

SCHOOL LEADER LEARNING: TECHNOLOGY ENABLED LEARNING AND LEADING



"Students will be fully engaged in their learning, building the skills and developing the attributes they will need to compete for and create the jobs of tomorrow. They will benefit from a wide array of opportunities both inside and outside of school that are compelling and contribute to their success, including the opportunity to benefit from the effective and appropriate use of technology in the classroom."

(Achieving Excellence, 2014)

PART 2: CONVERSATIONS ABOUT TECHNOLOGY-ENABLED LEARNING AND TEACHING

The Big Idea

As students and teachers engage in technology-enabled learning and teaching, there will be exciting new learning opportunities. As a school leader, it is important to become familiar with some of the possible concerns that present themselves in the connected classroom, and how to address these concerns with parents.

Key Questions

1. What is technology-enabled learning and why is it important for my child?
2. What is the 'cloud'? Why is my child sharing his/her work online?
3. How do you know that new online tools or applications are safe to use (privacy etc.)?
4. How do you handle inappropriate online behaviour?

Need To Know

1. The ability to collaborate, create, innovate and communicate on-line are key components of a modern educational experience
2. Learning, sharing and publishing on-line provides students the opportunity to build and maintain a positive online presence or 'digital footprint'
3. There are key criteria to consider when evaluating a new digital tool or application
4. Behavioural incidents on-line are addressed in the same way they are addressed if they happened face-to-face

Go Deeper

1. TECHNOLOGY-ENABLED LEARNING AND TEACHING

MAKE THE CONNECTION
OSAPAC Digital Citizenship
Resource



Many models of effective teaching and learning to prepare students for the 21st century describe core capacities that students must develop. For example, the international New Pedagogies for Deep Learning project includes 'Six Cs' at the core of the student experience: character education, citizenship, communication, critical thinking and problem solving, collaboration, and creativity and imagination.

Providing students with access to

technology gives them an enhanced ability to collaborate, share, create, and engage deeply in learning experiences in ways that are most meaningful to them. Many post-secondary institutions use blended or online learning as part of their formal education programs. In both cases, in order to honour our students' desire for authentic learning experiences and to prepare them for future learning opportunities, we must develop their digital literacy and citizenship skills. Outside of

school, students are using technology to access online video, discussion forums, or social media to learn something new, and to cultivate a network of peers who collaborate around a shared passion or interest.

2. ON-LINE PRESENCE IN THE 'CLOUD'

The 'cloud' refers to tools, apps, and services that exist on-line. Many schools leverage 'cloud'-based resources as they allow students to access their data and software anywhere, anytime, from nearly any device. It provides new opportunities for students to engage meaningfully in their learning and to collaborate with peers beyond the confines of the classroom or traditional computer lab.

It is important for students to develop a positive on-line presence. It allows for the presentation of a positive vision of who they are and what they value. Students become confident as they build their digital footprint and realize that the audience for their creation extends beyond the classroom walls.

In addition, making learning visible on-line is a way to engage parents and community members and to build a shared understanding of the work being undertaken by teachers and students. Being absent from online spaces leaves a void, which may be filled with negative or false information; it is a good practice for all staff, students, and schools to be actively involved in managing their digital footprint to ensure that their best 'digital' foot is put forward.

3. KEY CRITERIA: NEW TOOLS OR APPS

Invariably, new online services and sites are finding their way into our schools. As teachers and students consider incorporating them into their learning activities, it is important that principals are able to ask good questions to assess any potential issues and to respond to any concerns. Some key questions might be:

- ❑ **Does this service enhance the learning opportunities of students, or our ability to communicate and collaborate within or outside the school?** As principals, we are doing two things: ensuring student well-being and safety, and maximizing their opportunities to learn. If using a new site or service doesn't jeopardize their safety and it enhances learning opportunities or the ability to connect with parents, students, or other

educators around the world, then it is worth trying.

- ❑ **Is any sensitive or personal information being shared or stored by this service?** Student information (names, email addresses), IEPs, assessment data, pictures or videos of students, and other information should not be stored or shared with a service that has not been vetted. Don't forget: In many cases, online services may have already been vetted by your board or the ministry, such as the provincial virtual learning environment (VLE) and some online collaborative platforms.
- ❑ **Are parents aware that we are using this service?** Communicating clearly with parents regarding the social media, web 2.0/3.0, or other online services being used by your school and by their children is key. Sharing a list of services or the types of services that are used by teachers in your school with parents as part of an appropriate use of technology package or permission form early in the school year is a good practice.

