

Keewatin-Patricia District School Board: 2015 - 2016

Project Title	Creating a 21C Learning Organization
Description	<p>This work is a continuation of our last rounds of work to continue to create a 21C Learning Organization for all in Keewatin-Patricia. This work is embedded in our Board Strategic Plan and Board Strategic Improvement Plan (available on our website) in order to align and embed technology enabled teaching and learning with a focus on critical thinking into the broader student achievement agenda in our Board.</p> <p>It is our belief that a system of learners, engaged and supported by technology and research driven teaching practice is the key to improved student achievement. Because we are doing whole system tri-level work at the Board, school and classroom level, it was and continues to be necessary to engage in our efficacy work as a key driver in supporting change and change process at every level in order to establish a culture of change. This efficacy work is driven by the Director of Education who is supported by front line teaching and support staff and external experts to effectively embed and scale both 21C culture and practice within the Board. We see this triangulation of efficacy, research driven teaching practice and technology-enabled teaching and learning as the key drivers in our system transformation that is occurring in Keewatin-Patricia.</p> <p>Technology plays a key role in this work, both in the overall modernizing of our systems, but also in improving teaching, learning and ultimately student achievement. It allows a focus on teaching process, with content as a vehicle, and brings the student learning experience to light in ways that are both more engaging and more relevant for learners. A great example of a 21C teacher is one who can use technology to gather and analyze formative assessment data, as an example, to precisely inform next teaching steps in real time.</p>
Context	<p><i>Number of students:</i> 5,000</p> <p><i>Number of teachers:</i> 450</p> <p><i>Number of schools:</i> 23</p> <p><i>Grades/Program:</i> JK-12</p>
Impact on Students	<p>[W]e continued to build on our key themes around technology enabled teaching and learning in classrooms. This work continues to be led by our principals and technology support coaches who work actively in classrooms with teachers and students. At this point, there has been significant penetration of technology enabled teaching practice into most classrooms in the broader Board.</p> <p>We see extensive student use of technology in most classrooms in K-8, and moderate use of technology by students in secondary schools.</p> <p>Classroom observation shows increased levels of engagement in deeper, richer</p>

	<p>learning tasks that require students to learn in a “21C way” with higher levels of collaboration and communication. This evidence comes from principal monitoring of classroom learning in a variety of ways. Some principals have formalized student voice processes to collect this information, others use more informal ways to do this. We have used video and other methodologies to collect some of this data on a system level.</p> <p>Critical to our data collection efforts is a student and parent survey that has been delayed until the Fall, given how our year unfolded. This will be a part of our ongoing work with Pearson Learning Services that will provide much additional information for us around how we are doing through the eyes of students and parents.</p> <p>In individual schools, we can find significant evidence of attendance improvements, and in many cases achievement improvements. It is not easy to specifically identify the exact reason for improvement. We are operating under the assumption that if we create for students a more relevant and positive learning environment, then engagement and subsequently learning and achievement will improve.</p> <p>In summary, we do see significant change for students as a result of our work. Looking back over the last 5 years, our classrooms look and sound different, students are more deeply engaged in learning, we have seen significant improvements in task design. Much of these improvements come from the leveraging impact of technology and technology enabled teaching and learning as both a catalyst and interrupter. Linking achievement improvements strictly to technology is difficult. We believe that we have a recipe for improved student achievement that resides in our BSIP, and that technology enabled teaching and learning is both a necessary and significant driver to create a student learning environment that is relevant and meaningful for our students.</p>
<p>Impact on Instruction</p>	<p>We have seen significant transformation in teacher practice as a result of this work over the last five years. Our recipe for student achievement improvement starts with our BSIP which has evolved into a way of working that requires teachers to think deeply and be on a constant improvement path with their teaching practice. A technology- enabled environment, both for teachers and students helps to leverage this improved way of working. We continue to work to create the conditions that allow teachers to focus on planning and improved delivery for their students. An example of this type of work is in the implementation of EnCompass, which places all student, parent and teacher data and functions in a convenient platform that provides one stop access and supports for teachers in everything from historical student data, to assessment creation and recording to report card preparation. Supplying teachers with</p>

	<p>laptops and providing professional learning as we have for several years, moving systems to a 21C environment, allowing teachers to work in a mobile and seamless environment drives our change agenda for them. The focus can more easily then be on instruction and learning.</p> <p>Our technology support coaches continue to work with teachers on the leveraging of technology to further improve assessment- based instruction, a cornerstone of our BSIP. Assessment based instruction, in real time, with high levels of feedback to improve learning are aspects of 21C teaching and learning that are most heavily emphasized with teachers. We are at the beginning stages of refocusing efforts on the teaching of critical thinking skills as a significant part of a 21C delivery experience for students. We have done much work in the system on the foundational pieces of this practice for teachers and now have a level of common language and understanding by school administrators and many teachers that will allow us to move further forward.</p>
<p>Impact on System</p>	<p>The TLF process has allowed us to focus on a system level to ensure that the infusion of technology in our system, in schools, in classrooms is a key driver in the overall change processes that needed to happen in both systems and schools for students as we strive to create the 21C learner and learning organization. We see this work and its impact unfolding in all areas in the Board.</p> <ul style="list-style-type: none"> • The continued work of our overall efficacy agenda now drives change at all levels of the organization. • It has emerged that leaders who engage in servant leadership to move this work forward are most successful, those that hold onto older, now less relevant leadership styles are struggling. • That an unrelenting focus on the needs of the whole student, including the student learning experience, is necessary to drive change across the broader Board. • The work of system change is disruptive and uncomfortable for some professionals, including some teachers who dislike or do not understand the change process. <p>[W]e now have the language of 21C, defined by teachers, in curriculum, instruction and assessment infused into our strategic plan, BSIP and SIPs and being practiced in many classrooms across the Board. We chose to scale our entire system in a relatively short period to time. This created the initial disruption and interruption that was necessary to move beyond where we currently were 5 or 6 years ago, but also created significant challenges that required both vision and leadership to move forward.</p>