

# Transforming Student Instruction and Learning Practices in Ontario

## The Technology and Learning Fund

*Significant progress is being made as the Technology and Learning Fund continues supporting the province's publicly-funded schools in improving student achievement and integrating technology into learning and teacher instruction. As outlined in this newsletter, Ontario is becoming known as a leader in technology and learning, with boards demonstrably scaling up and systematizing technology. The last four years have seen tremendous expansion from individual school-based initiatives to now include entire boards. The journey continues, however, with more change to come.*

**TO:** ONTARIO DIRECTORS OF EDUCATION

**FROM:** Frank Kelly

**DATE:** September 16, 2015

**RE:** Mobilizing Ontario's Vision for Technology and Learning

This newsletter may seem a bit longer than previous editions, but it's for a good reason: there is much to share as we continue making great strides in mobilizing Ontario's vision for technology and learning.

As my previous newsletter (May 4) noted, the Ministry of Education and the Council of Ontario Directors of Education (CODE) have, through the ministry's Technology and Learning Fund (TLF), been working together to support Ontario schools as they change teaching practice, build engagement for technology-enabled learning and increase achievement for students throughout the province. The new TLF is providing funds over three years for the acquisition of digital tools and resources and for supporting the provision of related professional learning opportunities for educators and school or board leaders.

Today I'm pleased to provide you with not only an update on technology-enabled learning, but also some exciting initiatives that include Ministry support for supervisory officers' professional development and three action research projects.

## Reporting on 2014–15 Completed

First, I would like to extend my thanks and that of the Ministry to all boards for submitting their reports on time via the TLF online reporting tool and for completing the CODE 2014-15 final Financial Reporting Template. These reports have been reviewed, and a provincial summary has been developed from them for the Ministry. Your leadership in moving TLF initiatives forward is helping create an environment for students to learn in new and different ways.

In brief:

- Ontario is becoming recognized as an innovative leader in technology and learning. Boards are clearly scaling up and systematizing their use of technology, with the past four years seeing tremendous growth; what were once individual school initiatives have now expanded to include entire school boards.
- Boards continue to report that great strides are being made to increase the range of technology-enabled learning opportunities for their students. Funding has gone towards significant purchases of technology (including iPads, Chrome Books, Graphing Calculators and 3D printers) and providing teacher release time for professional development. These resources are enriching and broadening learning experiences for students of all levels, from Junior Kindergarten to grade 12.
- Innovation funds have produced some new directions that are very helpful to student learning.
- CODE technology leads have been communicating with supervisory officers and board technology leads to continue providing support and learn more about technology-enabled student learning through individual board success stories. The CODE leads will stay in place for next year.

## Changes to the Online Reporting System

Boards became familiar this year with the GoAccess program, used to complete the TLF 2015–16 online reports. For your information, GoAccess was decommissioned on September 12, 2015, and all existing and new EDCS users will need to register for a **GoSecure** account and migrate their current EDCS role. In the very near future, CODE TLF leads will forward English and French-language instructions to their board contacts in order to create a GoSecure account and migrate EDCS roles.

## Professional Development Sessions for Supervisory Officers

To further support senior system leaders and the significant leadership they provide to the TLF initiative, the Ministry is funding support for professional development of supervisory officers through CODE and its partnership work with provincial supervisory officer associations (OPSOA, OCSOA and AGEFO).

As part of this professional development, a number of regional sessions will be offered over the next two years to provide senior leaders with access to colleagues who have a proven record of implementing change and using technology to assist in the improvement of instruction. These working sessions, which will give supervisory officer leaders unique opportunities for hands-on and practical skill building applications for use in their boards, will also allow for interactive discussion and problem solving with experts in the use of technology in the classroom.

