Place du numérique dans la stratégie d’Exit Outcomes

9 novembre 2016

Poitiers, France

Dr. Jennifer Adams

Ottawa-Carleton District School Board (OCDSB)

AGENDA

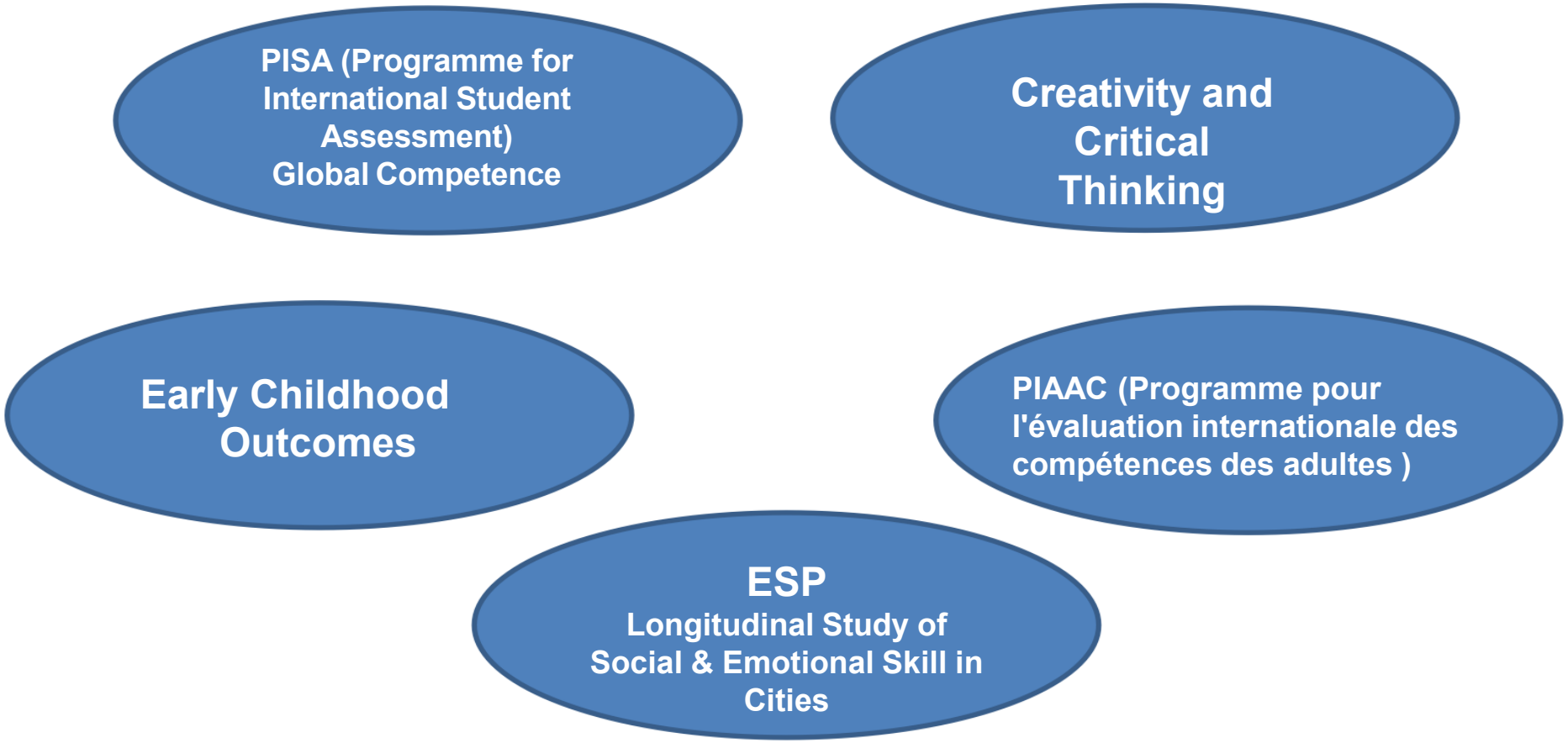
- la base du projet : l’organisation de coopération et de développement économiques (OCDE) ;
- le contexte éducatif ;
- les “Exit Outcomes” à l’OCDSB ;
- la place du numérique.

La base du projet "Exit Outcomes"

ORGANISATION DE COOPÉRATION ET DE DÉVELOPPEMENT ÉCONOMIQUES (OCDE)

