21st Century Teaching and Learning
Transforming Learning and Teaching

[TEACHERS, SCHOOL LEADERS, PARENTS AND STUDENTS IN CLASSROOMS AND SCHOOLS]

[MUSIC]

TEXT ON SCREEN: 21st Century Teaching and Learning… Innovation in Ontario

TEXT ON SCREEN: Transforming Learning and Teaching - Ontario on the Move
La Transformation de L'Enseignement et de L'Apprentissage - l'Ontario à la volée

DENISE ANDRE: One of the things we're very proud of is that our innovation has really gone to scale. We have 83 schools, and we can honestly say that we've seen transformation in all of our schools and throughout all of our learning spaces.

JIM COSTELLO: We came up with some funds to begin an iPad one-to-one project. That project grew and with great success in terms of student engagement and achievement and it's now kind of snowballed to the point where we're rolling out iPads for every grade 7 in our system.

SHAWNDA NORLOCK: I'm a paperless teacher so I don't have a paperless classroom, as students feel that they want to print their notes they can. So, we differentiate with respect to that but that's not what makes me a 21st century teacher. Technology is a tool and technology is something that we can use to support our teaching and support student learning in a variety of facets.

GARY POOLE: The goals that we worked on this year was real life problem-solving and so we put a number of problems out before the students and asked them to come up with designs. And to see how they could use, first of all, one of the life skills which is collaboration, how they could work together.

STUDENT/ÉLÈVE: Technology really does help support problem-solving just because we are able to access so many more resources than any other generations ever been able to before. We can look at what people are doing around the world right now so we have access to the most relevant and the most recent information.

MICHELLE PARRISH: My students - they want to be engaged in their learning, they want to know that their interests are valued. They're interested in real world connections.

TED DOHERTY: We believe that when students have access to a device where information is readily available, that exercise of moving towards those more important skills is easier.

STUDENT/ÉLÈVE: You can relate things to more real world situations. Instead of looking at a textbook, you're looking at what's going on beyond your classroom.

STUDENT/ÉLÈVE: I love building things now and trying to take apart things and I guess have my own unique way in life. And I think maker’s club has certainly changed my life and how I see the world.
SYLVIE SAVIJNAC: Ce que j’ai retiré c’est que les élèves, il faut leur donner plus de place en salle de classe, il faut leur donner une voix. Il faut leur permettre de pouvoir explorer ce qui les intéresse, c’est sur toujours faisant des liens avec les programmes-cadres. Mais, c’est incroyable ce que les élèves peuvent nous relever comme idées, comme projets.

NANCY MEEUSEEN: I’m constantly assessing and you know before I did a blended inquiry type of approach, I always assessed their learning but I was guiding that. Now, it’s a little bit of a shift, now I’m really looking, it’s almost like I have the inquiry of seeing where they’re going or where they need to go. And I’m taking that time now to assess what they need to know next.

DENISE ANDRE: We really shifted from a culture of what we would call control to a culture of more risk taking and inquiry

STUDENT/ÉLÈVE: Instead of having your teacher say “read this chapter, this chapter” they might read you something and then say “what’s a question you might have?”, and then you go and research a question on that topic that you made and then you find your answer and you’re actually, you’re being a researcher yourself.

STUDENT/ÉLÈVE: La technologie vraiment ça nous apporte beaucoup plus qu’écouter un professeur nous parler. Ça nous donne l’idée, l’innovation de pouvoir créer des nouvelles choses.

PENNY UNIACKE: If you kind of take a backstep and let the kids kind of go, it’s amazing what kind of learning comes out of there. They’re getting way better at giving each other feedback. We’ve done a lot of work on that, they’re not coming to me as much, like “is this right? Is this what you’re looking for?” - they’re going to each other.

BRENDA SHERRY: This is going to be their future. They are going to be working in teams, perhaps with people all around the world, not just in their local area, so this is one the key things that we need to teach students how to learn in groups.

DARREN FOY: When student are working purposely through the materials, when they’re thinking about it, when they’re interacting with it, when they’re discussing with each other, when they’re clarifying their thinking, it deepens the process, it assists with consolidation.

PIERRE GIROUARD: La preuve que tout ça fonctionne, que la technologie a vraiment un impact c’est vraiment la motivation des élèves, que les élèves sont engagés lorsqu’on sort la technologie. Ils collaborent avec l’enseignant puis ils voient leur produit en temps réel là.

