Halton Catholic District School Board: 2015 - 2016

Project Title	K-12 School Team Collaborative Inquiries
Description	The purpose of our project continues to be the development of 21st Century competencies in teaching and learning system wide as defined by our board's 21st Century blueprint through the use of inquiry-based learning. Embedded within this model is the supportive role of technology to enhance the achievement of the 21st Century competencies in ways that may not be accessible without it. Our focus for Round 5 continues to be scaling up our professional learning model – school project teams engaging in collaborative inquiry tied to our board's 21st Century outcomes. To support this focus we have initiated the following projects: 1. School team collaborative inquiry projects - K-12 2. Learning commons and teacher collaborative inquiry – secondary 3. Release days for previous participants wishing to build on last year's inquiries 4. Online professional learning modules In addition we are expanding the scope of our inquiries to more specifically include the impact on student learning.
Context	*Number of students:* *Number of teachers:* 142 *Number of schools:* 29 *Grades/Program:* K-12
Impact on Students	HCDSB has identified 6 domains of 21st Century Skills and Competency framework. They are: a) Creativity and Innovation, b) Digital Citizenship, c) Research and Innovation Fluency, d) Communication and Collaboration, e) Critical Thinking, Problem Solving and Decision-Making and, f) Technology Innovation and Concepts. Collaborative Inquiries: Each inquiry was coded for evidence of the competencies. The most common competency demonstrated by the teams was the use of Technology Innovation and Concepts, followed by Communication and Collaboration. The data informing the evidence of student achievement and impacts were realized at the collaborative inquiry level, that is, each educator team systematically collected pre and post, or other assessment of/for/as data that was relevant to their theory of action. As a board, we focused on scaling up practice and innovation, and did not analyze the student outcomes, as we believed that the ownership of the impact lived with the inquiries and the educators-student teams.

Impact on Instruction	We asked all our collaborative inquiry teams to provide reflections on their learning so that we were able to discern impacts. In the context of the International Society of Technology and Education (ISTE) teacher standards, our educators demonstrated strengths in the first standard, 'Facilitating and Inspiring Student Learning and Creativity' - and this could be seen in any of the inquiries that focused on student inquiry, research skills and encouraging self and peer assessment. We also captured evidence of number fifth standard, 'Engage in Professional Growth and Leadership' – in almost all of the inquiries, educators demonstrated ownership and agency. Educators shared decision-making responsibilities, applied technology creatively, and demonstrated a high level of professionalism. Of the reflections, we noted that many of the educators were engaged with the technology, and employed and modeled the same 21st Century skills and competencies expected of the students. Educators were not only engaged deeply in their inquiry projects, but were excellent at embedding the tools and equipment into their practice. As the system team, we felt that the one thing missing from the momentum and work was the idea that the educators could not readily map the 21st Century competencies and skills onto their pedagogy. Moving forward into the next iteration, we need to figure out how best to measure the less tangible skills as part of our scaling up so that educators are able to explicitly articulate of the connections between their work in inquiry, the 21st Century competencies, the SIP, BIPSA and board strategic vision and as how we do business at HCDSB.
Impact on System	[Collaborative Inquiry teams] submitted reflections on a) their preferred future, b) their inquiry question, c) their theory of action, d) what they had learned, e) how they incorporated the learning into their practice, f) the impact on the student learning, g) share their Ignite presentation (final consolidation task), h) identify what their next steps were and what their new or updated inquiry question is going forward, and last, i) provide overall feedback about the process. The researcher analyzed the reflections submitted by the collaborative inquiries. Out of the 21 inquiries many teams focused on more than one competencies. Seven inquiries focused on peer or self-assessment strategies, six on collaboration, six on student inquiry, and four on descriptive feedback. By using a rubric for assessment, it became clear where HCDSB's strength areas are, and which areas we need to focus on the next few years. *Results* Impact of actions we took to **deepen** the power of our innovation model. Evidence collected showed that the educators dug deep into the subject matter of interest and in doing so, they were able to change student expectations

	through effective instruction. 66% of our collaborative inquiry groups engaged in deep actions that affected instructional practices. The data showed we need to work on emphasizing more of a co-learning stance with educators in order to explicitly recognize connections between student voice and their own learning. Impact of actions we took to make our innovation model **sustainable**. 33% of our teams were able to provide evidence in this area... some of our teams struggled with being able to balance collaborative inquiry work within the day-to-day practices… there was less evidence that the collaborative work permeated beyond the group themselves to the whole school or beyond the school's learning communities. There were several teams who were successful in engaging all divisional partners, and a few were successful in engaging the entire school. Several teams demonstrated evidence that the administrator was an active participant in their collaborative inquiry however, for the most part, the work lived in the participating educators' classrooms. We believe that meaningful and complex reformative change take time for true sustainable impacts to take hold across multiple barriers within and outside of the school. Impact of actions we took to **spread** our innovation model. 34% of our collaborative groups provided evidence of spread in innovation. The largest gain in spread was reflected in the change of pedagogical principles. Educators utilized modified flipped classrooms, blended learning, utilized technology for student self and peer assessment, delivered innovative lessons, collected assessment data systematically to inform their inquiries, and really pushed the employment of student inquiry successfully. Impact of actions we took to facilitate the **shift in ownership** and evolution of our model. Within this domain HCSDB was successful at giving collaborative inquiry groups the authority and autonomy in their inquiries, and the knowledge lived with the teachers. Forty-two percent of our collaborative inquiry groups were able to show that they owned their own learning and the leadership was shared. In the cases of collaborative inquiry involving early childhood educators and the teachers working together or in examples where there were multi-divisional or cross-departmental influences, distributed leadership was clearly evident.