

Park Street Elementary

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LiD teachers team meeting

Fredericton, New Brunswick, Wednesday March 13, 2013



There are three K-2 teachers and six 3-5 teachers participating in the LiD project at Park Street. The team has been using the IERG website as their primary source of information on the LiD project. Two of the teachers on the team have ordered the LiDKit, which they anticipate will help them deal with some of the challenges they've encountered implementing the project. Park Street would like to implement LiD school-wide in the fall and are hoping to have school wide LiD time like University Highlands Elementary does.

When they initially started the project some teachers chose topics from the list and others gave their students a choice of topic, which teachers in the younger grades are now finding is not going to be sustainable long term. They are thinking to re-boot the program when the whole school starts the LiD project, and assign topics to students who initially chose their own. They are hoping to help these students find ways to make connections between the old topic and the new one, so that they can keep the work they've done this year.

The K-2 teachers mentioned that they have found it a significant challenge coming up with ways for non-readers to research their topics. They were concerned that this would take up a greater portion of instructional time due to a higher demand for teacher involvement. We took a look at the Learning in Depth book, which the team had not had access to, and did some brainstorming as a group. We came up with a list of about 15 activities for non-readers. The K-2 teachers said that this made them feel more confident going forward until they receive their LiDKits. Kieran also emailed us some LiD materials, which I have forwarded to Tracy, the LiD team lead.

The French Immersion teachers also pointed out that limited class time for LiD was an issue for them as well. They felt that the need to cover curriculum in both French and English left them with little time to support their students researching their topics. When we met as a team they were thinking about LiD in terms of losing instructional time rather than as a benefit to the learning community, which we will need to look at addressing before the whole school starts LiD in the fall.

As a whole, the team was unsure how the students will show what they've learned. They were wondering about how to have ongoing demonstrations of learning, how to organize and display this. The team is really looking forward to collaborating between grades with students working on the same topic as a way to support their research. The French immersion classes are intending to work together as much as possible to maximize in class time and support.

[Since this report was written, the LiD team has been in contact with the school, and we hope to help address a number of the problems identified here. If you are a school that is trying LiD or planning to do so and are wondering how to manage best, please contact us. We can likely help. Also, if your school can afford it, buy the LiDKit—it is a fantastic resource for mounting the program.]