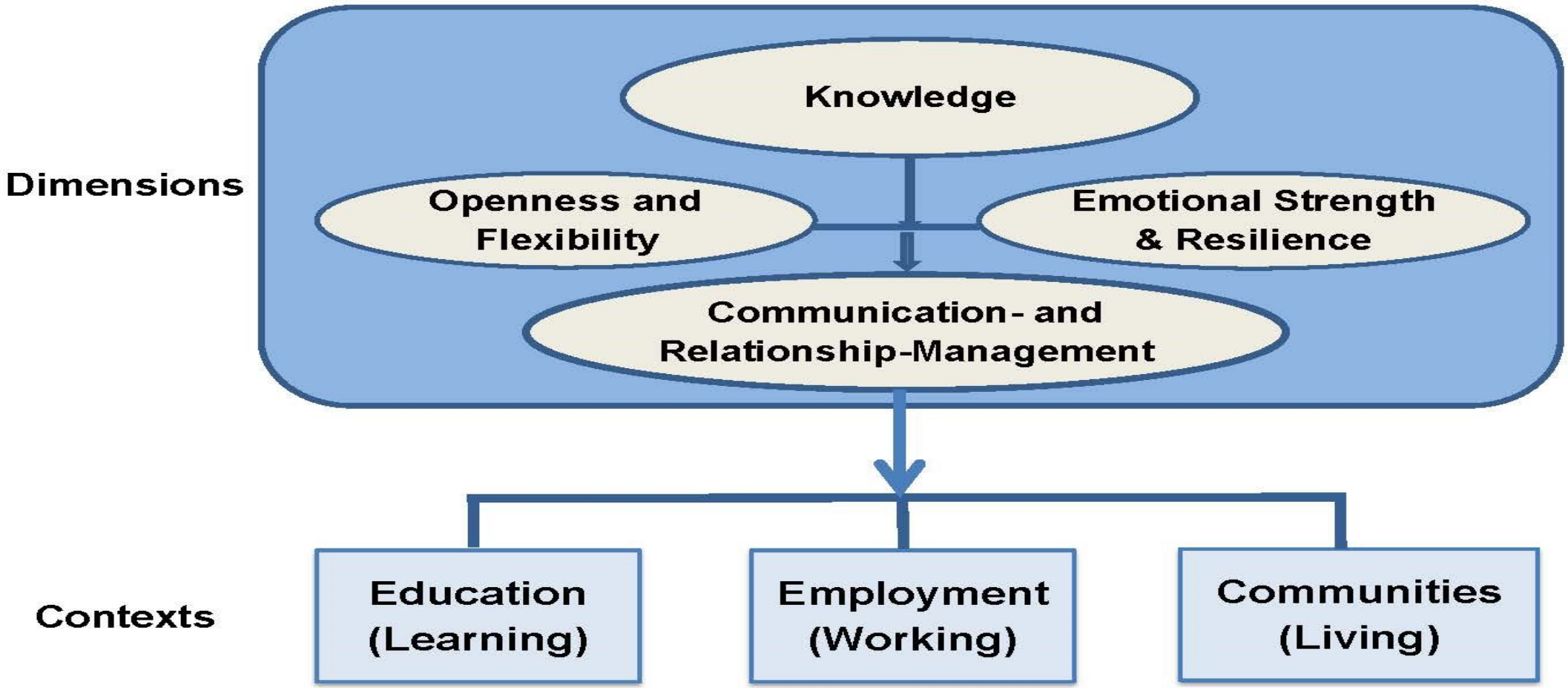
Des politiques meilleures pour une vie meilleure

Éducation 2030

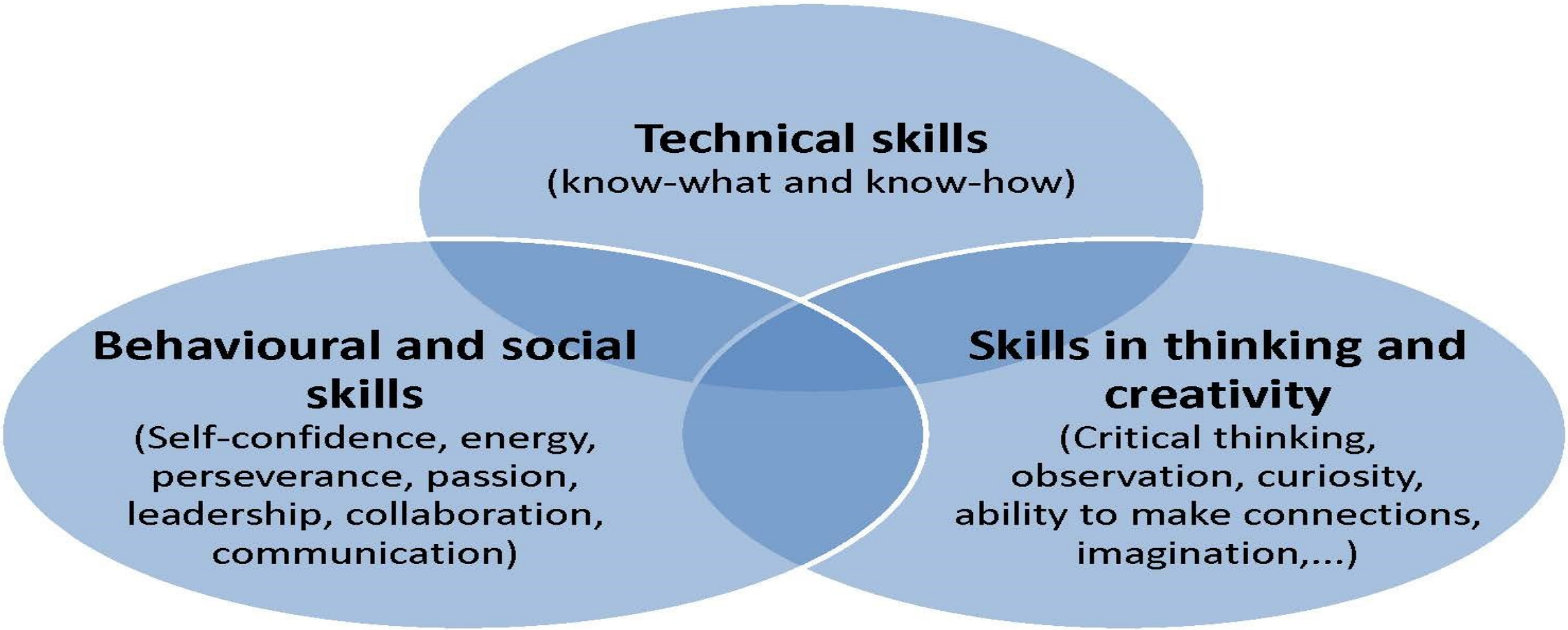


OECD
BETTER POLICIES FOR BETTER LIVES

PISA Global Competency framework



Creativity and Critical Thinking framework



ESP Social and emotional skills framework

Interpersonal Engagement	Relationship Enrichment	Task Completion	Intellectual Engagement	Emotional regulation
•Social approach •Enthusiasm •Assertiveness	•Compassion •Respect •Trust •Harmony	•Self-discipline •Organization •Responsibility •Goal orientation •Task initiation	•Curiosity •Creative Imagination •Aesthetic interests •Self-reflection •Autonomy	•Stress resistance •Self-confidence •Emotional control •Self-esteem

