

PLC Share Out 2015

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Filled Wednesday, May 06, 2015

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BACKGROUND INFORMATION

In which school is this PLC team based?

École Puntledge Park Elementary

Who is/was in your group? Please provide names of your team members for the purpose of finding peer contacts for future projects. If possible, please include grade or subject each member teaches, separated by commas: (i.e Chris Brown, Gr 8 math, Sue White, LST)

Variable

Response

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Martin Hartig (EFI grade 7), Judith Wright (LFI grade 7)

If possible, please provide a key contact person(s) who would be willing to answer questions about your project in the event that another educator or group wants to pursue a similar inquiry.

Variable

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Martin Hartig

Professional Learning Communities often take up to three years to fully mature and produce consistent results in student learning. The next 2 questions seek to determine where you feel we are on the spectrum of PLC development. Please consider the STAIRS model and following quote, and choose a category below that best describes where your team/school was situated in relation to the definition at the beginning of the year?

"An effective professional learning community has the capacity to promote and sustain the learning of all professional and other staff in the school community with the collective purpose of enhancing pupil learning." (Creating and Sustaining Effective Professional Learning Communities, Louise Stoll et al, 2005, p 181)

working to re-establish what we had previously achieved as a professional learning community (starting on 2nd cycle from last year's inquiry)

Where do you feel your group fit on this continuum at the end of the year. At the end of the year our team was:

a mature/established professional learning community.

Where would you say your team is currently located on the Action Research wheel? (See Action Research model above:

3. Observing/data gathering

INFORMATION ABOUT YOUR PLC INQUIRY

1. Planning: What is/was your Inquiry Question?

How can we increase student engagement in order to improve academic and metacognitive performance?

2. To what student need are/were you responding?

Engagement. As teachers of early adolescents, we felt that we needed to engage the disengaged and motivate the unmotivated through a variety of exploration to address as many learning styles as there are individuals in the class.

3. ACTING: What actions/interventions/strategies did you or will you implement or explore?

To develop community to encourage healthy risk-taking with regards to exploring L2 learning, understanding physical abilities and moving beyond through challenge by choice (Late French Immersion L2 challenges such as public speaking, plays, presentations), weekly Wordly Wednesdays/Mercredi au monde, field studies, mountain biking, caving and camping, Concours d'art oratoire, Learning in Depth, and Strathcona Park Lodge). By creating shared experiences within our classroom community and using those as the material to reflect and extend on learning, we significantly reduce a cultural advantage or disadvantage a student may have. We make meaning through shared experiences by creating connections and inferences and shared experiences to build a common context. This provided authentic learning experiences to maximize connections with the real world and our local community. To develop community to encourage healthy risk-taking with regards to exploring L2 learning, understanding physical abilities and moving beyond through challenge by choice (Late French Immersion L2 challenges such as public speaking, plays, presentations), weekly Wordly Wednesdays/Mercredi au monde, field studies, mountain biking, caving and camping, Concours d'art oratoire, Learning in Depth, and Strathcona Park Lodge). By creating shared experiences within our classroom community and using those as the material to reflect and extend on learning, we significantly reduce a cultural advantage or disadvantage a student may have. We make meaning through shared experiences by creating connections and inferences and shared experiences to build a common context. This provided authentic learning experiences to maximize connections with the real world and our local community.

3a. What resources, materials, links, tools, experts, or research did you use?

Please provide details so others may easily access those same resources in their similar inquiries.

Guiding parameters for reporting, the 2015 BC Project Wild, Deep Bay Marine Research station, BC Salmon Enhancement, Horne Lake Caves, Strathcona Park Lodge, iRide Cycling, Ruth Masters Greenway, Morrison Park, Puntledge River Hatchery, Courtenay Food Bank, Last Child in the Woods by Richard Louv, Shop Class as Soulcraft by Matthew B. Crawford, Learning in Depth by Kieran Egan,

3b. Did you co-create any new tools, assessments, resources or materials?

Learning Snapshots, e-Portfolios, verb mastery top-20, paddle-making (wood working) scope and sequence, outdoor education weekly plan

Variable

Response

i. If so, for what grade level or subject area

All grades, cross-curricular emphasis on physical

are they best suited?

ii. If they are accessible for other educators to use, where are they located?

literacy, environmental and social studies.

Digital form, paper hard copy at Puntledge Park, our brains.

4. OBSERVING: What are/were the results of your inquiry/implementation/project?

Minimal disciplinary interventions required, excitement and anticipation, pride in work, thinking independently, connections to future learning.

5. What types of information/observations/data did you monitor or collect to confirm your intervention is/was working?

Learning Snapshots, anecdotal reflections, conversations and conferencing, successful learning traits, taxonomy of reflection (Peter Pappas)

6. How did your project improve student learning? If you are just starting, in what ways do you anticipate your project will improve student learning?

See #4. In addition, girls moved outside of stereotypical areas and led in mountain biking and wood-working, and boys were allowed to choose their areas of challenge.

7. REFLECTING: What are/were some of the highlights of your PLC journey so far? What worked well?

It is a step in the direction of making choices that reflect the personal values of the student. This will guide the student through their high school years. We held the students accountable for their level of engagement. Professionally, the collegial collaboration led to inventive directions in our inquiry process. Pedagogically, the shift from e-portfolios to the larger focus of engagement elicited richer dialogue. Twice a month is just enough.

8. What are/were some of the challenges? (By sharing this information, we are better able to identify needed resources, guides or solutions)

Classroom resources for outdoor learning (local flora and fauna identification guides, compasses, aps, etc.), first aid kit and training, more local experts,

9. What might be helpful to have/know/do next time in order to improve results or move forward?

Begin with an engagement survey, brain based learning and foundational knowledge, school start-up planning.

10. What are your next steps, moving forward? (i.e. Continue on same project, adapt or expand the project or start on a new focus area/project)

Continue on the same project. Increase communication with parents for purpose of planning and preparation.

Thank you for your time and for sharing your insights, resources and learning with your colleagues and the educational community.

What's next? We will keep you informed as to where the collection of responses may be accessed, ideally by late May or Early June. It was asked that we have the results of this form sorted into a key-word searchable format, which requires working with IT to develop an appropriate platform or platforms. Themes will also be pulled from the data and shared district wide. Thank you.