

PEEL DISTRICT SCHOOL BOARD

Minutes of a meeting of the Instructional Programs / Curriculum Committee of the Peel District School Board, held in the Brampton Room, the H.J.A. Brown Education Centre, 5650 Hurontario Street, Mississauga, Ontario on Wednesday, November 28, 2012 at 18:00 hours.

Members present:

Rick Williams, Chair
Meredith Johnson
Steve Kavanagh
Harinder Malhi
Suzanne Nurse

Trustees also present:

Stan Cameron
Beryl Ford
Jeff White

Member absent: (apologies received)

Sue Lawton

Administration:

Shawn Moynihan, Superintendent, Curriculum and Instruction Support Services
(Executive Member)
Patricia Rossall, Superintendent of Education, Alternative Programs
Scott Moreash, Coordinating Superintendent
Tony Pontes, Director of Education

Marina Amin, Board Reporter

1. Approval of Agenda

IP-50, moved by Beryl Ford, that the agenda be approved.

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2. Conflict of Interest

There were no conflicts of interest declared.

**3. Minutes of the Instructional Programs / Curriculum Committee Meeting,
September 19, 2012**

IP-51, moved by Jeff White, that the Minutes of the Instructional Programs / Curriculum Committee Meeting, held September 19, 2012, be approved.

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4. Celebrating Faith and Culture Backgrounder – November 2012

IP-52, moved by Harinder Malhi, that the report re Celebrating Faith and Culture Backgrounder – November 2012, be received.

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5. Supporting 21st Century Teaching and Learning in the Peel District School Board

Shawn Moynihan, Superintendent of Curriculum and Instruction Support Services, provided an overview of the Board's vision and support for 21st Century Teaching and Learning. He indicated that the information contained in the above-noted report builds on the Information Technology review that was conducted and delivered in June 2011. He spoke about the need to focus on training and professional learning, and embedding the use of technology into learning in a way that is meaningful and engaging, to enable 21st century learners to achieve high expectations.

Superintendent Moynihan reported that the Board has identified a focus on the 4 C's: collaborative inquiry, creativity and innovation, critical thinking and problem-solving, and communication. While collaborative inquiry and problem-based learning have been the focus of professional learning since the past two years, Shawn Moynihan indicated that for the 2012 – 2013 school year, the focus will be on supporting teachers in the use of instructional technology to enhance student learning. The professional learning plan and supports for implementing 21st Century Learning in Peel's schools, are outlined in the report. Reporting on how technological tools can be used for instruction, Superintendent Moynihan described Ruben Puentedura's SAMR (substitution, augmentation, modification, redefinition) model, and gave an example of the different stages of implementation in a Grade 7 Health and Physical Education class, where the teacher and students use an iPad. Indicating that 21st Century learning requires differentiation and collaboration, Shawn Moynihan noted that the system recognizes the need for professional collaboration, where teachers share and learn from each others' best practices. He noted that the professional learning plan meets staff "where they are" in order to support their use of instructional technology.

IP-53, moved by Beryl Ford, that the report re Supporting 21st Century Teaching and Learning in the Peel District School Board, be received.

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6. Demonstrating Learning in New Ways: New Tools for Student Engagement

Superintendent Moynihan introduced Instructional Technology Resource Teachers, Tina Zita and David Cruz, and Coordinator of Instructional Technology, Patrick McQuade.

(Continued overleaf)

6. Demonstrating Learning in New Ways: New Tools for Student Engagement
(Continued)

Tina Zita, who works with schools in the north of Peel, provided evidence of the innovative methods used to administer learning with the effective use of technology in the classroom. There are a wide range of resources currently available to students, and knowing how to decide what is essential to their learning needs is critical. She spoke about the transformative power evidenced when students are allowed to demonstrate their understanding of a subject by using digital tools. Students make critical choices of information to include and omit, they problem solve with peers, and collaborate with one another. Students and teachers co-learn, each one bringing a different set of expertise to the group. A video clip of the iMovie trailer, created by using the iPad, was viewed, at the end of which the students provided positive experiences and thoughts about creating the video.

IP-54, moved by Beryl Ford, that the report re Demonstrating Learning in New Ways: New Tools for Student Engagement, be received.