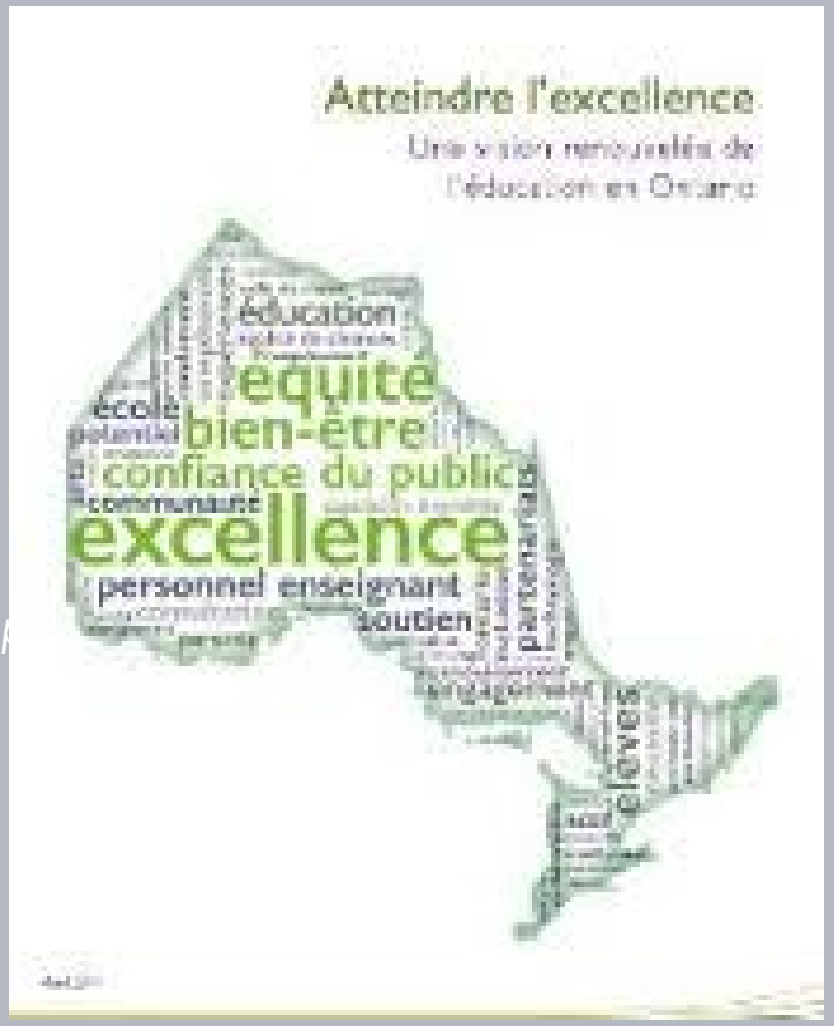
OECD
BETTER POLICIES FOR BETTER LIVES

Le contexte éducatif en Ontario

Loi sur l’éducation de l’Ontario
Projet de loi 177, 2009

Fonctions et pouvoirs des conseils scolaires

« **Chaque conseil doit promouvoir le bien-être et la réussite des élèves** »



PRIORITÉS CLÉS

- **Atteindre l’excellence ;**
- **assurer l’équité ;**
- **promouvoir le bien-être ;**
- **rehausser la confiance du public.**

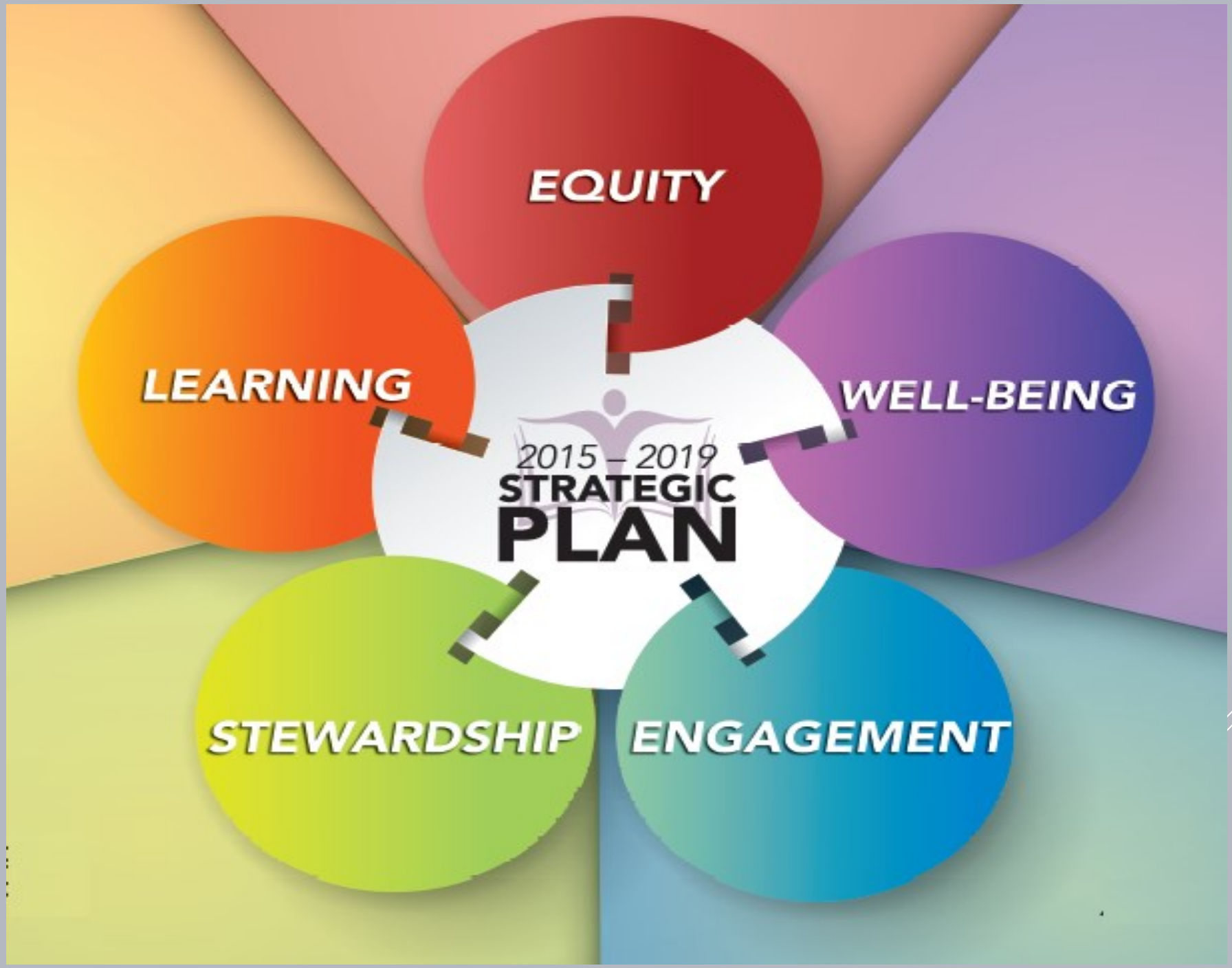
Atteindre l’excellence: Une vision renouvellée de l’éducation en Ontario
www.edu.gov.on.ca/fre/about/renewedVisionFr.pdf

