

1. Project Description

We had the opportunity to benefit from the expertise of the FACET team. They have a very well established process and we chose to take advantage of that in relation to our original plan.

Day 1: Teachers examined similarities between ELA and FSL. 1 HLTP that was examined that day, was the setting of learning goals. This was what we had originally planned.

Day 2 and 4: (Two 1/2 days of consultation and planning). Teachers began with a discussion of the progress of their collaborative plan. Consultants supported the refining of their plan, HLTPs were discussed: formative assessment and reflection on practice. Teachers continued to work and plan.

Day 3: The focus of this day was about formative assessment and gathering evidence of student learning related to the learning goal (see Day 1).

Day 5: Our original plan was to have teachers share their work with students. We instead, had this as part of every session. The focus of Day 5 was about reflecting about the collaborative process and its impact on student learning.

Overall the project was a success. The structure offered by FACET was effective. However, a challenge for participants was the developing of meaningful learning goals.

2. Project Goals

Our intent originally was to bring together FSL and ELA teachers to align their teaching strategies and cross curricular planning. We stayed true to this goal but included a secondary goal of teaching the collaborative planning structures as envisioned by the FACET team. Our second goal was to bridge the gap between elementary cycle three and secondary cycle one. Because the FACET structure required ELA/FSL partners to share the same group of students, no secondary cycle one teachers were able to participate.

3. Project Outcomes

A multitude of gains were achieved, some of which were anticipated, others were a surprise. It was expected that teachers would develop their range of teaching strategies and would leave with a better understanding of both the ELA and FSL curriculums. This was achieved. One gain that was not anticipated was the extent that teacher job satisfaction would be impacted. Connections between teachers were made stronger and, in some cases, teachers who had been working in isolation were able to make a connection to a colleague. A great indication of the positive gains teachers made, was to observe the level of pedagogical conversation deepen from day to day.

4. Reinvestment

Informal sharing of the impact the project is having on the teaching practices and students learning has resulted in other teacher teams from participating schools requesting to be part of a similar

project. This project should be carried out in every school. FACET is giving access to all resources on their website: <http://blogdev.learnquebec.ca/facet/>