



REPORT TO

STUDENT ACHIEVEMENT AND WELL BEING, CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE

21ST CENTURY LEARNING ANNUAL UPDATE

*"The digital world can be an environment rich in humanity;
A network not of wires but of people."
Pope Francis*

Created, Draft	First Tabling	Review
May 24, 2016	September 8, 2016	Click here to enter a date.

L. DiMarco – Superintendent of 21st Century Learning
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INFORMATION REPORT

Vision:

At Toronto Catholic we transform the world through witness, faith, innovation and action.

Mission:

The Toronto Catholic District School Board is an inclusive learning community rooted in the love of Christ. We educate students to grow in grace and knowledge and to lead lives of faith, hope and charity



R. McGuckin
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Associate Director of Planning and
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Executive Superintendent of Business
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A. EXECUTIVE SUMMARY

1. At the Board meeting of May 30, 2013, the following motion was approved:

That the Board approve the TCDSB Five-Year Plan for 21st Century Learning in Appendix A.

This report will serve as an update of the work being done in the TCDSB around 21st Century Learning.

B. PURPOSE

1. The 21st Century Learning Five-Year Plan (May 2013) requires that an annual progress report be provided for trustees at the Student Achievement and Well-Being, Catholic Education and Human Resources Committee.
2. This report reviews the progress that has been made in our five-year plan, and the success of its implementation.

C. BACKGROUND

1. Over the past few years there has been an abundance of academic focus on the skills and competencies that will be required of today's students as they move into the world of work, and how to address their learning needs for our 21st century world.
2. The 21st Century Learning skills and competencies that students need are common throughout the curriculum.
3. The TCDSB 21st Century Learning Five-Year Plan was approved in May 2013.
4. Project NeXt and the NeXt lesson are the framework for 21st Century Learning in the TCDSB, and they form the basis of our 21st Century Learning Five-Year Plan.
5. The Ontario Catholic School Graduate Expectations and the Growing Success Learning Skills are an integral part of the NeXt Lesson.

6. The NeXt Student is at the core of the 21st Century Learning Five-Year Plan.
7. The plan is divided into three phases. The NeXt Administer, the NeXt Teacher and the NeXt Parent.
8. During the NeXt Administrator Phase all Superintendents, Principals and Vice Principals were inserviced on the NeXt Lesson. This phase is ongoing as the NeXt Lesson is referenced in all of the Professional Development work, and consultation with the TCDSB21C Department continues with our Principals and Vice Principals.
9. The NeXt Teacher phase is ongoing. The TCDB21C Department continues to incorporate the NeXt Lesson into all the PD it delivers. The TCDB21C Department has also worked with all other TCDSB curricular departments to infuse the competencies of the NeXt Lesson in the professional development they deliver.
10. The NeXt Parent phase is ongoing. The TCDSB21C Department continues to work with Catholic School Parent Councils to understand 21st Century Learning and investments in resources to support it. This year TCDSB21C worked with the Ontario Association of Parents in Catholic Education (OAPCE) to educate parents on the use of Google Apps for Education to support all students. TCDSB21C presented two sessions at the Special Services Parent Engagement Resources Event on the use of Google Apps for Education. A showcase for parents highlighting many of the 21st Century Learning projects within the TCDSB was planned for June 2016, however placed on hold due to labour disruptions.
11. This year, the TCDSB21C Department emphasized the following: i) the competency of Use of ICT for Learning, ii) STEAM Education (Science, Technology, Engineering, Arts and Mathematics) and iii) the use of Google Apps for Education.
12. The implementation of Google Apps for Education this year, provided every student with a TCDSB email account. All students and staff were provided with an unlimited Google storage drive and access to Google Applications: Docs, Sheets, Slides, Forms, Drawings. All students and staff were given access to Synergise a Google Chrome extension that puts a virtual guide

into Google Apps, to provide training on the use of the products. We continue to test additional tools with Google Apps for Education and will roll out new functionality in the coming year.