Ontario
MINISTRY OF EDUCATION

“Why would I want to learn from someone
who doesn’t want to learn from me ?”

Illustration: Students Imagine the Future of Ontario's Education System
http://www.edu.gov.on.ca/eng/students/speakup/preMSAC.html
Section 2013-14 Minister's Student Advisory Council

OTTAWA-CARLETON
DISTRICT SCHOOL BOARD


EQUITY
LEARNING
WELL-BEING
2015 – 2019
STRATEGIC
PLAN
STEWARDSHIP
ENGAGEMENT

Core Work

First Nations, Métis, and Inuit Peoples

Children in Poverty

Special Needs Students

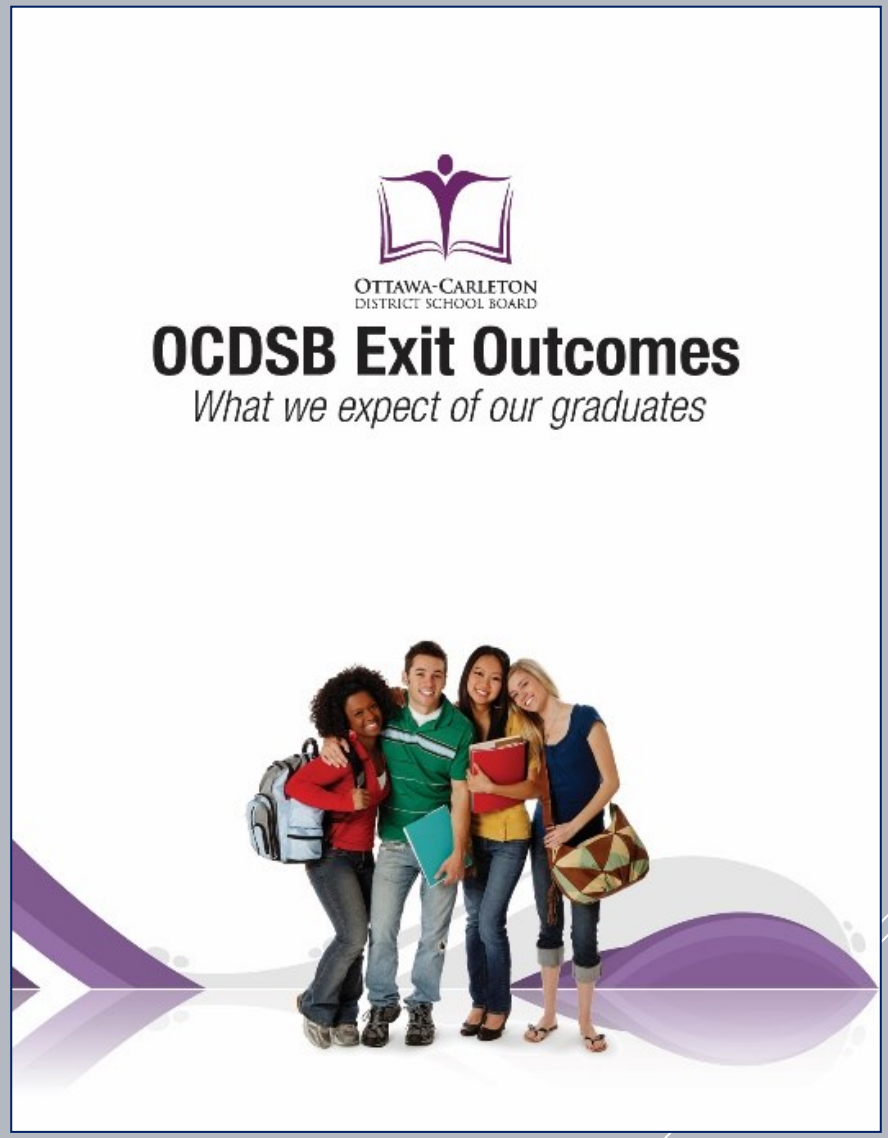
English Language Learners

OCDSB Board improvement plan

Well-Being

OCDSB Exit Outcomes

Nos attentes de nos diplomés



http://www.ocdsb.ca/med/pub/Publications%20%20Updated/OCDSB%20Exit%20Outcomes.pdf

OCDSB Exit Outcomes

What we expect of our graduates

Characteristics

- **Resilient ;**
- **globally aware ;**
- **collaborative ;**
- **innovative/creative ;**
- **goal-oriented.**

Skills

- **Critical thinkers ;**
- **effective communicators ;**
- **academically diverse ;**
- **digitally fluent ;**
- **ethical decision-makers.**

EXIT OUTCOMES

Characteristics

- Resilient ;
- globally aware ;
- Collaborative ;
- innovative/creative ;
- goal-oriented.

