

“ [Teachers] have organized teams that design projects that are both cross-stream and cross-curricular in nature. ”

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Keith Johnson, Principal, James Fowler High School

Why the school implemented Mastery Learning & Task Design

The school implemented these practices to improve student engagement and, ultimately, academic achievement. As one teacher explains, “Our school is a community of diverse learners and our diploma exam results had been low for quite some time. Then, as part of our school development plan, we introduced the Flexibility Enhancement Initiative which promoted personalization and differentiation. This was a very important step for us because we wanted to increase the number of students interested in advanced placement and arts-centred learning.”

How success is measured

“We saw improvements in student learning both in the examples that were brought into our cross-curricular discussions and in our professional learning community discussions,” says Principal Johnson. The success of the practices is also measured by student feedback, teacher feedback, parent feedback, diploma exam results and the *TELL Them FROM Me* surveys.

What we learned

A number of the school’s teachers responded with questions to be considered as part of future discussions on improvement. They noted that “real learning requires substantial time for mastery.”

Over the last two years, the school has worked with the Galileo Network as a way to have teachers reflect on their growth and practice. Johnson says the practice could be improved by “developing Task Design with more depth and more school-wide participation.”

For more about Mastery Learning & Task Design, contact:

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