## Technology Action Research Projects

This year also brings to the forefront three action research projects: arts and technology, math and technology, and technology and robotics (the latter two are currently in development). These key projects will be helpful for determining the impact of specific initiatives related to technology-enabled learning and teaching, and identifying solutions and those important practices and strategies that lead to ongoing refinement and implementation. Directors will receive summary reports of each project.

Additionally, Curriculum Services Canada will be completing a research report on the 2015–16 TLF board projects based on the findings collected by its team.

At the Fall Symposium, scheduled for Oct. 27 (*please note date*) boards will learn about findings from Round 4 (2014–15).

*In 2014–2015, over \$30 million for boards and \$2 million in Action Research Projects went directly toward providing classroom environments deeply rooted in the development of important 21st century skills and competencies, such as critical thinking, communication and collaboration. Boards continue to report success in using technology to change teacher practice and engage students and foster new and innovative learning experiences.*

Although positive change is happening, a great deal still needs to be done. Below are some highlights of where we are now, and some suggestions as to where we would like to go – including several think pieces by Dr. Chris Dede of Harvard University, written for Ontario school and system leaders to profile key international research findings on teaching and learning for deeper learning, enabled by technology.

## Preparing Students for 21st Century Success: Highlights from School Boards

The CODE regional technology leads recently spoke with board leads and superintendents regarding scaling-up and systematizing projects and highlighting the innovative strategies and programs that boards are currently putting in place to develop 21st century student learning skills. Overwhelmingly, there

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is clear evidence that boards are scaling up and systematizing technology-enabled learning in their schools and throughout the Ontario education sector.

I am pleased to highlight for you the work of a few boards—just a small sample of the exciting, innovative and student-centered learning activities taking place in Ontario. These boards have kindly offered to share their 2014-15 plans and the opportunities they are presenting to their students.

**BOARD HIGHLIGHTS** (full details are available at the end of this document, or by following individual links)

### WATERLOO REGION DISTRICT SCHOOL BOARD

The Technology and Learning Fund supported the Waterloo Region District School Board's *Collaborative Learning Carousel and Leading Change Symposium*. This full-day event involved approximately 500 participants, included students, teachers, administrators, central staff, ministry staff, and community partners. The event focused on innovative examples of efforts to achieve the Board Improvement Plan for Student Achievement (BIPSA), with a special emphasis on collaboration (i.e., 21st century skills) and student voice and choice being enabled through the use of technology.

### TORONTO CATHOLIC DISTRICT SCHOOL BOARD

The NeXt Lesson, a framework that allows teachers to self-reflect on their current practice to better incorporate the teaching of essential competencies into their lesson planning, has been the cornerstone of the Toronto Catholic District

School Board's five-year plan for 21st Century Learning. The board's continuing 21C Innovator program saw vice-principals lead eight city-wide 21C Innovator groups, for 240 teachers, in three days of professional development focusing on the NeXt Lesson competency of Real World Problem Solving and Innovation.

### **LIMESTONE DISTRICT SCHOOL BOARD**

As an example of the reach of the Limestone District School Board's technology plan, in a grade 5/6 math class at Trudell Public School in Kingston, students use mobile technology to showcase their knowledge of polygons by creating screen-casts using the app Explain Everything. They quickly collect authentic photos, licensed works from Google Images, and self-produced video, to consolidate their learning and share this with their teacher for feedback. These students then go on to be peer tutors and to share their learning at a Staff and Parent Council meeting.

### **NORTHWEST CATHOLIC DISTRICT SCHOOL BOARD**

NCDSB has continued its implementation of 1:1 iPad distribution throughout the board. Over the last three years, students from Grade 8 to Grade 5 have been assigned an iPad to use as a tool for learning. A teacher, seconded from one of the board's schools who was part of the pilot project with iPads, has assumed the lead role of Technology Coach for the Northwest Catholic Board. The Technology Coach supports the teachers' new role of integrating iPads into their everyday teaching practice.

