PLC Share Out 2015

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Filled Wednesday, May 06, 2015

BACKGROUND INFORMATION

In which school is this PLC team based?

Queneesh 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
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) | 1	Sue Diewert,Sally Sheehan, Colleen Furtlotte,Colleen Friendship

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.

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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. | Key contact	Sue Diewert

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:

6. Planning next phase

INFORMATION ABOUT YOUR PLC INQUIRY

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

Will focusing on multi-aged social learning,through extra curricular opportunities provide students with a greater sense of school connectedness?

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

Students who might not feel connected to the school demonstrating social/emotional needs.

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

We completed a survey with the students on School Connectness Initially we planned a student mentor group to support younger students during play at recess. This grew to include multi-aged first nations lunch group and later students with special needs.

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 similiar inquiries.

Each member of our team brought forth their experiences and educational resources; Educational Assistance, Early Childhood Educator, Counsellor, Circle of Courage Dr. Martin Borkenleg, www.casel.org/sel

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

We adapted a school connectedness survey. Application form for the Play Mentors, which included a parent permission form and a pledge of confidentiality.

Variable	Response
i. If so, for what grade level or subject area are they best suited?	grade 1 to 7
ii. If they are accessible for other educators to use, where are they located?	(No response)

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

(No response)

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

We used field research, photo documents and follow up anecdotal conversation with student and our PLC team.

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 were interacting with students they met in the PLC group. They have taken leadership in the school. Students and staff are building relationships, the social learning has been transferred to new experiences. These new skills are building confidence which can be seen in day to day classroom experinces.

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

Witnessing new friendships with children who not of interacted with out the support of these experiences. Watching a student gain confidence to explore new challenges and new experiences. Having a diverse team who complemented each others skills. We created a variety of opportunities for connecting with each other and our school community, smudging of drums for our school, mentor students reading with the younger students, creating drums bags, Observing the mentors who are becoming more engaged with other student groups, students who are more connected or engaged with more adults.

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

Time to implement the experiences to support the student Connectedness. Scheduling for all of us as we have different schedule

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

The opportunity to build on last years PLC. It took a little to get started with our topic, but once we defined it we were able to get going.

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)

To continue to build on school Connectedness by providing opportunities for families to connect directly with the school community.

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.