

Maple Map for Student Success
PDIG Final Report
2019-2020

The Maple Map for Student Success (MMSS) project was carried out successfully considering it was the first initiative, like this one, in our school. We created curriculum maps with the support of the Français Langue Seconde (FLS) and English Language Arts (ELA) Lester B. Pearson school board consultants. In the process, we were also able to acknowledge collectively and discuss openly the inherent challenges in our school. That is, the challenge to educate our students by creating a model that respects the integrity of the child, acknowledges the socio-emotional aspects of their lives, and at the same time, and very importantly, meets the learning criteria as set forth in the Ministère de L'Éducation de L'Enseignement supérieur (MEES) guidelines (i.e., Progression of Learning).

The PDIG team met several times over and above the allocated time. As documented in the journal entries, although all team members were present, not all required release. One of our team members was on progressive retirement; she offered to come in on her days off. In addition, the ESL and FSL Resource teachers on our team also offered to use preparatory (non-instructional) days. In addition, we also requested, and were granted, 1.5 days of release time from the PDC committee.

In all, a total of 35 days were invested to complete the MMSS curriculum maps in FSL and ELA, excluding the remaining budget which was set aside for the last meeting that did not take place due to Covid-19. Without the extra time, the project would not have progressed as far as it did. The team members were wholeheartedly committed to creating cohesive, user-friendly curriculum maps

Upon examination of the MEES guidelines and open discussions at the start of the project with the school board Language consultants, we discovered that ELA and FSL teaching objectives were very similar and could be cross-referenced in the classroom for optimal language learning. For example, nouns, adjectives, and verbs hold the same meaning in both French and English. We decided to design curriculum maps that were not only similar in design (i.e., format and vocabulary), but also relatable. Our understanding was that if teachers created links between the two curriculums, then teachers could help students increase their knowledge in both languages simultaneously.

We met with all the teachers during two staff meetings on Pedagogical days. The first meeting was designed to provide an overview of the project and the progress made thus far, to share the project information displayed in the staff room (please see attached photos), and to encourage teachers to use the MMSS in their classroom. In the second meeting, we separated the teachers into four small groups according to Cycles. We asked teachers to share their experiences in the classroom using the curriculum maps, and to further examine the objectives per grade level as stipulated in the MMSS. Our goal was to provide an opportunity for teachers to share their experiences in the classroom and to review the documents systematically. They provided feedback and revisions were made.

In addition, we also invited the Kindergarten teachers to present the newly developed Kindergarten curriculum map to the staff. The Kindergarten curriculum map was designed and developed with the support of the Lester B. Pearson School Board Kindergarten consultant. The Kindergarten teachers made a separate request to create curriculum maps for Kindergarten at the beginning of the 2019-2020 school year. The PDIG team felt it was important to share this document, so that all teachers could have a general overview of the FSL and ELA program across grade levels. It was then included in the staff room display.

Following the second staff meeting, a meeting was scheduled in late March with the FSL, ELA and Kindergarten consultants to review and include the Kindergarten curriculum map in the MMSS as part of the FSL program. Due to the Covid-19 Pandemic, we were unable to meet.

In order to enumerate any gains made as a result of this project, the PDIG team created a survey (please see attached MMSS Survey), using Google Forms. The survey was distributed to all ELA and FSL teachers, including the Kindergarten teachers. In total, 21 out of the 25 teachers responded. The results clearly reflect the interest and commitment of the teachers towards this project.

Most teachers surveyed believed the project was valuable and would use the MMSS to guide teaching practice. Out of 21 teachers surveyed, two teachers were not satisfied with the project outcomes. A possible explanation could be that both teachers were new to our school this year, and were not present at all times. One of the two teachers was on sick leave, and then returned. The second teacher was offered a replacement post in January, and did not attend the two staff meetings dedicated to this project. Moreover, neither teacher was present the previous school year when the proposal was presented and agreed upon by all participating teachers.

In effect, the PDIG project helped support teachers in identifying the learning objectives according to the MEES progression of learning and created an opportunity for teachers to reflect on their daily teaching practices. It also helped to establish a concrete framework that could be used as a reference on a daily and yearly basis by the teacher.

Now, all teachers wish to continue this initiative next year by creating a student resource grounded in a Deep Learning framework. The 2020-2021 PDIG Project is currently under LCEEQ review. If our proposal is accepted, it would grant the team the opportunity to create a student friendly version of the MMSS. With the support of the teacher, each student would be an active participant in tracking their individual curriculum map. Using a chart format, each objective in the MMSS would be translated into "I Can" statements and organized by grade level. The document would follow the student from year to year tracking his/her learning growth and identifying areas requiring further development.

In conclusion, the resources created in our MMSS PDIG 2019-2020 project will be very useful to our school, and to the educational community at large. It demonstrates the importance of collaboration amongst ELA and FSL teachers in immersion schools with planning and teaching. It substantiates the idea that students, regardless of socio-economic background, can meet learning objectives if teachers are given opportunities to collaborate and think critically about developing resources that are meaningful. In addition, by creating an additional resource (pending PDIG 2020-21 approval), that can build a self-awareness of learning in students individually alongside the teacher, children can develop true ownership of learning on a short and long term basis. A model such as this, can perhaps assist students and teachers in the greater educational community to better serve in the future.