PAUL D'HONDT (Secondary Learning Coordinator, Huron-Perth, CDSB): We've really started by differentiating between technical training, training how to use certain apps on the iPad, or use chromebook or our virtual learning environment from professional development which we've really focused on pedagogies, and we're using our technology to solve some pedagogical problems.

INTERVIEWER: Okay. So give me an example of that.

PAUL D'HONDT: Okay. So we might have, for example, some very strong pedagogies that our teachers may choose to use, whether that's increasing the use of descriptive feedback or, you know, really implementing things like learning goals and success criteria in their classrooms. And we're finding that, some teachers are finding it very useful and advantageous to use technology to make those pedagogies come alive in their classroom, maybe use-, make them a little more feasible on a day-to-day than they could have been in the past. The next steps for us are two-fold, one, it's again coming out from the pedagogical point of view. What are the things you want to do in your classroom? Are there certain structures you want to enable in your classroom? Are there certain strong pedagogies that you want to do, whether that's teaching true collaboration, or anything, any sort of assessment, you know, looking at growing success and implementing assessment in a really good way. And then what are the technological solutions that we can leverage to help us with those pedagogies? So we really have to come at it from two points of view.

We're actually supporting them with training on those pedagogies. So what is descriptive feedback look like in a junior classroom or an intermediate classroom or a high school classroom? What could having kids co-construct success criteria, for example, look like in one of those classrooms and then teach the skills, the technical skills, to accomplish those goals. We used to come at it where we would just say, here's a great piece of technology, everybody use it because it's awesome and we found that teachers would use that and students would use those technologies but engagement would fall off. So we really didn't have the 'why', why we wanted to use those technologies and now, I think, we're coming at from an aspect where if we give them the reason why we want to use these tools, then, and give them a bunch of different tools to select from, then we can really achieve true blended learning and accomplish those pedagogical goals. But we have released teachers a few times, I think it's been four times so far, and part of that, every session we give them time to share with each other, kind of collectively problem-solve some of their own issues they're having in their own classrooms, as well as in a small group setting and a large group setting and we have set up some virtual space using the virtual learning environment for these teachers to share ideas, whether they are simple technical problems that they're having, I can't get this app to do that or this netbook won't boot up for some reason, share technical solutions, as well as sharing some of the pedagogical things that they've tried, some things that haven't work at all, some things that did work and they're sharing that way. So it's really-, it's blended, we're doing both, which is great.