**MOOSONEE DISTRICT
SCHOOL AREA BOARD**

ADMINISTRATIVE PROCEDURE EDCUATION PROGRAMS: #245	
Effective	November 24, 2015
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EFFECTIVE USE OF TECHNOLGY

PURPOSE

The Moosonee District School Area Board recognizes that technology plays a major role in how students learn and how teachers educate. The school has an important role in expanding the ability of students to use technology wisely and effectively in order to prepare students for careers and life in a global economy.

The school has a responsibility to use technology to build engaging, media-rich learning experiences, and to enhance student-focused, differentiated instruction.

DEFINITIONS

Digital Literacy: Digital literacy includes information literacy, media literacy, and information and communication technologies (ICT) literacy.

Information Literacy: Information literacy is the capacity to access and evaluate information, and to use and manage it effectively.

Media Literacy: Media literacy is the ability to analyze media and to create media products.

Information and Communication Technologies (ICT) Literacy: ICT literacy is the ability to apply technology effectively.

PROCEDURES

1.   Digital Literacy

1.1   Digital literacy is increasingly important to effectively participate in the economic, political, and social aspects of 21st century society.

1.2   Educational programs must move away from passive acquisition of knowledge to socially-active learning that focusses on the development of higher-order skills such as critical thinking, problem solving, communication, and collaboration. The effective use of technology fosters socially-active learning and student engagement.

1.3   The focus is not on the technology itself, but rather on instruction that is enhanced through the use of technology and other active learning strategies. One example is blended learning which mixes different learning environments, online and face-to- face. In a blended learning environment, teachers and students benefit from rich digital resources to complement traditional instructional practices. [Council of Ontario Directors of Education (CODE) Advisory No. 3. Effective Use of Technology]

1.4   As noted in an OPSBA discussion paper, "The measure then isn't about how many devices or pieces of software are employed; it is emphatically about engaging students and guiding them to be

far-reaching in their inquiries as well as critical and principled in their use of the knowledge at their fingertips; it is about creating stimulating school environments and these may not always be contained within four walls." - *Ontario Public School Boards' Association. What if? Technology in the 21st Century Classroom. p. 9*

2.   Program Expectations

2.1   The school is required to integrate and use technology to further student learning, influence teacher instruction, and develop the technical skills that students can use in their daily life and future careers.

2.2   Equity of access to the technology is important to increase the ability of every student to analyze and use digital information.

2.3   The use of computers and other technology as a learning tool shall be a major consideration in all curriculum design. Each teacher's long-range plans will reflect the ways in which effective use of technology is integrated into the program.

2.4   Teachers will use technology to support different learning styles and engage all learners, offering developmentally appropriate learning experiences through a variety of media.

3.   Ongoing Development

3.1   The Moosonee District School Area Board encourages and supports professional development opportunities related to digital learning, including peer mentoring and online opportunities that support teachers in using technology effectively.

3.2   Teachers need support in learning to use technology to:
   a) promote innovative thinking and collaborative student work;
   b) incorporate rich digital resources into student learning;
   c) employ varied assessment methods that can in turn improve learning;
   d) and model ethical practices in the digital age.
                    - *OPSBA, What if? Technology in the 21st Century Classroom. p. 11*

REFERENCE DOCUMENTS

Legal:
Education Act, Section 169.1 Duties of Boards: Student Achievement and Well-being
Ontario Regulation 298 Operation of Schools, Section 11 Duties of Principals: Supervise Instruction in the School and Advise and Assist Teachers
Ontario Regulation 298 Operation of Schools, Section 20 Duties of Teachers: Be Responsible for Effective Instruction

Board:
Board Policy GOV-03 Role of the Corporate Board
Board Policy GOV-04 Role of the Supervisory Officer
Board Policy GOV-07-0 Equity and Inclusive Education
Administrative Procedure 340 Student Use of the Internet
Administrative Procedure 341 Personal Electronic Devices

Other Resources:
Ontario Public School Boards' Association. What if? Technology in the 21st Century Classroom—an OPSBA Discussion Paper
http://www.opsba.org/files/WhatIf.pdf