### **SIMCOE COUNTY DISTRICT SCHOOL BOARD**

Each teacher-librarian in the board's system was provided with green screen kits (purchased with CODE funding last year) to leverage digital technology and mobilize usage across the system. As a result, Simcoe County is seeing creative and innovative practices occurring. In the examples provided in the link, students studied the work of Norval Morrisseau and the teacher then projected student work using the green screen technology to create videos in which the students' art depicts a personal story (again like Morrisseau) that allows their voices to lead the learning journey.

### **CONSEIL DES ÉCOLES PUBLIQUES DE L'EST DE L'ONTARIO**

Le projet Engagement au CEPEO a permis aux élèves et au personnel éducatif de participer à des échanges pour repenser la classe et l'amener dans le XXI<sup>e</sup> siècle. L'équipe du CEPEO est engagée dans l'innovation des pratiques pédagogiques et l'intégration de la technologie afin que chaque élève ait l'occasion de développer ses compétences pour être un apprenant engage.

## Think Pieces by Chris Dede, Harvard University: Findings on Teaching and Learning for Deeper Learning, Enabled by Technology

Among the resources boards have turned to in their quest for sustainability and scaling-up practice is the work of Dr. Chris Dede from Harvard University.

Dr. Dede, whose fundamental interest is in developing new types of educational systems to meet the opportunities and challenges of the 21st century, notes that knowledge mobilization means that school boards' "islands of innovation" can become system-wide practices that greatly impact development of 21st century skills and competencies.

Additionally, Dr. Dede believes that shifting the transfer and assimilation of information, reinforcing overall systemic change, and generalizing and scaling-up educational innovation are key to boards creating a climate of engaging and dynamic technology-enabled practices and knowledge mobilization.

As part of its commitment to changing the picture of technology in Ontario schools, the Ministry of Education continues to make Dr. Dede's research available to the province's educational leaders. I am pleased to share three think pieces by Dr. Dede, written for Ontario school and system leaders, profiling key international research findings on teaching and learning for deeper learning, enabled by technology.

The first think piece focuses on:

*Technologies that Aid Learning Partnerships on Real-World, Authentic Tasks* (English)

*Les technologies qui favorisent les partenariats d'apprentissage axés sur la réalisation des tâches authentiques dans le monde réel* (French)

The second addresses:

*Learning Partnerships among Educators Enabled by Technology* (English)

*Partenariats d'apprentissage entre les enseignantes et enseignants soutenus par la technologie* (French)

Think piece number three provides:

*Assessment Practices that Support Deeper Learning and Align with Growing Success*  
(We will notify you when this think piece becomes available)

To read Dr. Dede's think pieces, please go to the Technology and Learning Fund section of the CODE website [www.ontariodirectors.ca](http://www.ontariodirectors.ca). I recommend these

interesting and thought-provoking essays by Dr. Dede to stimulate discussion and collaborative planning among supervisory officers and system leaders.

## Professional Development and Continued Success for Supervisory Officers

The leadership of supervisory officers has proven essential to change within boards and to the on-going emphasis on innovation. Senior educational leaders provide system and school direction for program innovation and sponsor the motivation for improvement.

CODE is undertaking and leading a professional development project to enhance technology-enabled learning awareness and skills of supervisory officers, provide professional learning opportunities, and develop a technology application to support them in their role and in their leadership function.

### APP project

One significant part of this project is the development of an app (i.e., a self-contained program) for use with mobile devices. This app will provide supervisory officers with an “electronic briefcase” containing provincial policies and regulations, board policies and guidelines, network connections and school information and data, plus working templates for day-to-day meetings, issues management and other routines.

The APP project will move into initial implementation for all supervisory officers in the fall of 2015. Further details regarding the province-wide implementation of this app will be provided by CODE in the very near future. The second stage of this important resource will be developing an app for French language boards. It is anticipated that regional sessions will be available throughout the province for supervisory officers on use of the app and related professional growth opportunities.

