



21st Century Learning and Technology

Date Approved: 2013

Projected Review Date: 2017

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PURPOSE:

Hamilton-Wentworth District School Board (HWDSB) is committed to promoting 21st century learning skills. HWDSB believes all students and staff should have equitable access to learning experiences that are engaging, authentic, and that leverage local and global connections to help develop critical and creative thinking, problem solving, collaboration and communication skills. HWDSB supports this learning through ethical, competent, and acceptable use of technology, tools and social media.

GUIDING PRINCIPLES:

- HWDSB is committed to creating the conditions necessary for collaborative, inquiry-based learning environments in order to meet the needs of all learners.
- We need to provide opportunities to collaborate, think critically, innovate and solve authentic problems, and to recognize the impact an individual can have in a connected world.
- Learning through collaboration and networking is enhanced by the use of technology within the classroom, the school, and the department.
- Technology offers new ways to express creativity, and provides opportunities for greater choice regarding how we learn, and how we share and work with others.

INTENDED OUTCOMES:

The implementation of the 21st Century Learning and Technology Policy together with specific related policy procedures will:

- Increase understanding of how the use of technology can enhance learning and working for all;
- Increase understanding of blended learning: the purposeful combination of face-to-face and online interactions;
- Provide pathways to systemic adoption of tools to enhance learning and working for all;
- Enhance teacher instruction and assessment, educational research, and professional development;
- Provide pathways to understanding the importance of authorship and ownership, of managing identity in digital spaces, of recognizing credible sources of information, participating in positive ways, and respecting the privacy of self and others;
- Develop skills for students to critically evaluate information technology, tools and resources;
- Develop the 21st century learning skills of all students and staff:
 - Creativity and Innovation
 - Communication and Collaboration
 - Research and Information Fluency
 - Critical Thinking, Problem Solving, and Decision-Making skills
 - Digital Citizenship
 - Technology Operations



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RESPONSIBILITY:

Director of Education
Members of Executive Council

TERMINOLOGY:

21st Century Learning Skills:

- *Creativity and Innovation* - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
- *Communication and Collaboration* - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- *Research and Information Fluency* - Students apply digital tools to gather, evaluate, and use information.
- *Critical Thinking, Problem Solving, and Decision-Making skills* - Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
- *Digital Citizenship* - Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
- *Technology Operations* - Students demonstrate a sound understanding of technology concepts, systems, and operations.

Authorship: The process of creating original work. To varying degrees, all creative work builds upon the previous work of others. Authors/creators sample and remix media content to create alternative interpretations of the ideas/themes/aesthetic qualities exemplified in source material. Citing source material is an important part of the creative process.

Blended Learning: Blended learning uses technology tools and resources to teach and support learning face-to-face.

Credibility: Our credibility both online and offline, is directly tied to our identity. Credibility refers to the trustworthiness of people and of information. Credible people are accurate and authentic in how they present themselves, especially their credentials, skills, and motivations.



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Identity: The profiles you create and the contributions you make in online spaces.

Ownership: Includes works that belong to the public domain and individual's holding the legal rights to creative work. The author/creator is the first owner of copyright in a work. Where permission to use copyrighted material is needed, it is only the author/creator who can permit usage. However, when considering ownership of creative work, the Fair Use Doctrine attempts to balance the protection of a copyright owner's ownership and users' rights to access information and creative works.

Fair Use Doctrine: A set of guidelines which will allow limited use of copyrighted materials without having to pay for use or ask permission for use.

Privacy: The protection of personal, private, and confidential information.

ACTION REQUIRED:

- Develop, implement, and monitor the policy, and staff development programs and resources
- Develop, implement, and monitor the policy procedures:
 - Identity, Credibility, and Positive Participation Procedure
 - Authorship and Ownership Procedure
 - Privacy Procedure
- Develop and implement a *Permission to Disclose Personal Information Agreement*
- Develop and implement an *Acceptable Use Agreement*
- Develop and implement a *3rd Party Tools and Resources Additional Permissions Agreement*



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PROGRESS INDICATORS:

Intended Outcome	Assessment
<p>Increase understanding of how the use of technology can allow students to take more leadership in their learning, enhance professional practice, teacher instruction, educational research, and professional development</p>	<p>Technology is embedded into professional development in all levels of the organization through the implementation of a online learning management system for staff, and a blended learning platform for students</p> <p>Facilitators will support, coach and mentor all learners (staff, students, parents and community members), through face-to-face and online reference materials that help support integrating technology into practice</p> <p>Integrate technology into the workplace and the classroom to complement face-to-face collaboration, and increase our ability to work and learn together across distances through the employee web-portal, and a blended learning platform for students</p> <p>Create a increased understanding of the benefits and risks associated with social media, and the use of digital tools and resources, through job-embedded integration of these spaces and tools, into learning and working together</p>
<p>Provide pathways to systemic adoption of these tools to improve and enhance practice</p>	<p>The establishment of open and universal wireless networks in all schools and workplaces</p> <p>Board supported software/resources/technology will be more accessible to allow ease of use for all members of the learning community (staff, students, parents and community members)</p> <p>Develop a process to assist with the responsible acquisition and use of technology</p> <p>Provide relevant examples to illustrate how to effectively teach, learn and work in the 21st Century</p> <p>Increase access to technology by supporting the use of personal and board-provisioned devices</p>



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Intended Outcome	Assessment
Develop the 21st century learning skills of all stakeholders (students, staff, parents and community)	<p>Provide resources for all stakeholders (students, staff, parents and community) to embed digital citizenship, authorship and ownership, identity, credibility, privacy, and positive and responsible participation into daily practice</p> <p>Provide Professional Development in a variety of forms to help individuals develop and support the skills necessary to utilize technology and tools to enhance professional practice for all staff, and for blended learning in the classroom (online, self-paced, face-to-face, job-embedded)</p> <p>Increase the understanding of how to critically analyze research and data sources from both physical and virtual learning spaces to ensure their validity, to construct personal meaning, and to build individual and collective knowledge.</p> <p>Enhance training on the effective use of Assistive Technology so that it is easily accessible to all members of the learning community (students, staff, parents and community), and provides equitable learning and working opportunities</p>

REFERENCES:

Government Documents

Ontario Human Rights Code

Canadian Charter of Rights and Freedoms

Education Act

Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010

School Effectiveness Framework, 2010

Learning for All, Draft 2009

Ontario College of Teachers: Professional Advisory – Use of Electronic Communication and Social Media

International Society for Technology in Education; NETS - the National Education Technology Standards

Ontario Curriculum Policy Documents

E-Learning Ontario: Policy Document, 2006



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HWDSB Policies

- Accommodation of Staff
- Equity and Inclusive Education
- Code of Conduct
- Environment
- Assessment, Evaluation and Reporting
- Professional Learning
- Visual Identity