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7. Supporting Student Achievement and Success in New Ways: BYOD

David Cruz, Instructional Technology Resource Teacher, provided an overview of the Bring Your Own Device (BYOD) initiative in Peel. He advised that the BYOD web page is designed to support 21st Century Learning using the 4 C approach. This page will be available to students to use at school or at home with their own personal devices or Board equipment. The webpage will serve as a single point of access to websites and tools anywhere, anytime and from any device, and will be driven by the Student Information System (SIS). David Cruz provided details of web applications, pictures, and links, which can be modified to meet a school's specific needs. He noted that the BYOD main page is in the pilot stage of development, and expected to roll out by February 2013.

Robert Gardner, Instructional Technology Resource Teacher, described the positive effect of BYOD in the classroom, which includes students constructing their own learning, and sharing their ideas and creativity by using multiple devices and media forms to meet their own learning needs. BYOD facilitates student learning outside the classroom.

Andrew Dobbie, a science teacher at Sir John A. Macdonald Senior Public School, spoke about the empowering effect of technology on students. While highlighting the importance of digital citizenship and etiquette, he also noted the necessity to introduce students to Web 2.0 resources which they may use to explore real world problems. In response to a trustee's query about the limited number of devices, and students having to share, Andrew Dobbie stated that this situation can also be a positive learning experience, where students support one another, discuss ideas, critique, problem solve, and learn together.

IP-55, moved by Beryl Ford, that the report re Supporting Student Achievement and Success in New Ways: BYOD, be received.

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8. Instructing in New Ways: Flipped Classroom

Superintendent Moynihan introduced Velisa Anusic, Curricular Head of Mathematics at Castlebrooke Secondary School, and Susan Camp, Instructional Technology Resource Teacher.

Using a PowerPoint presentation, Susan Camp and Velisa Anusic described innovative ways of teaching in the 21st Century classroom, to support student learning in the skills of creativity, collaborative inquiry, critical thinking, and communication. Susan Camp highlighted the need to transition to student-centred classrooms, where learners engage in group activities. She noted that there are a variety of tools available to assist students with enquiry based learning and researching solutions, and described how the use of technology improves the effectiveness and efficiency of assessments. Susan Camp spoke about how technology helps teachers provide instant and more descriptive feedback to students, leading to improvement and success over a period of time.

Velisa Anusic provided an overview of the flipped classroom approach, and its use in secondary education. She described the blended learning method where teachers use internet technology to deliver instruction outside of class time, so that students can come prepared for discussion and work on material in class with teacher support. In this setting, the focus is redirected from the teacher to the student, and students learn with guidance from the teacher. She spoke about the benefits of the flipped classroom approach, including: students can work at their own pace; students have time to reflect on their work and ask questions; instructional time is maximized with effective instructional strategies. Velisa Anusic provided details of the various technological tools used to support different learning styles, exceptionalities, and requirements. She also indicated that parents can access and learn from the online videos created, to support their child's learning.

IP-56, moved by Beryl Ford, that the report re Instructing in New Ways: Flipped Classroom, be received.

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9. Learning Content in New Ways: the Role of Textbooks

Patrick McQuade, Coordinator of Instructional Technologies, spoke about the advantages of digitization. He compared Wikis to a live notebook with which students can work and collaborate. There are tools built in to facilitate discussion, manage users, as well as post content. Indicating that Carol Hassard, an English Teacher from Cawthra Secondary School, could not present her report today, Patrick McQuade reported on her use of Wikis, which she compares to the flipped classroom approach. She has discovered that this approach encourages students to collaborate on projects. It heightens awareness beyond the assessment component, and promotes creativity. Wikis allow students, otherwise shy to speak their minds, to participate in online discussion, and to demonstrate their knowledge and understanding of a subject.

9. Learning Content in New Ways: the Role of Textbooks (Continued)

In response to a trustee's query about student evaluation in the virtual world, Patrick McQuade indicated that learning management systems allow the teacher to identify posts by student name in order for them to assess and mark student work.