In tandem with the new app, opportunities will be presented to directors of education and/or supervisory officers to participate in a one-time professional development opportunity focusing on board innovation and strategic leadership. Recognizing that there are many boards and individuals both in Canada and the United States undertaking successful, highly innovative and change-focused initiatives, CODE will be providing each director of education and/or board supervisory officers with funding to visit, connect and learn with and from a North American leader in student and teacher technology and learning innovation. (Please note: it is the director’s prerogative to determine the level of participation of the senior team in this professional development activity.)

The intent of this proposed activity is for each Ontario director to locate another school district or individual that he or she would like to visit and engage in professional learning. Each director participating in this project will be expected to prepare a one-page plan explaining the purpose of their visit, the intended learning, the impact this visit will have on his or her board, and any arrangements undertaken for ongoing connections and visits between boards' leadership staff. A brief synopsis of visits will be placed on the CODE website [www.ontariodirectors.ca](http://www.ontariodirectors.ca).

More specific details on this initiative will be available in a future newsletter.

## Looking Ahead: Technology and Learning Plans for 2015–16

### **The Technology and Learning Fund Guide**

As boards are becoming more detailed and diverse in their planning processes and implementation strategies, the Ministry of Education has developed a guide for district school boards. The purpose of this guide is to provide information that will assist with full implementation of technology-enabled learning, including:

- Background Information
- Deep Learning and New Pedagogies
- Considerations for Technology Use and Purchases
- Innovation Research: Considerations for Scaling
- Professional Learning Models
- Digital Citizenship
- 21st Century Competencies
- Considerations for Student Voice, Equity and Access
- Resources and Schedule of Required Reports

This comprehensive document, which I highly recommend, provides detailed information and is a valuable addition to the resources provided to boards.

The Learning Fund Guide is available in the Technology and Learning Fund section of the CODE website [www.ontariodirectors.ca](http://www.ontariodirectors.ca).

## Planning for 2015-16

As you are already aware, technology and learning funding will be available to all school boards and school authorities for 2015-16. Although board allocations have been outlined in the EPO document provided by the ministry, board action plans for 2015-16 are being reviewed by both ministry staff and the CODE regional leads. This review, which provides an opportunity to glean a provincial perspective on systematizing and scaling up for 2015-16, is key to Round 5 of the 21st Century Innovation Research Initiative.

Should questions arise regarding board action plans, regional leads will contact the appropriate supervisory officer for clarification. In September 2015, Directors of Education will receive a Letter of Agreement from CODE outlining funding allocations, expectations for 2015-16 and reporting requirements, along with key goals for continued implementation of technology-enabled learning, change in teacher practice, and student growth in technology. The same process as in previous years for the Letters of Agreements will be followed.

I anticipate that all boards and school authorities will receive their Letter of Agreement in late September 2015.

## Research Report from Curriculum Services Canada for the 2015-16 School Year

Curriculum Services Canada has been contracted by CODE to complete a research review and report on the 2015-16 21st Century Innovation Research Initiative

The Curriculum Services Canada Round 3 report is available on the CODE website. Entitled “*A Passport to a Changing Landscape: Advancing Pedagogy and innovative Practices for Knowledge Mobilization and Skill Development in the 21st Century: Local Innovation Research Projects in Ontario Round 3*,” this report identifies promising practices that boards have undertaken to sustain and enhance innovative teaching and learning practices.

The Round 4 report, completed in August (2015) and entitled “*Exploring Specific Features that Impact Sustainable Practices on the 21st Century Digital Learning Landscape*,” is now posted on the CODE website. This report further identifies promising practices and innovative strategies, with a clear emphasis on scaling up and systematizing.

