

SCHOOL LEADER: TECHNOLOGY ENABLED LEARNING AND LEADING

"In a world that is constantly changing, Ontario students will be better prepared to adapt, achieve and excel, regardless of the challenges they face".

Achieving Excellence: A Renewed Vision for Education in Ontario, 2014

SETTING THE CONTEXT

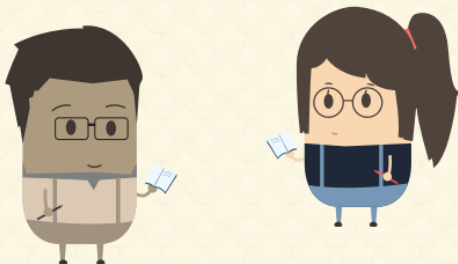
The digital domain is changing how students interact with and respond to the world. Technological innovations allow for the development of new pedagogies and new opportunities for learning.

There is no denying the power of technology to enable students to do things previously unimaginable. The ability to connect and learn with communities around the world, to publish and share content with an authentic audience, and to demonstrate learning in a variety of modes, are only a few examples of how technology has transformed how we learn. In terms of using technology in education, Dede (2014) indicates that we must move from "using technology to do conventional things better to doing better things."


Technology, including social media, is a way of life for our students that we cannot ignore if schools are to remain relevant. These innovations call for new knowledge, skills and social behaviours to ensure technology is used in a responsible and ethical manner.

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Here is What Our Students

➤ ARE DOING ONLINE ➤



Information from Mediasmarts "Young Canadians in a Wired World", 2015
<http://mediasmarts.ca/ycww/life-online>

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- A dark blue clipboard with two silver clips at the top. A white piece of paper is attached to it, featuring a list of five activities with green checkmarks. The paper has a folded bottom-right corner.
- ✓ Playing Games Online
 - ✓ Downloading or Streaming Music, TV shows or Movies
 - ✓ Reading or Posting on Someone Else's Social Network
 - ✓ Posting on Their Own Social Network
 - ✓ Following Friends and Family on Social Media

"Strong districts encourage their staff to be innovative and support to schools is differentiated in response to variability in student performance."

--Strong Districts and their Leadership (2013)

KEY LEADERSHIP ACTIONS

The Ontario Leadership Framework offers administrators insights into key areas to develop, in order to be successful in the role.

Key areas identified as supporting the development of trusting relationships in the community are:

- Build the capacities needed by school staff for successful school improvement;
- Build trusting relationships with and among staff, students and parents;
- Develop home, school and community partnerships

Actions demonstrated by administrators in supporting every student include:

- Modelling responsibility, integrity and thoroughness in carrying out tasks;
- Demonstrating respect for staff, students and parents by listening to their ideas, being open to those ideas, and genuinely considering their value;
- Providing learning opportunities, resources and supports to help parents support student learning and have productive,

ongoing parent-teacher-student conversations;

- Communicating regularly about learning;
- Promoting student well-being and positive student behaviour in a safe, accepting, inclusive and healthy learning environment.

SUPPORT

This resource is provided by OSAPAC to support administrators who are engaged in dialogue with students, staff and the community about what it means to learn in a digital age, and to respond to emerging questions about learning and teaching for the 21st century.

Each installment will focus on a specific issue facing administrators. Key questions that administrators will need to answer are stated up front, followed by quick "Need to Know" answers. For those who want more information, they can "Go Deeper". Finally, the resource provides various resources that can be used in newsletters, at school council meetings, or for Tweets to the community.



Critical Thinking and Information Literacy



Creation and Credit



Presence and Communication



Health and Protection

References made in this document may be found at bit.ly/DCfmref