

PLC Share Out 2015

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Filled Monday, May 11, 2015

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BACKGROUND INFORMATION

In which school is this PLC team based?

Navigate (NIDES)

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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Andrew Ferneyhough, Laura Mann, Roberta Evans, Jenn Forsland, Andy Phillips

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

Response

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Andrew Ferneyhough

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)

a developing professional learning community (nearly achieved all the steps)

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:

4. Reflecting/analyzing findings

INFORMATION ABOUT YOUR PLC INQUIRY

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

How can cultural explorations through the fine arts nurture the universal needs of, belonging, mastery, independence, and generosity?

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

We are looking to develop the social-emotional understanding in our students alongside their academic and creative skills in our shared learning environment.

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

- incorporated the 'Circle of Courage' into our teaching and reporting. - created art-based units of study on broad cultural themes. - each unit of study has culminated in a performance based showcase celebrating student achievement.

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.

Martin Brokenleg's research on the Circle of Courage, Numerous guest artists and performers

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

Class website in D2L, Student self-reflection in Google Forms, Adjusted previous report-card format, Developed class blogs

| Variable | Response |
|--|---|
| i. If so, for what grade level or subject area are they best suited? | K-8 |
| ii. If they are accessible for other educators to use, where are they located? | Weebly websites, Google Docs (available upon request) |

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

We observed a higher level of engagement in both individual and collaborative learning, observed a development of a common language between staff and students providing a stronger cohesion with the learning community.

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

Observations/video/photos of students during their learning and celebrations.

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?

Students took greater ownership of their learning, showed an improved ability to collaborate

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

Our two Festivals of Learning. - The mixture of artwork, music and dance. - The positive feedback received from our parent community. - The increased confidence, success, and enthusiasm that is visible in our students.

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

Time with our students within our blended model. - finding appropriate multi-age resources and activities

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

Continue to block-out weekly meeting time with team members.

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)

We will continue to work on the same project. We would like to continue to learn how to incorporate Dr. Brokenleg's ideas into our practice.

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.