JIM COSTELLO: We have principals who tell us that students time on task is up, and behaviours in send outs in time out of class for the wrong things is actually down so they can validate that with data that shows that and also our student achievement scores in the schools where we’ve used the iPads - we’ve seen an increase in achievement.

STUDENT/ÉLÈVE: It’s really easy to look over my work and my computer helps me look over my work itself you know. I can go back and check things often, I can go back and fix things easily, you know, I’m motivated to fix them because they can be fixed.
pretty easily.

FRANÇOIS TURPIN: Donc une de nos initiatives qui a fait une très grande différence, on a ciblé une de nos régions où justement on a fait la formation pour les parents avec les enfants en soirée. Donc, on a eu des rencontres à plusieurs reprises, avec des formations, donc le parent était avec son enfant avec des outils technologiques qui se retrouvent à l’école pour justement exploiter puis explorer les divers outils.

PARENT: It’s so important for parents to be involved with what’s happening, and to understand and to ask questions. And so as a parent, if you have a question about what’s happening, and how your students or how your kids are using technology at school, ask.

TED DOHERTY: The other element for us is it makes our classrooms far more inclusive, where more students can access the curriculum easier because of the device and all of the accessibility features.

STUDENT/ ÉLÈVE: With my hearing aids, my FM system that I use in my class helps me hear my teacher more louder and also there’s SmartBoards in my schools. The SmartBoards really help me and my class to understand and it’s more interactive for all of my classmates.

STUDENT/ ÉLÈVE: Ça peut vraiment améliorer notre habitude de travail.

MARTIN SMITH: We realize that our students spend a lot of time as consumers of internet and we wanted them to see that they could actually participate in that and start building a positive digital footprint.

PETER CAMERON: Student have access to information, content at their fingertips. So they’re now creating with the content that they have available to them. And actually changing the content.

STUDENT/ ÉLÈVE: We’re not just one individual, we’re not just one person and I guess one town, one country but that every country has to work together in order to accomplish goals as I guess all of humanity. And so, knowing that what you do, does really have an impact on the global world and being aware of it and conscious of that.

SHAWNDA NORLOCK: Here in Red Lake, we have all of this technology but because we’re so far from the larger centres, we really have to hone in on the required skills to effectively use that technology, because we need that technology.

BRENDA SHERRY: We’re always having those conversations about what we should be like online. Just like we have those conversations about good citizenship in school face to face.

LINDA KNIGHT: What has changed is the excitement that teachers have

PETER CAMERON: I’d say change is good, it’s re-energized me as a teacher. I come to school every day as a learner, as a teacher as well but as a learner, and you become more efficient at what you do.

SHANNON SMITH: We have a strong culture of professional learning here. So, I share
the professional learning that teachers are engaged with. Again, on our website, the Facebook, the Twitter, and Instagram is the one that we’ve most recently adopted.

KATHI WALLACE: We end up having our students feeling better about their education, our teachers feeling great about their teaching practice and that just makes a wonderful learning environment for all of our students.

STUDENT/ÉLÈVE: Ça a changé le mode d’apprentissage en rendant tout plus instantané. Alors si disons j’ai besoin d’accès à un document, pas besoin d’attendre que mon enseignant va le chercher sur son ordinateur, l’envoie à une imprimante, l’imprime, et ensuite vient me l’apporter. Maintenant, je peux recevoir des documents instantanément sur mon ordinateur, chez moi ou sur mon téléphone cellulaire.

MARTYN BECKETT: We expect that we will continue to see increase teacher use, increase teacher advocacy, in the use of technology as a classroom tool, and in particular the use of handheld devices.

JIM COSTELLO: I think a year from now you’ll see the use of IT as an effective teaching tool, it will be more embedded. You’ll see more teachers doing it as a daily practice rather than as a special event or a novelty.

SHAWNDA NORLOCK: We have a growth mindset for students for sure, and we also have to have a growth mindset for teachers and for all of us as individuals and know that we can do some really fantastic things and we have to work and believe that we can all do that.

TEXT ON SCREEN: “We’ve really shifted from a culture of what I would call ‘control’ to a culture of more risk taking and inquiry.” - Director

TEXT ON SCREEN: “Nous sommes passés d’une culture que j’appellerai “contrôle” à une culture de prise de risques et d’enquête.” - Directrice