D. EVIDENCE/RESEARCH/ANALYSIS

Legend

5 Year Plan Phase - The NeXt:

S = Student T = Teacher P = Parent A = Administrator

NeXt Lesson Competency (C):

1 = Collaboration

2 = Knowledge Construction

3 = Real World Problem Solving and Innovation

4 = Skilled Communication

5 = Self-Regulation

6 = Use of ICT for Learning

Project Name	Phase				C
	S	T	P	A	
<p>Commissioning of TCDSB21C Deputies:</p> <p>In September, TCDSB21C inserviced all Central Academic Resource Teachers to assist in the implementation of the NeXt Lesson Competencies into all centrally hosted professional development and their work with students and administrators across the system.</p>	✓	✓		✓	All
<p>Digital Learning Day: (Approximately 150 Teachers)</p> <p>February 17th 2016, staff were invited to share how they are incorporating digital learning in their learning activities to enhance student engagement. Sharing took place through two TCDSB21C Digital Learning Community forums: Google Classroom and Twitter.</p> <p>Forty-four staff joined the classroom and entered into various conversations by replying to questions and sharing their work, their students' work and/or other artefacts. Staff joined a Twitter chat through the #TCDSB21C hashtag by replying to questions tweeted every hour during the school day by TCDSB21C. Over 100 tweets were posted by staff.</p>		✓		✓	All Focus on 6

Project Name	Phase				C
	S	T	P	A	
<p>21C Innovators Professional Learning Sessions with Lead Learners: (3 sessions x 8 teachers and 16 vice principals)</p> <p>21C Innovators is organized by a steering committee which is comprised of two VPs and one teacher from each of the 8 area superintendencies.</p> <p>The TCDSB21C team facilitated professional learning sessions for the lead learners so that they in turn could provide 3 professional learning sessions for the participating teachers in their areas.</p>		✓		✓	<p>All</p> <p>Focus On 6</p>
<p>21C Innovators: (Approximately 200 Teachers x 3 full days = 600 Teacher PD Sessions)</p> <p>2015-2016 Focus: Use of ICT for Learning – Highlighting Google Apps for Education</p> <p>21C Innovators is designed to build capacity in the system for 21C Learning as outlined in the NeXt Lesson. 21C Innovators is organized by a steering committee which is comprised of VPs from each of the 8 area superintendencies (as per entry above).</p> <p>As lead learners, the VPs and teacher, develop and offer professional development to 1-2 teachers from each of the schools in their area (about 25-50 teachers per area). Each group of teachers participates in 3 days of professional development. They work with their area colleagues to explore the competencies of the NeXt Lesson, and how to integrate these competencies into their lesson planning. The expectation is that the teachers who participate will share their learning with colleagues at their own school.</p>	✓	✓		✓	<p>All</p> <p>Focus On 6</p>

Project Name	Phase				C
	S	T	P	A	
<p>Growing Success Elementary Report for Elementary Teachers: (1 Principal and 1 teacher rep per school = 175 people)</p> <p>Over a period of two weeks, we provided support to school report card administrators to set up the report card program. This must be completed in order for teachers to be able to input their comments and marks.</p>		✓		✓	6
<p>New Teacher Induction Program: Growing Success Elementary Report: (2 sessions x 30=60 people)</p> <p>Support was offered to NTIP teachers on completing the progress report and the term report card. Teachers were introduced to the program and provided with tips on how to formulate comments based on the Growing Success document.</p>		✓			6
<p>Mobile Device Management: for Principals and volunteer teachers to facilitate the purchase and deployment of apps on the iPads (2 sessions x 30=60)</p> <p>The department provided MDM training for New administrators, resource staff and a refresher for anyone else who requested it. The session covered the purchasing of apps through Apple's VPP, and then the distribution of purchased apps to iPads through the MDM web application.</p>		✓		✓	6
<p>English Language Learners Initiative: (25 Teachers x 3 Days = 75 Teachers PD Sessions)</p> <p>TCDSB21C worked with the English Language Learners Department highlighting the use of Google Apps for Education tools for teachers and students in the classroom, and how they could be used to support students' development of critical thinking skills and language development in the classroom.</p>		✓			1, 2, 4, 5, 6