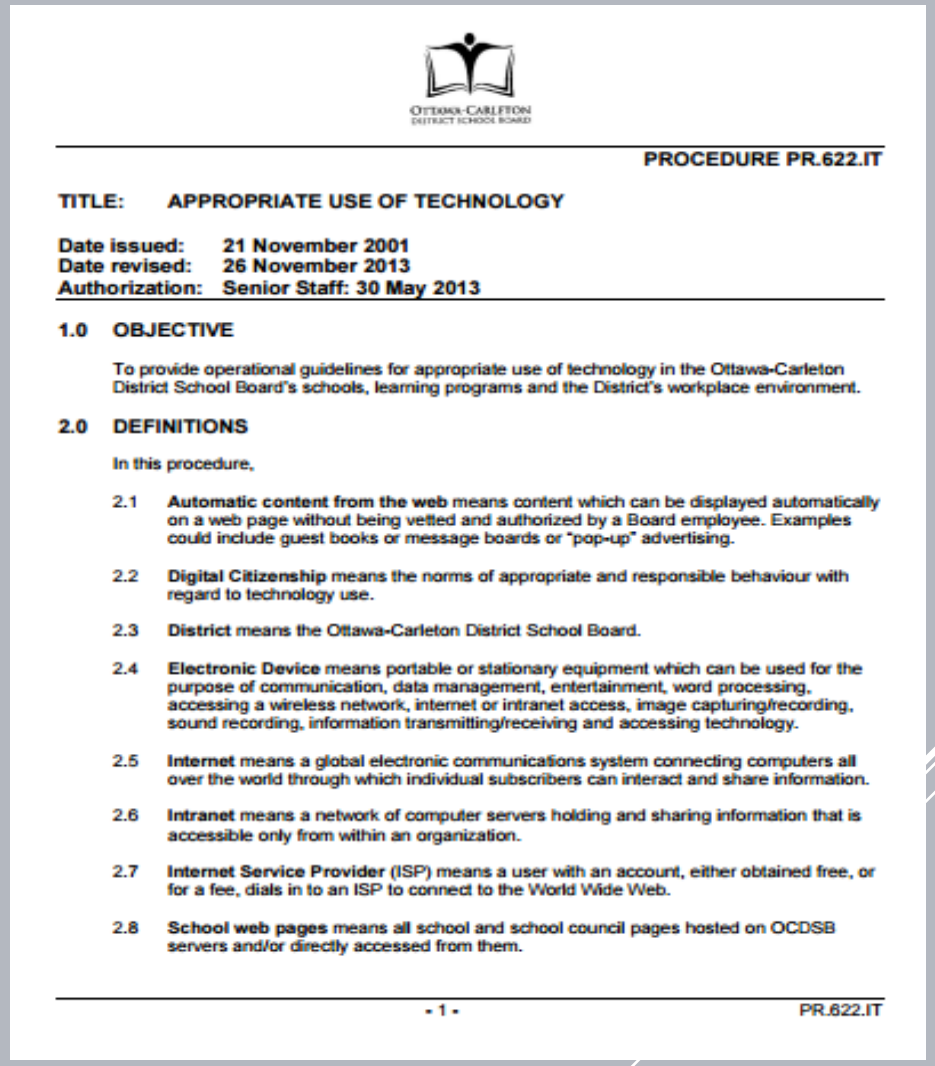
Skills

- Critical thinkers ;
- effective communicators ;
- academically Diverse ;
- **digitally fluent ;**
- ethical decision-makers.

OCDSB DIGITAL WORKING GROUP

- Digital citizenship ;
- BYOD (apportez vos appareils personnels) ;
- educator – digital learning ;
- self-assessment tool ;
- blended learning / e-learning.

DIGITAL CITIZENSHIP



OTTAWA-CARLETON DISTRICT SCHOOL BOARD

PROCEDURE PR.622.IT

TITLE: APPROPRIATE USE OF TECHNOLOGY

Date issued: 21 November 2001
Date revised: 26 November 2013
Authorization: Senior Staff: 30 May 2013

1.0 OBJECTIVE

To provide operational guidelines for appropriate use of technology in the Ottawa-Carleton District School Board's schools, learning programs and the District's workplace environment.

2.0 DEFINITIONS

In this procedure,

2.1 **Automatic content from the web** means content which can be displayed automatically on a web page without being vetted and authorized by a Board employee. Examples could include guest books or message boards or "pop-up" advertising.

2.2 **Digital Citizenship** means the norms of appropriate and responsible behaviour with regard to technology use.

2.3 **District** means the Ottawa-Carleton District School Board.

2.4 **Electronic Device** means portable or stationary equipment which can be used for the purpose of communication, data management, entertainment, word processing, accessing a wireless network, internet or intranet access, image capturing/recording, sound recording, information transmitting/receiving and accessing technology.

2.5 **Internet** means a global electronic communications system connecting computers all over the world through which individual subscribers can interact and share information.

2.6 **Intranet** means a network of computer servers holding and sharing information that is accessible only from within an organization.

2.7 **Internet Service Provider** (ISP) means a user with an account, either obtained free, or for a fee, dials in to an ISP to connect to the World Wide Web.

