

Project Description:

We had met earlier in the year, on a ped day in order to establish goals, create a Google Classroom and confirm dates. We started our sessions by being led through a series of instructional strategies by Christie Brown, our administrator, who had prior training in this area. The fact that we were put in the shoes of the learner forced us to see firsthand the benefits of the strategies. In the early sessions, we participated in the following strategies for instructional intelligence: Value Line, Four Corners, Concept Attainment, a Placemat Activity, a Think Pair Share activity, the creation of a Mind and Concept Map and Classification Strategies. As a result, all the teachers who were part of the team had an impactful experience with these strategies and quickly bought in to the project.

This initiation into the world of instructional strategies paved the way for our work to come. The synergy amongst the group led to the creation of some amazing work. The first session was all about introducing the team to various instructional strategies, allowing us to become more comfortable with the approaches. A document was provided as well as links to other work in the same field. The team went through the provided information and selected strategies that each teacher would work on. After careful explanation and discussion, teachers either paired up or worked individually in selecting the strategies they would implement in their classrooms in the coming weeks, prior to the following meeting.

-What went well: teachers were able to tailor strategies to suit their individual classrooms, subject matter, or student needs. Through strong collaboration we were able to create a richer end product. It was nice to be able to choose between many different strategies, in an attempt to select one that resonated most with each of our teaching styles.

-What didn't go well: things went very smoothly for the most part. That said, it felt a bit rushed at times. It would have been beneficial to have a longer time frame to organically execute the instructional strategies within our own classrooms. This additional time would allow us to adequately prepare the data to share with the team. Unfortunately, we lost Christie Brown as a team leader as she was placed in another post. Christie was well versed in Barrie Bennett's

Instructional Strategies, and took part in his *More than Monet* course. It proved to be a challenge to pick up where she left off, but did provide for an enriching and cooperative experience.

Synthesis of Journal Entries:

We were able to connect the instructional strategies that we were learning about to the *New Pedagogies for Deep Learning* framework, of which we were already familiar. This enabled us to merge the two together, in an effort to produce a more meaningful learning experience. After the first and second sessions, the teachers were armed with the task of implementing one or two of the strategies in their respective classrooms. They documented their experience and brought back exemplars and feedback to the next meeting.

In the second session, we shared our experiences of the following strategies: Mind Mapping, Placemat Activity, Value Line, Pear Deck, Note-Taking, Think-Pair-Share and Graffiti. We discussed the various pros and cons of each and offered possible extensions and ideas for uses in other classes. At the end of this session, we all chose our next new strategy to try out. Teachers decided to either try out a strategy that another teacher had presented or to select something new.

In the third work session, we once again shared our experiences with each other vis-a-vis the strategies that we tried out in our respective classes, and discussed our impressions of them with the team. We looked at the summary of strategies that had been tried throughout our weeks together and came up with a list of 15 instructional strategies that we liked best. Once that list was created, each person chose 2-3 strategies to work on. In a Google Drive folder, we created subfolders for each of the selected strategies. We then completed a template for each one. These were all designed to be GAFE friendly and easily accessible. Because of this, the templates can be filled out online and extremely user friendly.

In our final session, we took the time to go through our entire Google Folder to review each template to be sure that there was uniformity and clarity in each. We checked the links and made the final tweaks required.

Project Goals:

The goals of the project were definitely met. Each session was filled with a ton of enthusiasm and allowed for some amazing collaboration between colleagues. It is a rare event to have teachers from so many different subject areas working together in a cohesive way on a shared project that is meaningful in all classrooms. The strategies that were explored had great potential to create a better learning climate for students. In the classrooms, the students loved the approaches that were being used. They allowed for more thinking, collaboration and positive interactions amongst the students. Teachers reported feeling more excited to teach, and found themselves using strategies on a whim.

We created an extensive Google Drive Folder and curated all documents inside it, to lead to a more fluid end-user experience. Unfortunately, we did not have the time to translate each document in the folder to French. However, we do have a staff member who has offered to do so on her own time.

Project Outcomes:

Firstly, we feel like better teachers now for having learned about and had the time to try out these strategies. On a work environment level, we are more open to discuss pedagogy and show enthusiasm and excitement around the strategies we are experimenting with. Many of us are actively searching for new strategies to try out and seeking out our colleagues in order to share our findings. The students are responding extremely positively and are more engaged in learning. These strategies are working hand-in-hand with the *6 C's of Deep Learning* that we strive to use everyday in our classes. The teachers involved have had nothing but positive feedback in response to their involvement with this project.

Reinvestment:

The reinvestment opportunities for this project are huge. The strategies that we learned about, used, and created templates for are easy to share with others. We are looking forward to sharing our work/experience with our colleagues in an upcoming staff meeting. One of the biggest benefits of the result of our collaboration is the folder that we created on Google Drive which we will share with them during that meeting. What we have learned and worked on was definitely worth taking the time to bring to fruition.

This project should certainly be carried forward by future teams. Having paved the way with the initial project, these teams can easily piggyback on our work and use it as a starting point for future work. The strategies are easy to use and there are no costs associated with doing this, therefore there is no reason not to, as these practices are of great benefit to all stakeholders in education.

This project can be improved by having a future team compliment what we have already accomplished. There are many other instructional strategies out there and future teams can create the templates for these which they can add to the original folder. Another way that this can be improved is by translating the templates into the French language, so that all teachers in a Quebec school can use them easily in their classrooms. We would be happy to present this to other schools as a way to help them implement these instructional strategies into their teaching. Finally, this experience was an incredibly positive one and while the improvements can continue, we feel that the base of what we accomplished is an incredible tool for teachers to take and make their own, all the while benefiting the learning of the students.

Final Report:

Developing Deep Learning Pedagogical Tools Using GAFE is a very wordy way to say: Developing some really cool teaching resources that all teachers can easily use in their classrooms. We were able to put together a Google Drive folder that we shared with all members of the LCEEQ community. In this folder, we

have housed 15 subfolders which contain Instructional Strategies that can be used in any classroom, by teachers in both elementary and high school. In these subfolders we have created instructions which explain, describe and provide links to templates that teachers can use in their classrooms or online. The instructional strategies work hand in hand with the Deep Learning framework by fostering a more engaging classroom environment and allowing students to be involved with their work in a more meaningful way, all the while leveraging digital.