

St. Clair Catholic District School Board: 2015 - 2016

Project Title	21st Century Learning For All
Description	<p>The purpose of this project is to improve the student engagement and achievement of applied and college level students through effective pedagogy and technology. We are investigating Learning for All /Universal Design so that teachers see the benefits of how what is necessary for some is good for all. We hope to continue to build the capacity of teachers in applied and college level courses by connecting the learning from previous rounds of TLF. Our hope is that through collaborative inquiry, professional development, and enhanced technology (Chromebooks and iPads) that teachers will become more effective at addressing the learning needs of all applied and college level students with an emphasis on those with an IEP.</p> <p>We are very interested at how we can use technology effectively to more deeply engage students in the learning process. Using technology and an inquiry approach to learning, we hope to see an increase in student attendance and intellectual engagement. We hope to see classrooms where students create instead of consume knowledge and where students can use technology to solve problems, make their thinking visible, and capitalize on local and global resources. We anticipate that doing so will result in motivated and engaged students and teachers where students show increased performance on standardized tests and in report card data in addition to more visibly demonstrate 21 Century skills.</p>
Context	<p><i>Number of students: 675</i></p> <p><i>Number of teachers: 27</i></p> <p><i>Number of schools: 2</i></p> <p><i>Grades/Program: Gr.9-11</i></p>
Impact on Students	<p>We are finishing the second year of 21st Century Learning for all. Key indicator data from across the system indicates that our applied and college level students have shown increasing success in attaining compulsory credits in the applied and college stream. In addition, the SCCDSB 4 and 5-year graduation rate has increased for two consecutive years.</p> <p>As teachers are continuing to learn how to embed technology effectively, students are modeling an increase in their willingness to learn with increased stamina and resilience. We are also seeing evidence that when students have a deep, meaningful personal connection to what they are learning, they are more likely to give their best effort at making their best thinking visible.</p> <p>[A]s many teachers continue bring a deeper understanding 21st competences in the classroom, we are seeing continued increase in collaboration, communication, creativity and critical thinking.</p>

<p>Impact on Instruction</p>	<p>Teachers with sustained work with the project (over two years) have shown a continued increase in their willingness to model “radical incrementalism” (Breakespeare). Here teachers openly take risks to be innovative with their students and they are showing increased desire and responsiveness to work with teachers in different departments, schools and the central office curriculum support team.</p> <p>Modeling a Growth Mindset for students, teachers in this project continue to model an appreciation for 21st Century competencies. In doing so we are seeing increased examples of inquiry tasks where students become creators rather than consumers of knowledge. Reflecting on the tasks created within the group, we see a need for continued growth in creating tasks that foster deep and meaningful partnerships, both in personal and via digital technology.</p>
<p>Impact on System</p>	<p>Our project has allowed the opportunity for 6 schools across the system to participate in a collaborative inquiry (NPDL) with each other. This inquiry involved meeting in large group, small group and digitally over the course of the year, to investigate how our system and leverage technology to improve engagement and student achievement.</p> <p>We have seen evidence of spread in schools when teachers are asked to de-privatize and share their practice with other staff during staff meetings, PD days and school based and system based collaborative inquiries. Our team recognizes there is much work to do in this regard. Our goal for next year is to scale much of our learning in 21st Century competencies across the system by involving a few staff across division from every school in the system in the TLF project.</p> <p>Our efforts will focus on:</p> <ul style="list-style-type: none"> • Creating teacher-student partnerships that leverages technology • Providing in school experiences enabled by technology • Addressing assessment practices that enable deep learning • Fostering teacher to teacher partnerships, leveraged by technology, that encourages collaboration, critical thinking, communication and creativity.