

Contributions to WIS Primary School 2013-2015

David Carpenter

- Authored new **Information and Communication Literacies** (ICL) curriculum for Grades K-2, fully integrated into Primary Years Programme (PYP) units of inquiry.
- Co-authored the [ICL Learning Outcomes](#) with the librarian and Director of Information Services.
- Co-authored and facilitated teacher and parent presentations and workshops about our ICL program.
- Supported early childhood iPad pilot by initiating app review system working with language and other coordinators to review and post apps to shared document.
- Initiated and facilitated monthly professional sharing meetings with the Director of Information Services and our high school Learning and Technology Coordinator.
- Introduced a collaborative approach to curriculum design following the [TPACK model](#) based on my international and more recent experiences in the US. The model focused upon a systematic approach to ICL integration that included a team approach to curriculum planning with assigned roles, protocols and procedures to help facilitate curriculum development meetings. For more information, see articles in the Documents [section](#) of my portfolio.
- Partnered with the librarian to expand the library web site to include collections of links for students organized around communicating, creating, technology, using information and languages. Worked with language coordinators and assistant librarian to provide Dutch, French and Spanish online resources to be included in this new section of the library site.
- Partnered with the librarian to expand the parent section of the library web site to include resources for parenting in our digital age.
- Used **multiple methods of communication** to share information to communicate with staff about the ICL program. ICL Update newsletter | iPad Weekly newsletter | [iPad Weekly blog](#)
- Shared my [Multimedia Rubric](#) with teachers to help them incorporate ICL design and visual literacies in their rubrics for the units of inquiry.
- Developed the [Presentation Tool Matrix](#) to support student design and technology literacies.
- Produced and posted videos to school website [video channel](#) highlighting instructional practices and unique aspects of school culture.
- Initiated plan to review the Digital Art Grades 3-5 curriculum with the goal of integrating ICL learning outcomes to further support ICL integration into units of inquiry.
- Introduced Google Blogger as a replacement for a paper journal in Grade 5 and Spanish as an additional language (SAL) class.
- Proponent of **developing blended learning resources** and approach for learning. Supported discussion of developing a school-wide blended learning program. Participated in committee work providing ideas of creating a Primary School blended/virtual learning committee as well as the development of a resource website to support the initiative. Followed through to develop a [blended learning](#) section to my [Web Resources for Learning](#) site.
- Proposed **blended to virtual** approach to providing parent workshops and new teacher orientation.

- Initiated concept of students using iPads on field trips to document their learning with photos and video. This supported a school-wide initiative of documenting student learning.
- Used the ManageBac curriculum mapping platform to post ICL **content, process and product integration ideas** for each K-5 unit of inquiry. See the "ICL Integration Strategies" PDF in the [Documents section](#) of this portfolio for examples.
- Developed a draft version of a **strategic plan** for our ICL program.
- Drafted an **implementation plan** for our iPad rollout that included carts and bins of iPads.
- Provided bi-monthly professional learning **Teachers Teaching Teachers** (TTT) sessions on topics such as using audio recording apps to support reading fluency, videography for making thinking visible and setting up a PLN.
- Provided **professional learning workshops** through lunch time "Food for Thought" midday learning sessions.
- Initiated discussion to do a **school-wide review of technology usage** to provide data to better personalize professional development, improve targeting of tech expenditures and to better provide resources to early adopters to further support the change process.