Project Name	Phase				C
	S	T	P	A	
<p>The Use of Assistive Technology: (Support for All Schools as Needed, Approximately 50 Teachers Supported)</p> <p>Support was offered as needed to teachers in the use of Assistive Technology with students with special needs. Assistive Technology is any item, piece of equipment, software or product system that is used to increase, maintain, or improve the functional capabilities of individuals with disabilities. Assistive Technology includes products and services to help people who have difficulty speaking, typing, writing, remembering, pointing, seeing, hearing, learning, etc. This support will be expanded with the implementation of Google Apps for Education extensions.</p> <ul style="list-style-type: none"> • Approximately 3 school visits to assist teachers with regular use of Assistive Technology • Regular phone and email support to all schools • An Assistive Technology workshop was offered as part of the New Teacher Induction Program (1 x 30 = 30 people) • Intensive Support for Students with very high needs at 3 schools • Support schools with EQAO prep and software support for the administration, to students with special needs, of the Gr 3 and 6 Reading, Writing & Mathematics Assessments; Gr 9 Mathematics Assessment and the Gr 10 Ontario Secondary School Literacy Test 	✓	✓	✓	✓	1, 2, 4, 5, 6
<p>Grade 9 Applied Math iPad Professional Learning Sessions with Facilitators: (3 sessions x 16 Teachers and 1 Vice Principal)</p> <p>The TCDSB21C and Mathematics departments facilitated professional learning sessions when the steering committee came together to discuss and explore ideas for professional development for teachers.</p>		✓			1, 2, 3, 4, 6

Project Name	Phase				C
	S	T	P	A	
<p>Specialist High Skills Major and TCDSB21C Innovation, Creativity, & Entrepreneurship HACKATHON: (4 Teachers and 40 Students x 3 Days)</p> <p>In the spring of 2015, the TCDSB began discussions with MaRS Discovery District, Weever Apps, Microsoft and Apple about how The NeXt Lesson might be adapted to better reflect and deliver on the creative skills it was written to convey. Out of these early conversations emerged an intriguing possibility – why not ask TCDSB students to hack The NeXT Lesson?</p> <p>As the hackathon client, TCDSB21C needed a solution. This opportunity would empower students to directly inform strategies for making their classrooms more creative places to learn. Allowing them this opportunity would also cultivate the collaborative spirit that underpins all innovation. By asking students to help their teachers, they would begin to see themselves as co-designers rather than simply consumers of the NeXt Lesson in particular, and their education more generally.</p> <p>Ontario Ministry of Education: Innovation, Creativity and Entrepreneurship (ICE) Training, takes students through a well-defined process in which they identify the important unmet needs of the organization, prototype possible solutions to satisfy those needs, and then define a strategy for testing the efficacy of their solutions. The TCDSB plans to adopt the ideas that showed the most promise – an outcome that clearly signals to students that their ideas are valuable and that they are capable of effecting change around them. The ultimate goal of this project is to make TCDSB classrooms more creative places to teach and learn.</p> <p>The winning team, and team with the best elements of design will be continuing their work as we work toward a final product: an app to assist teachers in transforming their lessons to include the 21st Century learning competencies.</p>	✓	✓			All

