

## PDIG Report 2018

Having received approval for our project we formulated a plan that proved to be a good estimate of what we could accomplish with the funds we were granted, since we finished with learning scenarios for all modules in level 4 CST, which covered all learning requirements in the ded for each module.

We had two network days in our plan where all team members were present. This was useful in the beginning in order to strategize together. Our mode of functioning in teams of two appears to work well for us. More people working together seems less efficient. We did much of the rest of our hours alone but we each have a partner to look at our work and suggest revisions. This format works well for us.

I would say having had a look at the provisional copies of the exams was useful for us. Since our school board is not part of BIM, when creating our level 3 material, we were creating our resources by working directly from the ded's. However, while that enabled us to create the proper **content**, that did not enable us to target the appropriate **difficulty level**. Having seen the level 4 exams, we concluded that materials we had been creating had been too difficult.

What went well was the plan to target specific required knowledges for each work session. This ensured that nothing would be missed. On the other hand, not all required knowledges in the ded are evaluated in equal proportion, in some cases not even close. We therefore could have perhaps better used our time in orienting most of it towards the required knowledges that feature heavily in evaluations. This is not just in order to teach towards the exam. Rather we assume that the evaluation reflects the competencies that are considered most important. We therefore might have wasted some time trying to create scenarios for required knowledge that really only lends itself easily to explicit questions.

Another thing that would have worked better for us would have been a later deadline for completion of our work. This is because almost every year there is a

very important meeting in late February or early March, which is the key meeting to bring teachers up to date with the new program. This year was no exception with the very important evaluation workshop on Feb. 27.

For this reason once we have completed our two initial network days early in the year we leave the rest of our hours to be completed after the important meeting of the year. That forces us to concentrate our hours into a small time period, perhaps creating inefficiencies. We nevertheless accomplished our goals with a good quality of work but quality has no limit and more time after the meeting would have allowed even better quality work.

The Western Quebec School Board has a wide range of schools from very small schools with mostly rural students to large urban schools. Our teachers thus have very different realities. Participating together we share our different experiences and give each other perspectives we may otherwise not have had.

We are working within a structure that forces us to have constant feedback from our other network members. This keeps us working in a common direction. The fact that we are intimately involved in creating our own material, as opposed to simply receiving materials that are made available to us, makes us more in touch with the principles of the new program.

All teachers in Quebec are on a steep learning curve with the impending implementation of levels 4 and 5 into the curriculum. It goes without saying that it is very important to have resources already available at that time. Having this time available has enabled us to do our part in creating these resources.

A project of this nature could and should if possible be carried out by other teams in the province, although I think that next year's focus for us and others should be SN, ST and level 5 math. Although it is probably not enough, we at least have something to work with for level 4 (CST).

We collectively thank LCEEQ for affording us the opportunity to participate in this project.