

“Leveraging Technology as a Tool for Learning”

1 – Project Description:

Cycle 2 teachers were released for 5 half-days to explore ways of using technology in the classroom. We had professionals from the school board come in to share their knowledge of developing Hyperdocs and to explore Google apps. What went well: having the time to cooperate with same language partners. One challenge was finding enough subs for the day. Cycle 3 teachers were able to focus their efforts on applications and programs that are functional with our ChromeBooks and Google accounts.

2 – Project Goals:

One of our goals was to work collaboratively to create documents to be used in class this year. Another important goal was to work collaboratively in assessing our strengths and weaknesses when creating a systematic plan in leveraging technology across grades 3 through 6. As a school team, a goal was to map out a framework that would build each year while ensuring we recognized the systems already in place.

3 – Project Outcomes:

We succeeded in making 1 French Hyperdoc and 1 English Hyperdoc that will be used in class. Both documents are cross-curricular. It allowed cycle 3 to really meet as a group and properly discuss portfolio, evaluation of learning and communication with parents. Cycle 3 definitely gained expertise with using the ChromeBook, Google Slides and Sheets to facilitate the portfolio process as well as the communication of results with parents.

4 – Reinvestment:

The cycle 2 teachers have used their days to cooperatively to create Hyperdocs to be used in class using the Chromebooks. We will be using them in future years as well. What teachers learned through this collaborative professional development will no doubt be reinvested and used next year.

Both cycle 2 and cycle 3 teams are willing to upload templates into shared folders for colleagues to use within our school as well as the larger teams within our school board. A long-term goal would be to create GAFE accounts for teacher where digital references and resources can be easily accessed, shared and grown.

Further to the strategy for sharing these tools through teacher GAFE accounts will be to offer teacher PD sessions to other schools who request support. Teachers will be given time to prepare and provide sessions to colleagues outside of our local school community.

In September, teachers within our school will share the way they do digital portfolio with new teachers in the building. Teachers that have created digital portfolio will support teachers from other cycles to implement this in their class. As well, teachers from outside of our school will be able to connect with our school team to access tools and strategies to create their own initiatives. Our work with the school board consultants will be able to share the tools and methods that we have uncovered during this year-long professional development initiative,

5 – Final Report:

The cycle 2 French and English teachers worked collaboratively to explore using technology in the classroom. The grade 3 teachers and students started with an introduction to Chromebooks with Barry Hanna from LBPSB. He taught the students how to sign-in and then they did a scavenger hunt in Google Slides. The students continue to do projects in class using Google Slides.

We learned more about how to set up a Hyperdoc to be assigned to students through Google Classroom. We used 2 half-days to create two documents.

Sue Connery from LBPSB came in to guide us through Google Docs, Slides, Forms and Classroom. We explored all of these apps in more detail. She also introduced us to useful search engines for the students to find and use information and images safely. We also looked at a site called Epic, which is an online reading forum free for teachers.

A few times teachers observed how other teachers use technology in the classroom. We did team-teaching and worked cooperatively with each other. This was a great opportunity for learning from colleagues and putting our strengths to good use.

Cycle 3 teachers collaborated across both grade levels to outline logical progressions with regards to leveraging technology into their lesson plans. Their work with our school board consultants, specifically Sue Connery, allowed them to create lessons using the Google platform and to create portfolios which will be used to better communicate student learning with parents.



St. Patrick Elementary School