Project Name	Phase				C
	S	T	P	A	
<p>The Third Teacher - Changing the Learning Environment: (support as requested from schools and presentations/discussions as part of the 21C Innovators)</p> <p>The department continues to work with schools and teachers who wish to change their learning environment. We have responded to requests from schools and teachers that wish to convert their classrooms and/or libraries into 21st Century collaborative learning spaces that reflect the principles of Third Teacher theory. (http://thethirdteacherplus.com/)</p> <p>In addition the TCDSB21C department has worked with teachers, administrators and the Purchasing Department to develop a 21st Century Learning purchasing catalogue which includes various items that can be purchased to support the above goal.</p>	✓	✓		✓	All
<p>3D Printing – TCDSB and MakerKids: (30 Grade 7 Students and 15 Grade 7 Teachers)</p> <p>3D printing is a process for making a physical object from a three-dimensional digital model. The digital model is designed using software. This innovative technology will excite and spark creativity. 3D printing will fit into many curriculum areas.</p> <p>On May 17th TCDSB21C organized an event where select Grade 7 students and their teachers from 15 of our schools were given an opportunity to explore 3D printing.</p> <p>Our 3D printing day was a result of a partnership with Maker Kids. Maker Kids is an organization that allows students to build their ideas with real tools and materials; their goal is to inspire and empower students to think, design, experiment and create.</p>	✓	✓			All

Project Name	Phase				C
	S	T	P	A	
<p>I³: Investigate! Invent! Innovate!: The Learning Partnership: (Approximately 20 Teachers were in-serviced, and 14 schools participated)</p> <p>The I³ program is an integrated math, science and technology program for Grades 7 and 8 students. The goal of I³ is to instil a passion for math, science and technology, to foster innovative thinking and to make learning science fun. Students identify a problem or opportunity in their daily lives and then invent a product or service to solve the problem based on concepts they learn in class. Their ‘invention’ and process is showcased at school and citywide Invention Conventions. I³ is delivered in classrooms and fully aligns with the Provincial Science & Technology and Language Curriculum. Students foster innovative thinking through learning applied science, math and technology in a way that is creative, hands-on and relevant in their lives.</p> <p>The Learning Partnership sponsors this program and provides professional development for all teachers involved. We promoted this program to all of our elementary schools.</p> <p>The following schools participated in I³ this year: St. Catherine, St. Maria Goretti, St. Bruno, St. Cecilia, Blessed Trinity, Our Lady of Sorrows, St. Kevin, Holy Spirit, St. Dorothy, St. Edward, St. Robert, St. Nicolas of Bari, Our Lady of Fatima, St. Bartholomew</p> <p>For more information visit: http://www.thelearningpartnership.ca/what-we-do/student-programs/investigate-invent-innovate</p>	✓	✓			All

Project Name	Phase				C
	S	T	P	A	
<p>EAP - Entrepreneurial Adventure Program & Dragon's Nest: The Learning Partnership (Approximately 25 Teachers were in-serviced, and 25 schools participated)</p> <p>The Entrepreneurial Adventure Program is a hands-on entrepreneurial journey for students in Grades K-12. It is designed to develop students' enterprising spirit, financial literacy, innovative thinking and social responsibility.</p> <p>To date, these student business ventures have raised \$2.6 million for charities! Entrepreneurial Adventure helps develop Canada's next generation of entrepreneurs by teaching essential 21st century skills, such as marketing, business planning, team building and the importance of social responsibility. Together with teachers and volunteer business mentors, students from kindergarten to Grade 12 develop innovative business ventures that raise money for local, national and international charities. EAP is sponsored by The Learning Partnerships and in partnership with them we are promoting the program to all of our schools.</p> <p>The following Elementary Schools participated in EAP this year: Holy Cross, Holy Rosary, Our lady of Assumption, Our lady of Victory, Our Lady of Wisdom, Precious Blood CS, St. Bridget, St. Bruno, St. Catherine, St. Cecilia, St. Helen, St. Kevin, St. Michael's Choir, St. Richard, St. Sebastian, St. Theresa Shrine, St. Alphonsus, St. Monica</p> <p>The following Secondary Schools participated in Dragon's Nest this year: St. Basil-The-Great, Dante Alighieri, Madonna, Loretto Abbey, St. Joseph's College, Senator O'Connor, Marshall McLuhan</p> <p>For more information visit: http://www.thelearningpartnership.ca/what-we-do/student-programs/entrepreneurial-adventure</p>	✓	✓			All

