

# PDIG 2017 - 2018 Final Report

**Project Name:** Name: Joint School Board Math LS creation – EMSB

**Date:** September 11, 2017 - May 4, 2018

**Type:** Professional Development

**1. Project Description Describe/show to what degree the project was carried out as planned. Include what went well and what proved to be a challenge. Include a synthesis of your journal entries.**

The goal of this project was to create a bank of learning situations for the new Adult Education math programs in Secondary 4 and 5. A network of math adult education teachers was created throughout the province of Quebec. This was a joint project including the following school boards:

- Eastern Townships School Board
- English Montreal School Board
- Lester B. Pearson School Board
- New Frontiers School Board

This project was important because it provided the opportunity for teachers across the province to collaborate to design material that is imperative for the successful implementation of the math program. Teachers worked together in a stimulating and exciting environment conducive to creative end results.

Three inter-board teams were created:

**Team 1:** Tara Wong (Cartier-LBPSB), Christine O'Connor (Nova-NFSB), Teddy Shulman (PACC-LBPSB)

**Team 2:** Marie Gault (Nova-NFSB), Fiona Spence (St. Laurent-EMSB), Nima Aliahmad (PACC-LBPSB), Lea Zuravlyov (Galileo-EMSB)

**Team 3:** Julie Vallée (ETSB), Sarah Padner (ETSB)

Last year, the MEES decided to postpone the implementation of math 5 in adult education to July 1, 2019. Since there is the possibility of changes occurring in the math 5 program, we decided to focus on secondary 4 for the purposes of this PDIG, particularly math 4CST.

We started the project by exploring the components of math learning situations. We decided

that in order to accommodate the different teaching styles and classroom realities of the participants, we would focus on situational problems and add on a hook, learning activities, and “I Can” statements, if applicable.

The teachers divided themselves into three teams and started working on one course per team for math 4CST (MTH 4151-1, MTH 4152-2, MTH 4153-2). They looked at the Definition of Evaluation Domains (DEDs), program documents, and exams in order to brainstorm appropriate and complex situational problems.

After their first resource was completed in their small groups, we met again as a large group to try out the different situational problems and give feedback. The teachers were so happy with their work that they decided to switch courses and repeat the process. This happened a third time so that in the end, a total of 9 situational problems were created for math 4CST; three for each course.

In addition to the creation of materials for the classroom, one of the added benefits of the PDIG was the opportunity for teachers to form a provincial network of math teachers and work together. Although it was sometimes a challenge for each of the smaller groups to find a convenient meeting place, the exchange between teachers was efficient and fruitful.

## **2. Project Goals Describe/show to what degree the goals of the approved project were met. If the goals were only partially met or not met at all, describe the reasons for this.**

As previously mentioned, we decided to focus on math 4CST since the MEES has postponed the implementation of math 5 to 2019. Three teams of teachers and consultants created the following:

MTH 4151-1: 3 situational problems

MTH 4152-1: 3 situational problems

MTH 4153-2: 3 situational problems

These situational problems and accompanying activities (if applicable) can be accessed here: [https://drive.google.com/drive/folders/0Bz\\_jFVj\\_dYHoQ2IDbk1WS21ZNXc?usp=sharing](https://drive.google.com/drive/folders/0Bz_jFVj_dYHoQ2IDbk1WS21ZNXc?usp=sharing)

## **3. Project Outcomes Describe/show the gains that the participating teachers achieved through this project.**

Teachers who participated in this project gained expertise in several ways:

- They received training by qualified pedagogical consultants.
- They collaborated provincially and learned from each other's experiences with respective implementation practices.

- Through working with the program, course DEDs, and other relevant documents, teachers developed a deeper understanding of each course in the program, and can re-invest this learning as they continue to develop open, complex and meaningful learning situations.

**4. Reinvestment: Clearly describe how the resources created and/or the learning achieved by the participants can be of benefit to the educational community at large. If applicable, comment on whether or not this project should be carried out by other teams and if so, how it could be improved.**

The educational community can benefit from the resources created through this PDIG as there are currently not enough math materials or resources to support teachers, especially in adult education. In order to ensure the success of our students and to meet the different realities and needs of our specific centres, the collective participation of teachers from across the province was imperative.

The learning achieved and resources created will be shared in the following ways:

- Teachers will bring this learning back to teachers at their respective centres.
- Depositing of each situational problem and accompanying materials (if applicable) on the DBE implementation website in order to share with all school boards.
- Teachers expressed interest in sharing their experiences at provincial workshops. (AQIFGA and QPAT)

The teachers were extremely satisfied with this project and have applied for a similar PDIG for math 4S next year.