2.8 **School web pages** means all school and school council pages hosted on OCDSB servers and/or directly accessed from them.

http://www.ocdsb.ca/ab-ocdsb/p-n-p/Policies and Procedures/PR 622 IT Internet **Use**.pdf

BYOD

(*Apportez vos appareils personnels*)

- **WiFi dans tous les bâtiments ;**
- **plus que 1:1 dans toutes les écoles secondaires ;**
- **banque de tablettes à emprunter ;**
- **bibliothèques (Learning Commons).**

Educator self-assessment tool

Appendix A - OCDSB Educator – Digital Learning Self-Assessment Tool

Criteria	User/Task	Awareness	Emergent Use	Comprehensive Use	Deep Use
Pedagogical Use of Digital Tools for Learning	User	Knows that different tools exist that could be used in a classroom setting	Use of the tools is habitual in nature; relies almost exclusively on a single tool; use may be a direct replacement for previous toolsets	Uses at least one tool effectively; beginning to integrate other tools in some situations; finds some opportunities to engage the work meaningfully with personal or shared devices	Has access to and demonstrates proficiency with a range of tools (both theirs and the Districts); meaningfully personalizes their work or learning experience by leveraging personal and shared devices
	Task	Could be enhanced by technology, but has not been engaged as such	Tasks make use of digital tools as direct substitutes for traditional tools, or the use of the tools offers minor improvements in efficiency but no learning advantage	Tools provide opportunities to engage in learning activities in ways that are more effective than without; tasks provide some space for user tool selection	Deep use which is relevant for collaboration, critical thinking, inquiry and creativity; tasks provide learning experiences, personalization, or authenticity that would not be possible without accessing/using digital tools
Pedagogical Use of Platforms	User	Has accounts and login information for core platforms (Google Apps, Desire2Learn) but is not yet engaged in using them	When/where directed, is able to access online content in at least one of the primary online platforms (Google Apps, Desire2Learn); use is primarily as a consumer rather than as a creator of content	Where/when directed, uses online platforms (Google Apps, Desire2Learn) to engage in learning activities; collaborates online in at least one of the two primary platforms	Regularly engages in the use of online platforms where/when it will be advantageous to their learning; maintains a rich digital portfolio of work; collaborates effectively online with teachers and students in both online platforms (Google Apps, Desire2Learn)
	Task	Could be completed online, but is not engaged as such	Makes use of online platforms as direct substitutes for previous toolsets with no learning advantage	Engages effectively at times with at least one of the two primary platforms; learning is enhanced in some way through the use of the platform	Effectively leverages online resources and platforms (Google Apps, Desire2Learn) to enhance learning, including by providing opportunities for collaboration, feedback, and the development of a consistent online portfolio of work
Engagement with/Exposure to Blended Learning	User	Has accounts and login information for core platforms (Google Apps, Desire2Learn) but is not yet engaged in using them	Some content available online; use is primarily to consume static content	Online environments are used to offer opportunities to collaborate; online content is co-created and not generated only by the instructor	Seamlessly blends in-class and online discussion, collaboration, and creation of artifacts of learning; engagement with online learning environments provides learning opportunities that extends the scope of learning beyond the time and space boundaries of the classroom
	Task	Task could be integrated into a blended learning environment, but has not been engaged as such	Some content available online; use is primarily to consume static content	Task is integrated into the online environment, offering increased opportunties to engage when ready; task may offer opportunities for online collaboration or for sharing of finished work online	Tasks effectively leverage online resources to provide learning experiences that extend beyond the time and location confines of the school; online environments are used to create, collaborate, and engage with learning in manners that would not be possible in traditional classrooms
Digital Citizenship: Engaging in Purposeful Learning about Responsible and Ethical Use	User	Is aware of the OCDSB Appropriate Use Policy P.100.IT (AUP), and has signed the AUP agreement for the year	Aware of and sometimes shares information from OCDSB and outside organizations regarding digital citizenship (eg., mediasmarts.ca)	Engages in discussion and sharing regarding some key elements of digital citizenship, including Digital Literacy, Digital Etiquette, and Digital Rights and Responsibilities	Regularly engages in discussion and sharing regarding the Nine Elements of Digital Citizenship, and relates these elements to events occuring inside and outside the classroom in meaningful ways; Discussions and work surrounding the OCDSB Character Wheel explicitly include examples of what character looks like both in person and online
	Task	Connections to elements of Digital Citizenship may be implied	Relies on expectations established previously in the classroom relating to responsible and ethical use	Obvious connections to some elements of Digital Citizenship are mentioned	Explicitly includes connections to several of the Nine Elements of Digital Citizenship

Educator Self-Assessment Tool

Criteria

- Pedagogical use of tools for learning ;
- pedagogical use of platforms ;
- engagement with/Exposure to blended learning ;
- digital citizenship : engaging in purposeful learning.

Levels of Implementation

- Awareness ;
- emergent use :
- comprehensive use :
- deep use.