Project Name	Phase				C
	S	T	P	A	
<p>Hour of Code: (2381 Students & Teacher/Admin. Participants)</p> <p>The Hour of Code is a global program run by Code.org, a nonprofit dedicated to expanding participation in computer science by making it available in more schools, and increasing participation by women and underrepresented students of color. The Hour of Code challenges students to take part in a one-hour introduction to computer science, designed to demystify code and show that anybody can learn the basics.</p> <p>Approximately 250 million youth from throughout the world participated in Hour of Code during Computer Science Education Week from Dec. 7–13, 2015.</p> <p>By participating in a number of online tutorials, students discovered the fun of coding and, more importantly, how it can be a catalyst to create and achieve great things. The Hour of Code provided opportunities for everyone to get involved as a teacher, mentor or participant. One-hour tutorials were made available in over 30 languages. No coding experience was required by participants.</p> <p>For more information visit: https://hourofcode.com/ca</p>	✓	✓		✓	All
<p>TCDSB21C working with York University Faculty of Education: (120 Future Teachers)</p> <p>Members of TCDSB21C presented to students at York University's Faculty of Education. Workshops were provided on the Next Lesson, Web 2.0 Tools and Assistive Technology.</p>		✓			All

Project Name	Phase				C
	S	T	P	A	
<p>Arduino - TCDSB with MakerKids (30 Grade 4/5 Students and 15 Grade 5 Teachers)</p> <p>Arduino is a simple computer board that allows students to connect and control a variety of external sensors and accessories through the writing of Code. This highly affordable hardware is easy to learn and it teaches students important logic and coding skills.</p> <p>On May 5th TCDSB21C organized an Arduino event. The day was devoted to innovative work, play and learning where select grade 4 and 5 students and their teachers from 15 of our schools were given an introduction to Arduino. The day, characterized by high student engagement, was a great success and many of the teachers plan on continuing the lessons learned back in their classroom.</p> <p>Our Arduino day was a result of a partnership with Maker Kids. Maker Kids is an organization that allows students to build their ideas with real tools and materials; their goal is to inspire and empower students to think, design, experiment and create.</p> <p>For more information visit the following: http://www.makerkids.com/</p>	✓	✓			All
<p>Parental Involvement: Ontario Association of Parents in Catholic Association (OAPCE): (100 Parents)</p> <p>As part of our NeXt parent phase of the TCDSB21C five-year plan, the department worked with OAPCE to educate parents on the use of Google Apps for Education to support all students.</p>			✓		All Focus on 6

Project Name	Phase				C
	S	T	P	A	
<p>L4T - Laptops for Teachers: (100 Teachers x 1 after school session x 4 online modules x 1 full day of PD)</p> <p>Laptops for Teachers (L4T) is a professional development program developed and run by TCDSB21C. This year 100 teachers took part. Teachers completed a 2.5 hour after-school orientation session, four 2-hour online modules and a full day workshop. The professional development focused on the NeXt Lesson competencies, in particular the Use of ICT for Learning. Upon completion of the program teachers were given a laptop for their own dedicated professional use in the classroom.</p> <p>The teachers who participated were chosen via a system-wide lottery. Funding for the program came from the Ministry of Education and the Council of Directors of Education (C.O.D.E).</p>		✓			All Focus on 6
<p>I - Lite (Intermediate Leaders in Training Event): (4 workshops x 20 Students)</p> <p>I-Lite is a leadership conference for grade 7 & 8 leaders to train, motivate and empower youth. It included motivational speakers, inspiring workshops and networking opportunities. The conference was held on multiple days and in multiple schools throughout the system. Hundreds of students participated. The TCDSB21C team worked with Student Leadership to offer sessions at the iLite Student Leadership Conferences for Elementary Students related to 21st Century Learning.</p>	✓				All Focus on 6
<p>Skype Session With Canadian Astronaut (25 Grade 2/3 Students from Holy Angels)</p> <p>The Canadian Space Agency astronaut Jeremy Hansen accepted teacher Emily Moretti's invitation to talk virtually by Skype. The TCDSB21C and IT departments assisted this session.</p>	✓	✓		✓	All