It is interesting that the Round 4 research report notes that, “there is growing understanding that leadership is the key to scaling innovative practice. There

also appears to be an enhanced understanding that cohesive planning across schools and personnel in the district is essential for scaling up and sustaining technology-enabled 21st Century teaching and learning. A shift in mindsets within schools is occurring because there is strong leadership and support. There is continued support for administrators and leaders as they recognize the advantages offered by the digital world. It was further noted having a strong vision that is shared and communicated throughout the system is allowing for advancements in practices and in technology implementation.”

“Further Round 4 projects acknowledged that their experiences in the previous rounds of the innovation research built their capacity to move forward in scaling up and sustaining their efforts for 21st Century teaching and learning. Systems are taking a more strategic and comprehensive approach that focusses on partnerships, coordinating school and system planning, ubiquitous access to technology, and job-embedded training and support.”

In September, a joint Memorandum from Curriculum Services Canada and CODE containing specific details of the Round 4 research project and plans for 2015-16 CSC research will be shared.

## A Changing Landscape for Learning and Teaching in Ontario

Reports from Directors of Education reveal a growing shift in this delivery of education in our classrooms, with more active involvement of students in their learning with assistance from technology.

At the August CODE meeting of Directors of Education of Ontario, senior education leaders shared their TLF successes and challenges with their colleagues. In these energetic discussions, directors clearly acknowledged overwhelming support for sustaining technology-enabled learning and innovation in their schools.

The landscape for learning and teaching is changing in Ontario. Supporting and guiding students to become successful, resourceful, confident and responsible 21st century citizens is well underway.

Best regards and continued success,



Frank

## Board Highlights: Waterloo Region District School Board

The Technology and Learning Fund supported the Waterloo Region District School Board's *Collaborative Learning Carousel and Leading Change Symposium*. This full-day event involved approximately 500 participants, including students, teachers, administrators, central staff, ministry staff, and community partners. The event focused on providing innovative examples of the efforts to achieve the Board Improvement Plan for Student Achievement (BIPSA) with a particular emphasis on collaboration (i.e., 21st century skill) and student voice and choice, being enabled through the use of technology.

Participants spent a portion of the day visiting presentations at carousels (provided by teachers and students from schools across the board) where they could see demonstrations of what effective learning and instruction looks, sounds and feels like. Following the visits, participants were provided with time to reflect on their role in supporting change and discuss explicit actions and next steps they might take to spread improving practice systemically, to benefit all students and staff.



## Board Highlights: Toronto Catholic District School Board

The NeXt Lesson, a framework that allows teachers to self-reflect on their current practice to better incorporate the teaching of essential competencies into their lesson planning, has been the cornerstone of the Toronto Catholic District School Board's five-year plan for 21st Century Learning. With the funding provided by the Ministry and CODE, the TCDSB has run a number of innovative initiatives as part of this plan. Our continuing 21C Innovator program saw Vice Principals lead eight city-wide 21C Innovator groups, for 240 teachers, in three days of professional development focusing on the NeXt Lesson competency of Real World Problem Solving and Innovation. . The TCDSB 21C and Mathematics Department partnered to plan and deliver three days of Professional Development to all Grade 6 teachers of math on the NeXt Lesson competency of ICT for Learning as supported by the iPad. The purchase of 1500 Ministry and CODE funded iPads for all of our Grade 9 applied mathematics classrooms will see this partnership continue into the next school year. The Use of ICT for Learning was also the focus during a session on Arduino for our Grade 5 Teachers and students, in which participants were introduced to robotics and the principles of Coding. This funding has also allowed us to support our annual Edcamp and a variety of smaller initiatives focusing on Next Lesson competencies.



## Board Highlights: Limestone District School Board

### Enhancing Learning Opportunities in the Junior Math class using Technology

In a grade 5/6 math class at Trudell Public School in Kingston, students use mobile technology to showcase their knowledge of polygons by creating screencasts using the app Explain Everything. They quickly collect authentic photos, licensed works from Google Images, and self-produced video to consolidate their learning and share this with their teacher for feedback. These students then went on to be peer tutors and to share their learning at a Staff and Parent Council meeting.



