

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?

Valley View 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

Catherine Manson, Gr 6/7; Robert Russell-Atkinson, Grade 6/7; Melanie Zimmer, Grade 5; Eileen Monks, Grade 5/6; Kathleen Daneliuk, Grade 6/7; Suzanne Rea, Grade 6/7

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

Response

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

Catherine Manson

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)

starting the journey to become a professional learning community (have plans to achieve 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 developing 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 a Genius Hour / Inquiry program increase engagement, creativity, and productivity?

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

The need for students to develop their intellectual engagement through activities that have a personal / emotional connection for them.

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

We utilized aspects of Genius Hour and the inquiry cycle keeping the core competencies in mind.

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.

Internet sites: Learn 71, GeniusHour.ca, Kara's Corner, Genius Hour Link, Pro D - Genius Hour through PITA Conference 2014, Wonderopolous; Books: "Drive" by Dan Pink, "The Element" by Sir Ken Robinson, "The Passion-Driven Classroom" by Angela Maiers and Amy Sandvold; "Mindset" by Carol Dweck; Design for Change website; Change makers district collaborative group; "Engaging Readers and Writers with Inquiry" by Jeffrey Wilhelm; "Spirals of Inquiry" by Halbert and Kaser; Caine's Arcade (Youtube Video); "The Most Magnificent Thing" by Ashley Spires; BC Draft Core Competency Document;

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

Yes

Variable	Response
i. If so, for what grade level or subject area are they best suited?	Intermediate
ii. If they are accessible for other educators to use, where are they located?	Available upon request (ask Catherine)

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

We found that by providing student choice, engagement improved. Dependent on the subject area their personal and social responsibility increased. Students remain more on task. Develop the skills to ask doable inquiry questions.

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

Baseline survey, on-going observations, journals-student reflections, student presentation of findings, classroom discussions, peer feedback

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?

Help to develop critical thinking, problem solving, building deep-thinking questions, research skills, note-taking skills, paraphrasing, citing sources, oral presentation skills, self-assessment skills, synthesizing their thinking

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

Collaboration with colleagues, individual students who were inspired by their topics and wanting to take it beyond..

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

Time - there is so much to teach up-front that achieving the final results are difficult (the process is more important than the final product); Lack of access to technology;

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

More access to technology; Before introducing inquiry, basic skills in research, note-taking, paraphrasing and synthesizing need to be taught.

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)

Adapting the project to better integrate the core competencies while helping to develop students' diverse abilities and address their learning needs.

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.