Hayato Tokue, a Grade 8 Mathematics teacher from Erin Mills Middle School, described the use of learning management systems like Desire2Learn (D2L). He spoke about students being able to discuss subject content and reflect on their learning. With this learning system, teachers can directly view the same content as the student and can tailor it to their needs. There is student collaboration and student-teacher interaction. He noted that the approach encourages students to take the lead and motivates them to higher learning. Hayato Tokue outlined the advantages of D2L, including the creation of: assignments; discussion groups; blogs; links to other websites. He commented on the positive feedback from students regarding D2L. Patrick McQuade noted that the Board is the provincial leader in blended learning and the use of online tools, with approximately 50,000 users.

IP-57, moved by Beryl Ford, that the report re Learning Content in New Ways: the Role of Textbooks, be received.

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10. Accessing Content in New Ways: Assistive Technology

Carol Ann Mascherin, Instructional Technology Resource Teacher, reported on the use of assistive technology to support students with exceptionalities participate more completely and productively. A video created by West Credit Secondary School was shown to Committee members. The video depicted students using various software applications that best met their individual learning needs. Students spoke positively about their use of the Text to Speech Reader, Kurzweil Literacy software, the speech recognition software Dragon, and indicated that assistive technology helps them to effectively manage tasks that would otherwise be challenging. It was noted that technology helps to build confidence and self esteem in students.

Carol Ann Mascherin spoke about the benefits of WiFi and BYOD in the classroom. She noted student excitement about bringing their own personal devices and personalizing their learning, to demonstrate what they know with self selected software to suit their needs. This provides a fuller and more blended participation for students with exceptionalities. Carol Mascherin also spoke about how technology helps to keep students in the high challenge, high support zones of teaching and learning, and engage them to maximize their potential.

IP-58, moved by Beryl Ford, that the report re Accessing Content in New Ways: Assistive Technology, be received.

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11. Demonstrating Citizenship in New Ways: Digital Citizenship

James Cash, Instructional Technology Resource Teacher, highlighted the importance of Digital Citizenship. He noted that it refers to the norms of appropriate, safe and responsible behaviour with respect to the use of technology.

Amanda Carrol and Janice Robertson from Glenhaven Senior Public School provided an overview of the work being done to prepare students, parents, teachers, and administrators for BYOD implementation. Discussions and learning sessions are provided about the appropriate use of technology and the misuse of media. Information on and awareness about the protection of privacy has also been offered. It was noted that digital citizenship must be intentional and coincidental with the curriculum and the Board's character attributes. A video was shown depicting some worst case scenarios using BYOD. Students video-taped in those situations were interviewed about how they felt, leading to an interactive discussion about the meaning and role of digital citizenship. A trustee reported that some schools in Caledon are discussing cyber bullying and the techniques to deal with it.

IP-59, moved by Beryl Ford, that the report re Demonstrating Citizenship in New Ways: Digital Citizenship, be received.

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12. The Board Improvement Plan for Student Achievement

Superintendent Moynihan provided an overview of the Board Improvement Plan for Student Achievement in 2012 – 2013. He noted the success achieved in Literacy and Numeracy, which was the Board's focus for last year. Superintendent Moynihan indicated that the same format is used for School Success Planning for each school, and that schools will provide updates by February 2013. Superintendent Moynihan highlighted the role of the Board Improvement Plan in aligning the system's work on student achievement and success, from the classroom to the school, to the family of schools, to the district, to the Ministry.

IP-60, moved by Beryl Ford, that the Board Improvement Plan for Student Achievement, be received.

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13. Ministry of Education Memorandum: Revocation of Policy/Program Memoranda

Superintendent of Curriculum and Instruction Support Services, Shawn Moynihan, referred to the Ministry document called Ontario Schools, released in 2011, which was a compendium of documents. He noted that the communication identifies which five policy/program memoranda are being revoked because they have now been incorporated into Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2011(OS).

13. Communications (Continued)

IP-61, moved by Beryl Ford, that the following communication item, be received:

1. Ministry of Education Memorandum: Revocation of Policy/Program Memoranda
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14. Question Period

Trustee Nurse, asked about the roll out schedule for WiFi. Superintendent Moynihan indicated that September 2013 continues to be the goal. Director of Education, Tony Pontes also confirmed that, while roll out in September 2013 continues to be the Board's objective, a school by school target date schedule will be shared with trustees.

15. Adjournment

IP-62, moved by Meredith Johnson, that the meeting adjourn (20:10 hours).

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..... Chair Secretary