

## **21st Century Teaching and Learning Innovation Highlights**

[ANIMATED INTRODUCTION: COLLAGE OF STUDENTS AND TEACHERS WORKING TOGETHER WITH TECHNOLOGY]

[MUSIC]

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

TEXT ON SCREEN: All 72 Ontario District School Boards engaged in a collaborative research study on effective technology-enabled teaching and learning practices. Here are some of their reflections...

[TEACHERS, SCHOOL LEADERS AND STUDENTS IN CLASSROOMS USING TABLETS, COMPUTERS, SMART BOARDS.]

CATHARINE MONTREUIL: I think the 21st century educator is going to be somebody who embraces the ability to learn with. I think they're going to be incredible questioners, being able to pose questions that will send students in different areas. They're going to be more comfortable with the I don't know, let's find out, and being able to, to just be able to push the student in the right direction at the right time in order to pursue learning goals that more and more the students will be setting.

DANUTA WOLOSZYNOWICZ: Ideally, those questions would be steeped in real life problems, and because that's this authentic learning that we are looking for, and that's when students are engaged and motivated to find those answers.

CAMERON STELTMAN: If you empower the students, they're going to learn and show you so many more things than you ever can do. Like I just say, okay, today we're doing presentations. We do presentations, and they say but we can do this, and we can do that. And that's just---- that's what it's all about. Like give them the power, and just show them how to get there.

THERESA HARRIETHA: The biggest payoff for them in trying one thing was the huge response they receive from their students and realizing that their instructional practice made a difference.

JAMIE: Technology also teaches you how to be creative because it makes you think outside the box and think how can I make this presentation better.

FLORENCE: If we carry out research by ourselves, well, it allows us to understand what we love and to deepen our research. Just teaching, well, doesn't go as far. We want to dig deeper.

CATHARINE MONTREUIL: We've paid attention to what the learning tasks are because we know that learning tasks will predict the performance. At central to these conversations is really dating back to Fullan Hill and Crevola's work on precision, personalization, and professional learning. We've never blinked on those three dynamics of learning. And in terms of precision and, and personalization of learning, technology is such a huge tool to allow us to personalize and be very precise in terms of what somebody's next learning, learning needs are.

JOAN POWELL: It's much more about learning now than ever and much less about teaching. We need our teachers to be learners. We need our kids to be learners. We need everyone to be co-- learners. So we're all learning together.

PETER CAMERON: I'd say change is good, and I think it's, it's reenergized me as a teacher. I come to school every day as a learner, as a teacher as well, but as a learner.

ALYZON: I believe that it is a support between students and teachers. Sometimes, we help each other but the teachers, many times, they bring a lot of resources with them as well. It is really cooperation between the students and the teachers.

DON GRANT: Our province did a sound job with implementing what needs to be done with respect to sound pedagogy. The Assessment for Learning Project, understanding our learning goals, our success criteria, descriptive feedback, having those components in place, not including any devices or, or technologies, that's crucial. And now they're starting to integrate that technology effectively.

DANY DIAS: There is a pressure to accomplish all of the expectations of the curriculum and then afterwards, we have to integrate the technology but we cannot think that they are two distinct things.

JEFF CATANIA: We're going to be doing more inquiries where teachers are co-- planning with other teachers using technology, going in the classroom, watching what kids do, taking a look at the work and just going through that cycle with the tools. So it's not just about learning how to use these tools and how to do the appropriate use. It's really making it work with the curriculum in the classroom.

MARIE-FRANCE TOUSIGNANT: Online courses in our French--language schools are of great importance because, obviously, we often have smaller schools -- so online courses allow us to offer a wider range of courses to address the postsecondary paths that students may choose.

DON GRANT: Parents are starting to ask more questions about learning goals and success criteria and descriptive feedback. So now, it's time for parents to be made aware of how the roles of students and teachers are changing as well.

TARA KOSTER: It's enabled us to be more interactive, you know, with our daughter's learning. I see so much more of her work than I ever have before, and so we can see the progress.

BARBRO I used to avoid speaking in class and with the (online) forum, I started speaking more and more in class.

JEFF CATANIA: Now some money will help you adopt, but ultimately, nothing's adoptable, and no matter how much money you have, unless it's easy to use and it's powerful for kids.

CATHARINE MONTREUIL: The best success we've had is by allowing teachers to experiment. So really, we used a ready--fire--aim. And at the beginning, we had very loose, loose conditions on what the teachers did and how they experimented with, with learning for themselves and with the students. And as we learned what was making a difference for more students, we started sharing that.

TEXT ON SCREEN: "We are on the cusp of a new era of learning and teaching... schools are changing dramatically for the better." - Principal