Mathematical thinking is made visible through mobile technology. A cycle of learning is created as online teacher feedback provides support throughout the learning process.



Engaged students demonstrate their knowledge of Polygons in Explain Everything and how using mobile technology deepens their learning experience.



Mobile technology enables students to showcase concepts learned, as highlighted by students at Staff and Parent Council meetings.



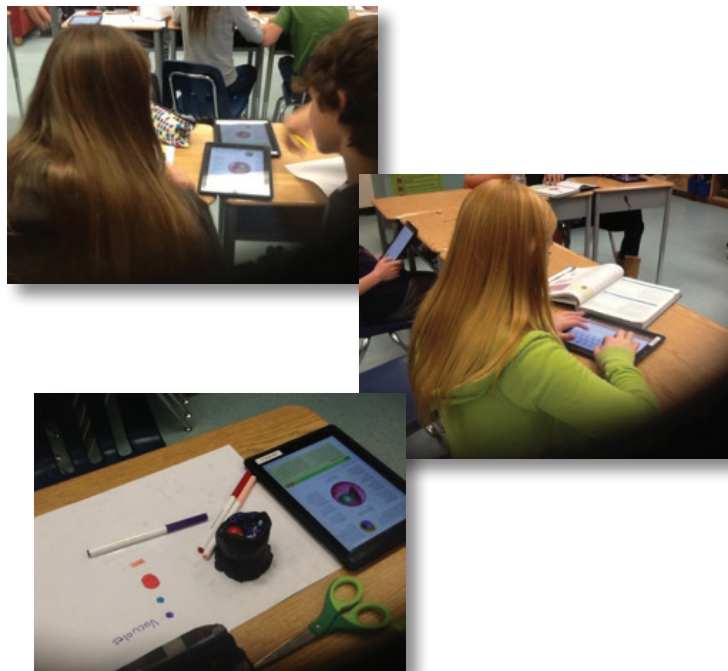
Capturing authentic examples of learning and recording the process for documentation and feedback using Explain Everything.

## Board Highlights: Northwest Catholic District School Board

The Northwest Catholic District School Board has continued its implementation of 1:1 iPad distribution throughout the board. Over the last three years, students from Grade 8 to Grade 5 have been assigned an iPad to use as a tool for learning. A teacher seconded from one of our schools, who was part of our pilot project with iPads, has assumed the role of lead as Technology Coach for the Northwest Catholic Board. The Technology Coach supports the teachers' new role of integrating iPads into their everyday teaching practice. Lisa George, our Technology Coach, states, "There has been an increase in student independence and student directed learning. There is also a notable difference in the teachers' capacity to differentiate instruction."

When students were asked, "What is good about learning with an iPad?" a student responded, "It's faster to do your work because you don't have to write. It's easier to use than textbooks because it's easier to find information on the internet. Everything is more organized so you don't lose your work and you can hand in work a lot easier."

The research is clear. Students are motivated to take responsibility for their learning which results in increased student engagement and academic achievement. The addition of a Technology Coach supports our teachers in integrating technology as a support for student learning.



## Board Highlights: Simcoe County District School Board

Below are links to three short videos of students at W.R. Best Elementary School in the Simcoe County District School Board. Their teacher, Gina Taylor, leveraged digital by using the green screen kits that we purchased with CODE funding last year. We outfitted every teacher librarian in our system with this kit, and they are mobilizing usage across our system. We are seeing creative and innovative practices happening as a result.

In this case, students studied the work of Norval Morrisseau (whose pieces are very large works of art) and the teacher then projected student work using the green screen technology (very much like the weather forecaster). Students' art depicts a personal story (again like Morrisseau) that allows student voice to lead the learning journey. There are many stories such as these, but I've shared three that are short, and, we believe, good examples of how innovative practices are fostering student engagement and student voice.