4. RESPONSIBLE BEHAVIOUR ON-LINE

Too often 'digital' concerns are seen as different from 'in-person' concerns in schools. Inappropriate online behaviours can be addressed using the same processes and procedures you currently rely upon for offline issues. From a preventative or community-building point of view, it is good practice to incorporate digital or online contexts into discussions of well-being, character, and citizenship you may already be having.

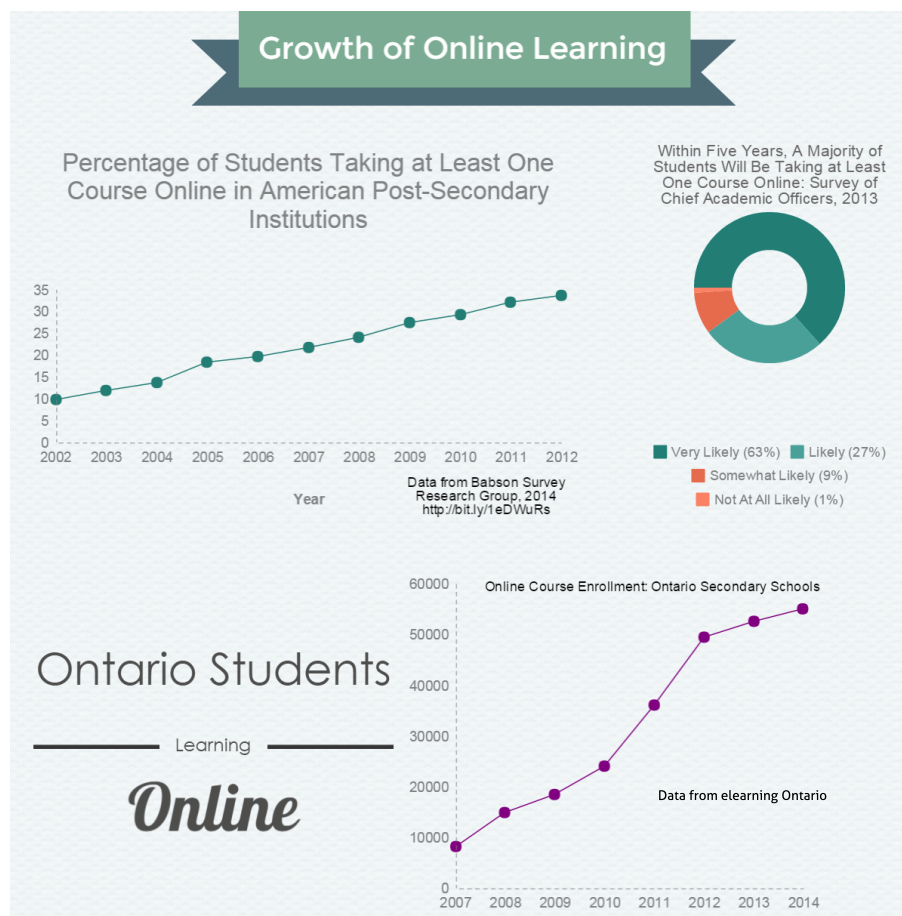
An example of this can be seen in the Ottawa-Carleton District School Board's 2015 update to its character education program: they have included an 'In Person & Online'

contextual reminder at the bottom of their character wheel displayed prominently in all schools in their district.



We encourage you to take items from this page and share them with staff, school council, or your community through newsletters or social media to spark conversations!

CONVERSATION STARTERS



VIDEO



<http://bit.ly/df-video>

This video explores how having control over your digital footprint is an important step in managing your privacy.

WHAT PARENTS CAN DO:

- Ask your child if he/she has work stored "in the cloud" or "on-line"
- Ask him/her to show you his/her work, and how to access it
- Find out what precautions are in place to keep your child's work safe and private

References made in this document may be found at bit.ly/DCPart2ref

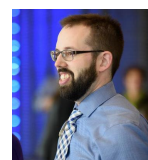
TWEETABLES

"The fridge can no longer be the only place that good student work goes; it needs to be published, shared, and celebrated."
(@stumpteacher)

"Having students produce content, and putting it up for a global audience creates excitement & a sense of pride and ownership."
(@globalearner)

"Technology can close gaps, solve problems, and give our kids experiences they might never otherwise have."
(@soledadobrien)

CONNECTED ONTARIO EDUCATORS ON: LEARNING ONLINE



ANDREW PARENT
@PARENT_OCDSB

Digital fluency is one of the key exit outcomes for students; having them engage meaningfully online with peers is essential.



LISA NEALE
@LISANEALE

Being a practicing leader in the digital world is imperative, so you can coach students, staff & parents to navigate tech enabled learning.