Project Name	Phase				C
	S	T	P	A	
<p>TCDSB 21Camp: (175 Teachers/Admin)</p> <p>On Saturday, May 14th the TCDS21C Department held its third annual 21Camp. Over 175 teachers registered to attend.</p> <p>The event was an opportunity for teachers to meet with other teachers from across our system to discuss and share classroom practice. This day provided participants with an opportunity to build their personal and professional Learning Networks. The event represents a culmination of our 21C Innovators program and many of the discussions centered on ways to integrate 21st Century Learning Competencies into the classroom.</p>		✓		✓	All
<p>Mini Special Olympics: (Approximately 800 Student Participants)</p> <p>TCDSB21C supported the TCDSB 17th annual Special Needs Mini Olympics. As part of an Arts Station, members of the TCDSB21C provided iPads and worked with the students to explore apps that allowed them to interact with technology while creating art.</p>	✓				6
<p>Google Apps for Education (GAPE): Additional Functionality (Approximately 200 Teachers and 1500-2000 Students)</p> <p>TCDSB had a successful roll out of the basic functionality of Google Apps for Education in the Fall of 2015. Throughout this academic year, focus has been placed on the implementation of this basic functionality. Additional functionality will be added in phases. In the winter of 2016, we began testing two of these services: YouTube and Hangouts. In the spring of 2016, we began piloting these two services in two of our secondary schools, requesting feedback from staff and students. Implementation will be extended to additional schools in the fall.</p>	✓	✓		✓	All

Project Name	Phase				C
	S	T	P	A	
<p>Literacy Initiative: (25 Teachers x 3 Days = 75 Teachers PD Sessions)</p> <p>TCDSB21C worked with the Literacy Department on a Learning Disabilities Technology Collaborative Inquiry. The inquiry focused on the use of Google Apps for Education (GAFE) tools for teachers and students in the classroom and how they could help students develop critical thinking skills.</p> <p>The two departments also planned and delivered a 3 day learning series on GAFE with a focus on supporting students with learning disabilities. The purpose of the series was to help teachers identify what they can use to support their students' individualized learning needs.</p> <p>The project was initiated as a result of observations regarding the limited use of assistive technologies by TCDSB students during provincial assessments.</p> <p>The overall goal of this project is to increase student literacy and engagement through a Universal Design model supporting Learning for All. The project aims to increase computer use by introducing and increasing the use technologies available through the GAFE platform. Teachers have been challenged to use Google Classroom with their classes in order to facilitate: descriptive feedback, peer feedback, greater student/teacher engagement. Various GAFE tools have been introduced to teachers. Central staff have also created an open Google Classroom for staff to share resources and strategies.</p>		✓			6

Project Name	Phase				C
	S	T	P	A	
<p>Student Leadership Initiative: (50 Students from TCDSB and Superior North CDSB)</p> <p>TCDSB21C assisted with a learning session over Google Hangouts for TCDSB students and SNCDSB. TCDSB students are supporting and mentoring SNCDSB students as they prepare to fundraise to support their local indigenous communities. TCDSB students also went to SNCDSB in the spring to continue their work in person.</p>	✓	✓			All
<p>Gr 9 Applied Math iPad Professional Learning Sessions (90 Teachers x 3 days = 270 Teacher PD Sessions)</p> <p>The TCDSB21C and Math Departments worked jointly to develop 3 days of professional learning for teachers of grade 9 applied math on the use of the iPad in the Mathematics classrooms. The goals of these sessions were to:</p> <ul style="list-style-type: none"> • use iPad apps to understand, implement, monitor and articulate effective mathematics teaching and learning practices in relation to student learning, engagement and achievement. • develop precision in using instructional strategies (e.g., three-part lesson, questioning, exit survey, etc) and mathematics resource materials (i.e, lesson plans, activities, assessments, etc.) to improve students’ conceptual understanding and strategic competence in mathematics. • develop a better understanding of assessment (for/as/of learning) and the role it plays in increasing student learning, engagement and achievement • develop strategies for using iPad apps, in terms of math content, math communication, and/or monitoring/recording details of student mathematics learning, engagement and achievement 		✓			All