### Video links:

- <https://drive.google.com/file/d/0BxKQOIeakyQNV3RKOWcybTNMMXM/view?usp=sharing>
- <https://drive.google.com/file/d/0BxKQOIeakyQNbExYZl9pcWJiRDA/view?usp=sharing>
- <https://drive.google.com/file/d/0BxKQOIeakyQNWEkJODVSUllOYTQ/view?usp=sharing>

## Board Highlights: Conseil des écoles publiques de l'Est de l'Ontario

### La place de la technologie dans l'engagement des élèves

Notre histoire a débuté il y a quatre ans lorsqu'une enseignante a demandé s'il était possible d'acheter quelques iPods pour sa classe, nous lui avons demandé pourquoi? La réponse était claire, l'enseignante voulait engager ses élèves!

Le Conseil des écoles publiques de l'Est de l'Ontario (CEPEO) est parti d'une demande du terrain pour lancer, en collaboration avec une équipe de chercheurs, le projet **Engagement** qui vise à:

- Améliorer le niveau d'engagement des élèves de la 7<sup>e</sup> à la 10<sup>e</sup> année envers leurs apprentissages en intégrant les technologies de l'information et de la communication (TIC) dans les écoles ciblées;
- Développer les habiletés et habitudes de travail (HH) et les 6 compétences du XXI<sup>e</sup> siècle;

Pour y arriver nous avons planifié:

- D'accompagner l'équipe-école à développer des stratégies efficaces pour amener l'élève à mieux autoréguler et transférer ses apprentissages;
- D'amener le personnel enseignant à s'approprier de nouvelles compétences pour intégrer les TIC afin de susciter l'engagement de l'élève envers son apprentissage;
- De développer chez le personnel enseignant un plus grand leadership lui permettant d'autoréguler ses interventions pédagogiques.

Le projet **Engagement** a été élaboré avec une composante accompagnement pour amener les enseignants à développer des pratiques susceptibles d'engager les élèves et de se familiariser avec les TIC pour comprendre comment les intégrer dans la salle de classe. L'accompagnement a été mis en oeuvre par M<sup>me</sup> Bianca Girard des services éducatifs en s'appuyant sur le Cycle d'apprentissage professionnel. Le projet comprenait également une composante recherche afin d'évaluer la mise en oeuvre et l'impact de l'accompagnement sur les pratiques pédagogiques et l'engagement des élèves. Pour ce faire, le CEPEO a retenu les services de M<sup>me</sup> Danielle Patry, Associée principale de recherche de la Société de recherche sociale appliquée (SRSA).

Il existe plusieurs définitions proposées dans les écrits scientifiques. Les éléments communs dans toutes les définitions réfèrent à la qualité de la participation aux activités d'apprentissage en classe.

Un niveau élevé d'engagement est fortement associé à:	Un niveau plus faible d'engagement est associé :
<ul style="list-style-type: none"> <li>• un apprentissage en profondeur</li> <li>• un meilleur rendement;</li> <li>• la réussite scolaire.</li> </ul>	<ul style="list-style-type: none"> <li>• aux comportements perturbateurs en classe;</li> <li>• à l'absentéisme;</li> <li>• au décrochage scolaire.</li> </ul>

Une compréhension plus approfondie des types d'engagement et de leur impact sur l'apprentissage ont vite convaincue les enseignants de réfléchir sur leurs pratiques et de se questionner pour mieux comprendre à quoi devrait ressembler la classe d'aujourd'hui.

L'accompagnement des équipes-écoles a été guidé par les cinq principes pédagogiques qui visent à améliorer l'engagement intellectuel des élèves :

- l'enseignant est concepteur d'apprentissage;
- le travail demandé aux élèves est authentique et développe les compétences du XXI<sup>e</sup> siècle;
- les pratiques d'évaluation rehaussent l'apprentissage et guident l'enseignement;
- l'enseignant suscite diverses relations pour promouvoir une culture d'apprentissage;
- l'enseignant rehausse ses pratiques en compagnie de ses pairs.