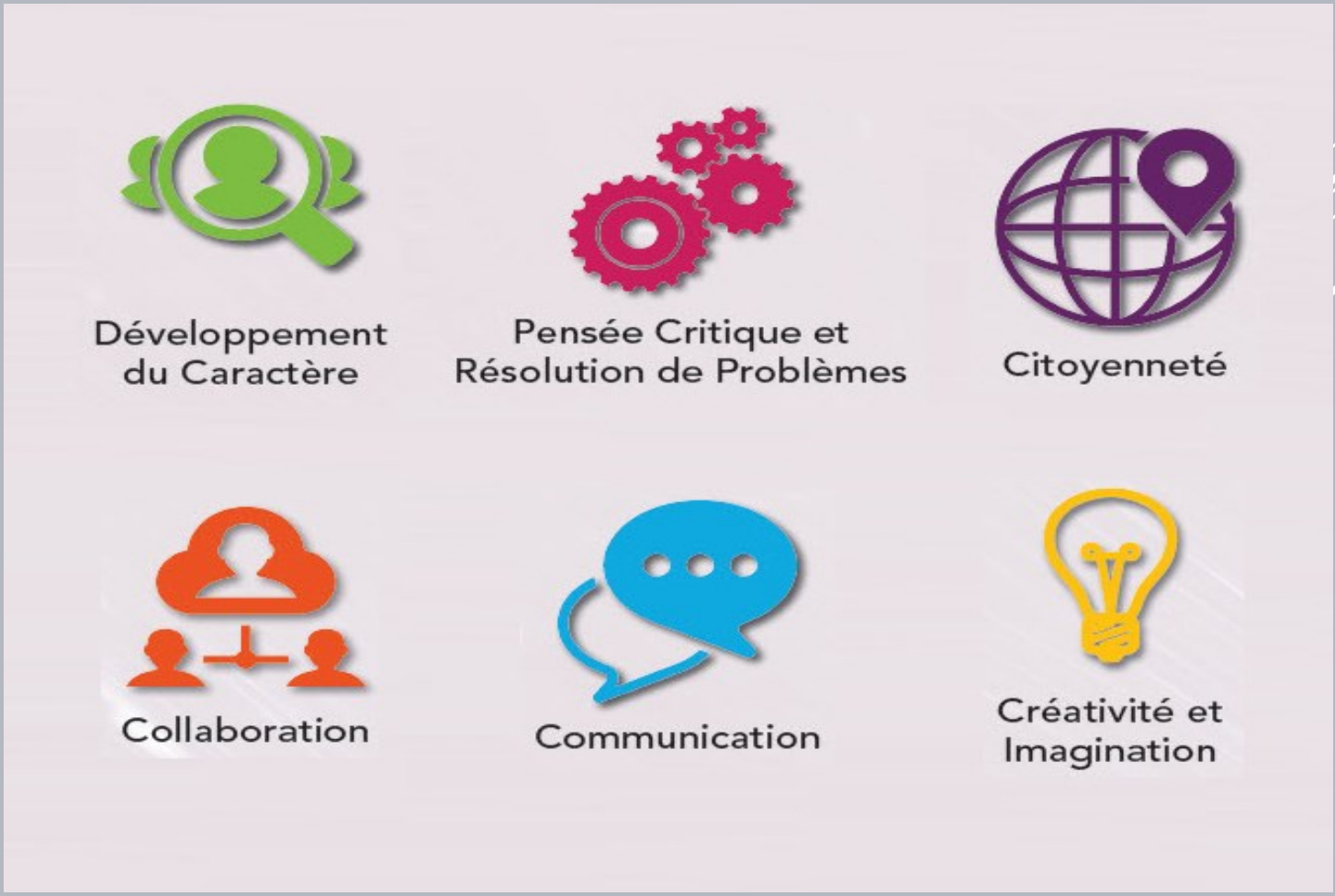
NEW PEDAGOGIES FOR DEEP LEARNING PROJECT

- Michael Fullan
- Canada, Finlande, Australie, Pays-Bas, Uruguay, Nouvelle Zélande, États-Unis

New Pedagogies for Deep learning

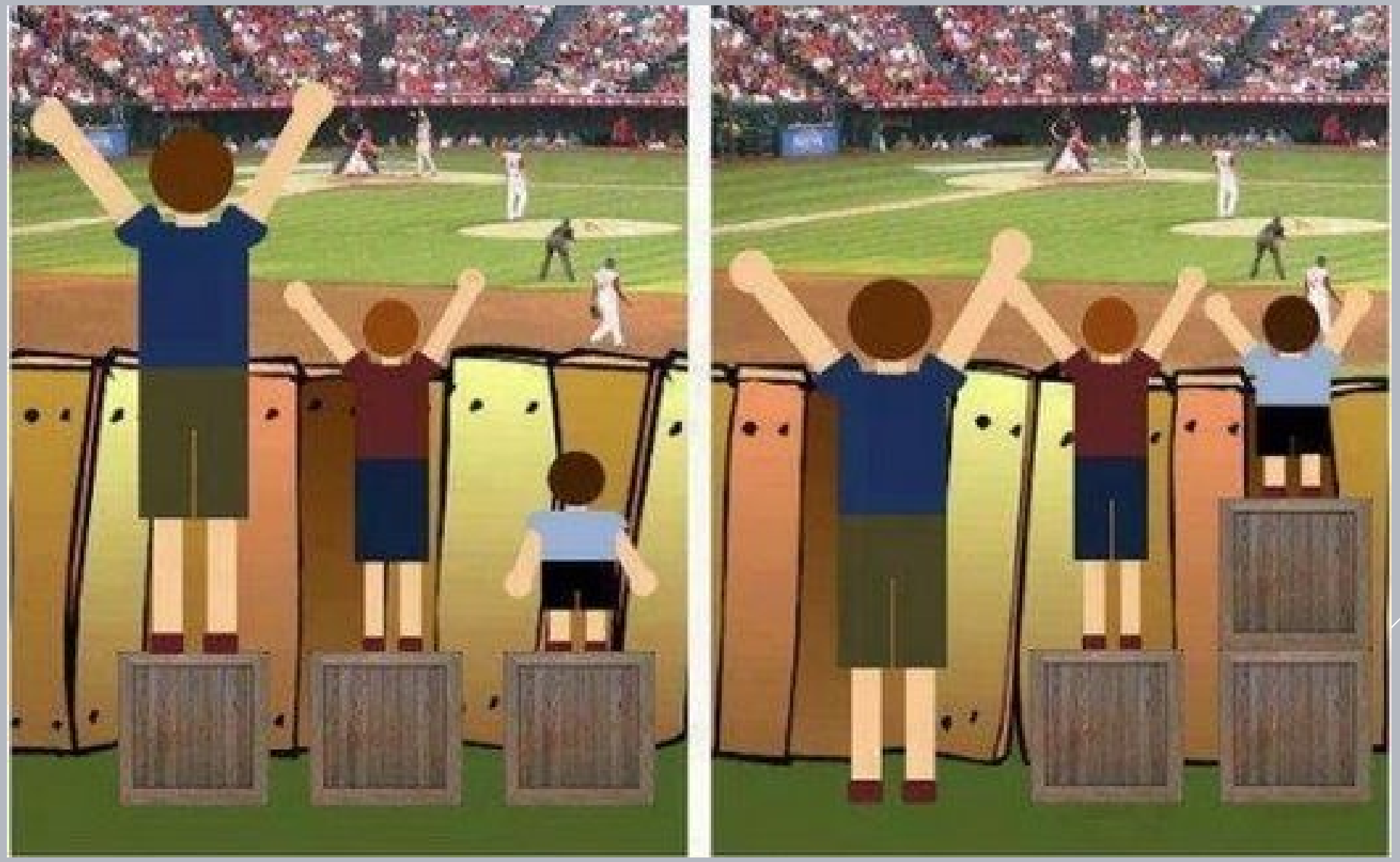
(Nouvelles pédagogies d'apprentissage)

