project is to provide school teams with the opportunity to engage teachers and students in learning experiences that focus on pedagogies for deeper learning, innovative practices and the use of technology tools to enhance learning and learning partnerships.</p> <p>The Halton District School Board is examining "The Impact of School-Based Innovation Projects on Student Learning". Multiple schools (elementary and secondary) are involved in teacher led projects focused on student learning opportunities incorporating technology. Each school submitted a proposal identifying an innovative idea targeted to increase student achievement and connected to the Halton District School Board's Multi-Year Plan (2012-2016). They follow an inquiry approach and will be asked to submit their final reports at the end of this school year.</p> <p>There are 11 projects in this round focused on student and inquiry and the use of technology to enhance learning opportunities causing increased engagement, collaboration and deep learning. There will be a sharing event for these teams at the end of the school year in order to spread the learning across the system.</p> <p>Previous rounds have focused on Cloud-based learning environments. We are carrying forward with the same learning outcomes of our original projects (Bring I.T. and Cloud-Based Learning). We are focusing on GAFE (Google Aps for Education) in this round as well. Our research and data from Rounds 1, 2, 3, 4 showed we have moved well past the "early adoption" phase of both BYOD (Bring I.T.) and the use of cloud-based learning environments for a number of reasons (e.g., access, cost, efficiency, quick learning curve, manageability, equity, etc.).</p> |
| Context | <p><i>Number of students: 1,776</i></p> <p><i>Number of teachers: 72</i></p> <p><i>Number of schools: 11</i></p> <p><i>Grades/Program: Gr.1-8</i></p> |
| Impact on Students | <p><u>Alexander's Public School:</u></p> <ul style="list-style-type: none"> • Students demonstrating stronger vocabulary as well as their overall understanding of the "Steps to Inquiry" • Students demonstrated increased ownership of their learning <p><u>Dr. Frank J Hayden Secondary School:</u></p> <ul style="list-style-type: none"> • Students noted when they miss the physical aspect of the course, they feel the impact • Students were fully engaged in their own performance and they were observed helping and encouraging their peers |

EW Foster Public School:

- General atmosphere in the classrooms has been calmed down through lighting, decor and noise control
- Collaboration, there was a 15% improvement, for Initiative, there was a 23% improvement, for Self-Regulation, there was a 26% improvement.

Forest Trail Public School:

- Primary: at beginning of the unit, 75% of students were achieving levels 3/4; at the end of the unit 88% of students were achieving levels 3/4
- Junior: students learned through integrated technology and technology drove the learning in multiple subject areas
- Intermediate: increased student engagement with 71 % of students reporting preference to integrated learning; 75% of students increased their achievement by a half level or more

Harrison Public School:

- MakerSpace promoted inquiry based learning and celebrated diversity in learning styles and diversity of solutions found
- 78.3% of students identified that they like working with others to solve problems

Irma Coulson Public School:

- Student metacognition shifted towards the thinking and solving versus the recalling of math procedures
- Increased student self-awareness

Oodenawi Public School:

- 96% of students reported that they were focused during design and technology class
- 96% of students reported that they enjoyed designing, planning and building activities to learn about science, social studies and math

Pine Grove Public School:

- Greater grasp of concepts by students
- Greater student engagement in learning

Sam Sherratt Public School:

- Students enjoyed using Google hangouts as a way to collaborate
- Alternate learning environments and learning how to communicate and collaborate between schools

T.A. Blakelock Secondary School:

- Students were able to use common terminology and language
- 20 out of 21 student earned a level 4 or higher on their sport/game strategies evaluation

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| <p>Impact on Instruction</p> | <p><u>Alexander’s Public School:</u></p> <ul style="list-style-type: none"> • Shift from teacher led to student led learning • Organization of units have shifted from direct instruction to a collaborative inquiry approach to learning where teachers are facilitating curiosity <p><u>Dr. Frank J Hayden Secondary School:</u></p> <ul style="list-style-type: none"> • Teachers build capacity around personal wellness and mindful practices • Teachers are building resources to support other staff in this learning <p><u>EW Foster Public School:</u></p> <ul style="list-style-type: none"> • 80% of the Primary teachers surveyed as part of the project now provide access to a variety of seating options during instructional time, • 70% have incorporated a variety of work surfaces to accommodate differing needs and 80% of the teachers have incorporated more natural elements into their classrooms, to provide a calming atmosphere. <p><u>Forest Trail Public School:</u></p> <ul style="list-style-type: none"> • Teachers learned how to use the technology and modify instruction for the younger students to keep them engaged • Teachers refined their planning, pedagogy and assessment while emphasizing 21st Century competencies as part of inquiry based learning <p><u>Harrison Public School:</u></p> <ul style="list-style-type: none"> • Teachers stated that MakerSpace ‘promoted critical and creative thinking skills’ and that it ‘creates an environment of risk taking and perseverance’ <p><u>Irma Coulson Public School:</u></p> <ul style="list-style-type: none"> • Increased capacity building and thinking out loud with colleagues reinforced the power of integrated math instruction <p><u>Oodenawi Public School:</u></p> <ul style="list-style-type: none"> • All teachers also identified the intent to plan and integrate design and technology into their teaching in the future <p><u>Pine Grove Public School:</u></p> <ul style="list-style-type: none"> • Increased use of integrated teaching between the English and French teachers <p><u>Sam Sherratt Public School:</u></p> <ul style="list-style-type: none"> • Promotion of learning partnerships between teachers and deprivatization of practice • Increased effective use of technology in the classroom <p><u>T.A. Blakelock Secondary School:</u></p> <ul style="list-style-type: none"> • Teachers became the facilitator of student learning |
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| Impact on System | <p>The foundation for the FDK-to- Grade One bridge has been laid, and the work continues. Overall, the project has served to inspire and equip not only the teachers involved in the project, but colleagues throughout the schools to reflect on their practice and to take risks to go deeper in their understanding of their learners. This growth is evident in the transformed-and still transforming physical learning environments, in the explicit teaching of and provision for student self-regulation in these classrooms, in the increased access and comfort with technology for both assessment and learning, and in the enthusiasm for the rich learning opportunities that inquiry-based learning will provide for our 21st Century learners. The encouragement for innovation in the district and the direct investment of monies into innovation has caused a synergistic impact which has spurred additional innovation.</p> |
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