Project Name	Phase				C
	S	T	P	A	
<p>FIRST Robotics – Elementary and Secondary: (40 Elementary Schools and 5 Secondary Schools)</p> <p>Robotics programs align with the BLIP and many schools’ School Learning and Improvement Plan goals.</p> <p>In an effort to promote Innovation and STEAM (Science, Technology, Engineering, Arts and Math), TCDSB21C was able to offer and distribute robotics kits to approximately 40 elementary schools through dedicated funding from the Council of Ontario Directors of Education. TCDSB21C organized an information session for the teachers of the selected schools to provide them with the opportunity to ask questions to a FIRST coordinator. TCDSB21C and IT supported our selected schools by arranging for robotics software to be available on school computers and iPads.</p> <p>At the secondary level, TCDSB21C worked with FIRST Robotics to assist 9 secondary schools, as they set up their robotics program, to register in competitions. New schools were able to receive start-up funding grants.</p> <p>FIRST® is an FIRST Robotics Canada is an umbrella organization that was established in 2001 to meet the growing need for student robotics programs in Canada; it is an international organization that holds robotics competitions for both elementary and secondary students. For more information visit the following: http://www.firstroboticscanada.org/main/</p>	✓	✓			All

Project Name	Phase				C
	S	T	P	A	
<p>Regular Updates and Professional Learning Sessions for The NeXt Administrator</p> <p>Principal Meetings - 200 x 2 K-12 meetings 21C Related Updates for Principals</p> <p>Vice Principals - 40 x 4 Secondary VP Meetings + 40 x 4 Elementary VP Meetings. Regular presentations on 21C tools that VPs can utilize and model in their roles</p> <p>Education Council - 20 x 7 EC meetings</p> <ul style="list-style-type: none"> Regular presentations on 21C tools that Superintendents can model in their roles 				✓	All Focus on 6
<p>Special Services Parent Engagement Resources Event</p> <p>On Saturday, April 30th, 2016 TCDSB21C presented two sessions on supporting all students with the use of Google Apps for Education. Parents, teachers, students, and administrators participated in two sessions where web applications were demonstrated and participants were provided with resources to take home.</p>	✓	✓	✓	✓	All Focus on 6
<p>February 12th Professional Development Day for Secondary Teachers – LOYOL:</p> <p>(30 Teachers x 5 Sessions = 150 Teacher PD Sessions)</p> <p>TCDSB21C facilitated five sessions on the NeXt Lesson and competencies of the Use of ICT for Learning, Collaboration, and Skilled Communication. Our sessions also highlighted the use of GAFE, Twitter, Brightspace by D2L, and other webtools.</p>		✓			All

Project Name	Phase				C
	S	T	P	A	
<p>TCDSB21C Innovation Showcase (Students, Parents, and Teachers)</p> <p>The first-ever TCDSB 21C Innovation Showcase for Parents, Staff and Students will showcase examples of exciting, innovative and creative work that is occurring in our classrooms and schools.</p> <p>Participants will have an opportunity to learn about innovative classroom practices, such as the flipped classroom, inquiry-based learning, robotics, Arduino, and coding and how they tie into curriculum areas. In addition to the innovative classroom showcase, we will be presenting a variety of spotlight topics, such as social media tools (facebook, twitter, vine, instagram, snapchat), password management and creation, and digital citizenship and positive online presence.</p> <p>The evening will be set up as a poster session where presenters will be showcasing their work in a large open area. This will allow participants to move freely throughout the various sessions and interact with the displays and ask presenters questions.</p> <p>At this time this event has been put on hold due to the current labour disruption.</p>	✓	✓	✓	✓	All