Les 6 compétences



Education in Ontario

Fair does not mean equal



Education in Ontario

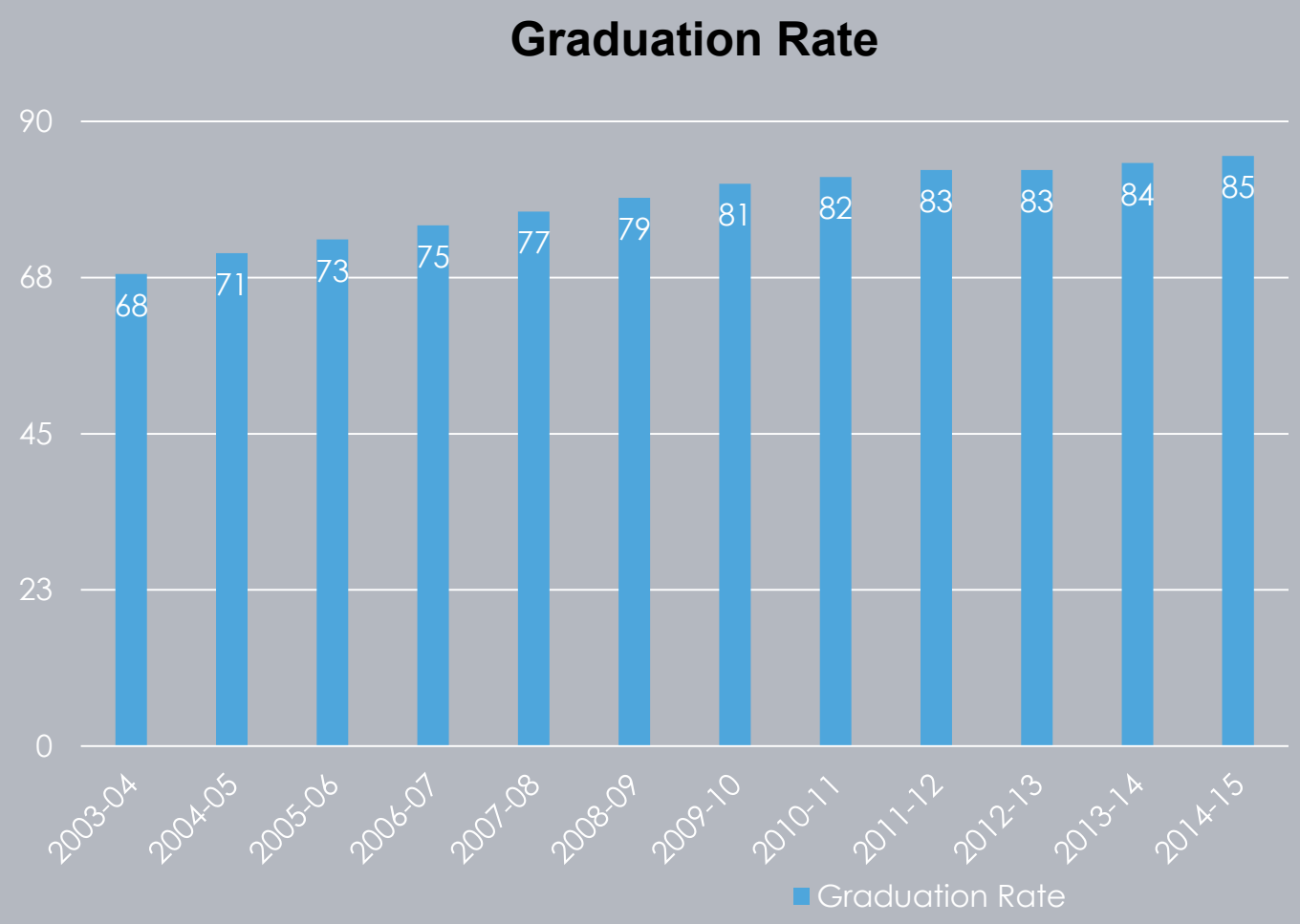
FAIR DOES NOT MEAN EQUAL

In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.

In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.

In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

Education in Ontario (from good to great)



1	Korea
2	Finland
3	**Canada**
4	New Zealand
5	Japan
6	Australia
7	Netherlands
8	Belgium
9	Norway
10	Estionia
11	Switzerland
12	Poland
13	Iceland
14	United States
15	Sweden
16	Germany
17	Ireland
18	France
19	Denmark
20	United Kingdom
21	Hungary
22	Portugal
23	Italy
24	Slovenia
25	Greece
26	Spain
27	Czech Republic
28	Slovak Republic
29	Israel
30	Luxembourg
31	Austria
32	Turkey
33	Chile
34	Mexico

Excellence and equity (PISA 2009)