

## **1. Developing a Shared Vision for a 21<sup>st</sup> Century Learning School**

Developing a meaningful shared vision has proven to be an essential aspect of effective educational leadership (Hallinger & Heck, 2002; Leithwood, 2006; Leithwood, Harris, & Hopkins, 2008). Hence, an important step towards leading a 21<sup>st</sup> Century Learning School is the establishment of a process to create or revise a relevant shared school vision. The ideas and strategies in this document are designed to help facilitate that process.

### **Before Starting the Vision Building Process**

Before embarking on a vision building process, it is important to consider whether a school community is ready to do so. Some of the documents on the change process that were posted last month might be of help in establishing the readiness of a school community to begin such a process. These documents can be accessed by clicking on the following highlighted titles:

- a. [The Achievable Project Test](#)- Based on the acronym PLANS, key questions related to the achievability of a proposed project will be considered.
- b. [Action Project Planning](#) - The acronym ACTION will form the basis for a set of steps related to planning, monitoring and evaluating action plans.
- c. [Change Guidelines](#) – Questions related to the facilitation of the change process will be presented.
- d. [GAMEplan](#) – An acronym-based process for monitoring and evaluating progress of change projects.

### **Benefits of ICT-supported Student Learning**

Given the central role that student learning and development plays in the life of any school, perhaps the best place to start the vision building process is to consider the benefits that students would gain if ICT-supported learning were to become a key part of the shared vision.

There are a number of ways that one could start the process; however, a rather efficient way might be to circulate the following ideas on the

benefits of ICT-supported student learning that were endorsed by the teachers and administrators who were involved in the BCT Network. Taking the time to facilitate open discussions of these ideas seems to be an appropriate place from which to create or revise a shared vision for a 21<sup>st</sup> Century Learning School.

### **Benefits of ICT-supported Learning for Students**

When used wisely, ICT-supported learning allows students to:

- access and assess information and knowledge from a variety of sources,
- share in the creation of meaningful, knowledge-based, multi-media, projects,
- present their creations to authentic audiences, such as, parents, teachers and friends,
- become more aware of the benefits and challenges of safely using ICT tools, and
- practice using ICT tools in ethical, sensible and learning-oriented ways

When considering the above ideas on the value of ICT-supported learning, it might also be helpful to consider the following guiding principles related to student learning that were developed by the teachers in the BCT Network. See Wall, Breuleux, Heo, Bilodeau, Rye, Bennett, Foreman, Lemay, & Verreault, 2012 - [Promoting ICT-supported learning: Lessons from the BCT Network](#).

### **Guiding Principles Related to ICT-supported Student Learning**

**1. Selection of QEP- based learning activities:** Student learning activities should be based on the Quebec Education Program or other approved curriculum. The activities should be developmentally appropriate and focus on the enhancement of key learning skills and strategies. ICT-

supported learning should be focused on relevant, curriculum-based, objectives and should not be viewed as an “add-on”.

**2. Designing ICT-supported learning activities:** The initial focus should be on the selection of appropriate learning objectives followed by the identification of relevant ICT tools. In selecting these tools, it is important to consider the capacity of the students to use them and the degree to which the tools are readily available.

**3. Student use of 21<sup>st</sup> Century skills:** When students are involved in ICT-supported learning activities, they should be encouraged to communicate and collaborate effectively, carefully access and evaluate relevant information, and create well-designed media products.

**4. Access and assess knowledge from the Internet:** Students should learn to efficiently search the Internet and cautiously evaluate and carefully credit the source of the information they retrieve.

**5. Emphasize student collaboration:** Students should create collaborative learning projects within the classroom and online, which may require the ongoing learning or enhancement of group participation skills in both face-to-face and digital settings.

**6. Sharing with authentic audiences:** Students should share the projects that they create with other students, friends, and family.

**7. Using the Internet ethically and safely:** Students should be encouraged and expected to follow clear guidelines regarding the ethical and safe use of the Internet.

### **Process Suggestions:**

Using some of the following methods might enhance these vision building discussions:

- [Partner Discussions](#)
- [Small Group Discussions](#)
- [Circle Discussions](#)

## References

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