Project Name	Phase				C
	S	T	P	A	
<p>Collaboration with TCDSB Technical Services Department</p> <p>Secondary Rollout of Chromebooks TCDSB21C supported the rollout of Chromebooks into our secondary schools.</p> <p>Professional Learning Sessions (2 x 25=50 technicians) TCDSB21C facilitated learning sessions for Technical Services technicians on Google Apps for Education and Brightspace by D2L.</p> <p>Image Testing: Regular and Ongoing Support TCDSB21C works closely with the Technical Services Department to help determine the configuration of iPads, Laptops and Desktops to be used by students and/or teachers. The department provides educational direction on what apps/software should be included in the various images and is integral to the testing process that ensures everything works properly.</p> <p>Weekly Consultations TCDSB21C meets weekly with Technical Services staff to provide an educator/student perspective on the implementation and use of educational technology in our schools.</p>	✓	✓		✓	6

E. METRICS AND ACCOUNTABILITY

1. Over the past year, the TCDSB has been invited to contribute at a national and global level in the following:
 - a. C21 Canada, a national not for profit organization that advocates for 21st Century models of learning in education. The Director of Education continues to sit on C21 Canada’s CEO Academy along with 20 other educational leaders from throughout Canada.

b. The Learning Partnership is a national charitable organization dedicated to building stakeholder partnerships to support, promote and advance publicly funded education in Canada. The Director of Education, is a member of Learning Partnership's Board of Directors.

2. Feedback from the TCDSB21C Innovators Program:
25% of the 200 participants responded to the survey.

The following questions used a rating scale of 1 to 5, with 5 being the highest rating; average responses are shown:

- a. How important is PD to you? **Average response 4.6 / 5 = 92%**
- b. As a result of being involved in 21C Innovators, how would you now rate your comfort level in applying the NeXt Lesson framework to your lesson planning? **Average response 4.2 / 5 = 84%**
- c. Taking into consideration other formats of PD in which you have been involved, how would you rate 21C Innovators as a structure for professional learning. **Average response 4.2 / 5 = 84%**
- d. How important is it to you that PD be similar to the 21C innovators continue? **Average response 4.6 / 5 = 92%**

3. Feedback from TCDSB 21Camp:
50% of 120 participants answered the survey

The following questions used a rating scale of 1 to 5, with 5 being the highest rating; average responses are shown:

- a. How important is PD to you? **Average response 4.85 / 5 = 97%**
- b. Taking into consideration other formats of PD in which you have been involved, how would you rate TCDSB 21Camp as a structure for professional learning. **Average response 4.55 / 5 = 91%**
- c. How important is it to you that PD similar to the TCDSB 21Camp format continue? **Average response 4.75 / 5 = 95%**

4. Sample Twitter Feedback from TCDSB 21Camp:
 - a. This one time at 21C camp...session 1 on STEAM and STEM. I'm mind blown already #TCDSB21C (@xqusemeteacher)
 - b. Last year, I was so tired of working in isolation & longed for more #collaboration. This yr @holyspiritcdsb had the most Ts at #tcdsb21c EdCamp (@jdbutler13

5. Sample Teacher Feedback from Hour of Code:
 - a. From a teacher at Our Lady of Peace: This is our second year doing The Hour of Code. They have expanded over the past year since it started and is now providing weekly lessons so that learning to code can continue. My students last year loved it and some of them have continued to participate through code.org's other lessons and also on khanacademy.org. I highly recommend code.org for all teachers and students even if they don't have time to participate in the Hour of Code or have time/resources to teach it. Just giving kids the website with a brief explanation gets kids interested especially with their newest activities featuring Minecraft and Star Wars. Good luck to everyone! It is great fun for all kids and adults too!

6. Some notable results from our Secondary School Robotics Teams:
 - Father John Redmond: 6th seed alliance out of 42 teams competing; finished 31st out of 42 teams competing
 - Senator O'Connor: finished 40th out of 52 teams
 - Blessed Mother Teresa: finished 43rd out of 52 teams
 - Monsignor Percy Johnson: finished 21st out of 52 teams; won Highest Rookie Seed Award
 - St Patrick: finished 34th out of 52 teams; won Highest Rookie Inspiration Award

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.