Les cinq principes sont appuyés par la planification et l'emploi efficace des TIC. L'omniprésence des technologies a une importante influence sur nos salles de classe. L'environnement d'apprentissage virtuel, nommé la cl@sse virtuelle au CEPEO, est l'espace privilégié pour gérer une salle de classe. De plus, la suite Google permet aux enseignants et aux élèves de créer du contenu afin de le partager facilement. Certes, l'environnement dynamique doit répondre aux besoins d'apprentissage, au bien-être et au développement des compétences du XXI<sup>e</sup> siècle en salle de classe, au delà des murs de l'école et en mode virtuel. Pour faire un virage à l'ère numérique, le Conseil a mis à la disposition des enseignants plusieurs outils technologiques tels que des Chromebooks et des Smart-télé ou TBI pour les enseignants ainsi que des Chromebooks, tablettes Nexus et iPads pour les élèves. Les personnes responsables de l'environnement d'apprentissage virtuel (PRÉAV) ont facilité l'intégration des différentes ressources technologiques tout en planifiant l'apprentissage des élèves. Aux services éducatifs, nous misons sur la collaboration lors de nos accompagnements, ce qui a été une force dans ce projet.

Le cycle d'apprentissage professionnel a servi de toile de fond pour le projet. Il nous a permis de travailler en collaboration avec la direction d'école pour élaborer les éléments qui feraient partie du monitoring de chaque cycle et avec les autres leaders faisant partie des équipes-école. L'implication active des leaders est en fait un élément clé dans ce projet, de sorte que leur appui, rétroactions, questionnement et leadership ont guidé les enseignants au moyen de différents types d'accompagnement.

Les directions, les enseignants ainsi que les élèves ont été encouragés à prendre des risques tout au long du projet. Voici quelques témoignages : **En tant qu'enseignant, j'ai pris des risques en...**

- essayant d'adopter des nouvelles pratiques en salle de classe
- acceptant de ne pas tout contrôler dans ma classe
- partageant mes pratiques et en invitant d'autres adultes dans ma salle de classe
- approchant l'évaluation sommative d'un nouvel angle
- accordant plus de place à l'élève dans le processus d'évaluation
- essayant d'intégrer les TIC dans la planification de l'apprentissage
- en participant à une communauté virtuelle et en y partageant des photos

Dans les classes participant au projet, l'environnement d'apprentissage est en train de changer :

- Les salles de classe sont en pleine effervescence;
- Les enseignants et les élèves collaborent avec leurs pairs;
- L'accent est mis davantage sur l'apprentissage que sur l'enseignement;
- La pédagogie est soutenue par la technologie;
- La cl@sse (D2L) est l'environnement d'apprentissage virtuel de choix;
- Les enseignants ont amélioré leurs pratiques pédagogiques;
- Les enseignants ont intégré les TIC pour engager les élèves, ce qui a amélioré la collaboration, l'autonomie et le sens de l'initiative chez les élèves.
- Les élèves peu motivés sont plus engagés intellectuellement et plus motivés de façon autodéterminée.

Le CEPEO planifie la mise en oeuvre systémique du projet **Engagement** pour l'année scolaire 2015-2016. Les résultats sont convaincants, il faut continuer à innover pour engager les élèves.

“Le projet **Engagement** au CEPEO a permis aux élèves et au personnel éducatif du CEPEO de participer à des échanges pour repenser la classe et l’amener dans le XXI<sup>e</sup> siècle. L’équipe du CEPEO est engagée dans l’innovation des pratiques pédagogiques et l’intégration de la technologie afin que chaque élève ait l’occasion de développer ses compétences pour être un apprenant engagé.” Affirme M<sup>me</sup> Édith Dumont, directrice de l’éducation et secrétaire-trésorière au CEPEO.

