

# PLC Share Out 2015

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<http://fluidsurveys.com/account/surveys/810009/responses/export//surveys/sd71/plc-share-out-2015/b15ec416d886ecf79a1c9c00453900599cce806d/>

*Filled Wednesday, May 06, 2015*

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## BACKGROUND INFORMATION

### In which school is this PLC team based?

Brooklyn 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	Pam Merritt, grade 3/4, Sue Lidster, grade 6, Maureen Wagner StrongStart

**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	Sue Lidster

**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:**

2. Acting/Implementing

## **INFORMATION ABOUT YOUR PLC INQUIRY**

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

How can we reclaim Brooklyn School property with the intention of co-creating an outdoor learning and play space for the students of Brooklyn Elementary? What resources and materials can we create to support and encourage student learning in the great outdoors?

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

For students to re-connect with nature and to have the opportunity to learn, explore and feel alive in natural surroundings. To connect their academic learning with hands on, authentic experiences.

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

Survey to students and StrongStart families. Requested and received, from the school district, a land survey DL 156 to establish school boundaries. Created a class set (30 + 2 leader) nature backpacks which holds a variety materials for quick, grab and go cross curricular learning in nature. We are in the process of compiling a resource binder of cross curricular activities and resources.

#### 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.

Current cutting edge experts on outdoor learning - Last Child in the Woods, newspaper articles on nature kindergarten, ethnobotany, Project Wild, Wilderness Awareness school -USA, involved Ian Heslgrave to arrange land survey, University of Alberta - outdoor education, University of Victoria - environmental pedagogy,

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

resource binder, nature backpacks,

Variable	Response
i. If so, for what grade level or subject area are they best suited?	available to ages ranging from birth - death (StrongStart - grade 7 in Brooklyn will use it)
ii. If they are accessible for other educators to use, where are they located?	in the nature cupboard in the multi-purpose room - binder shall not be removed from school but all are welcome to come and photocopy here

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

Beginning to use the nature backpacks and share information with the parents and other schools. Continuing to work on marking the established school property to be used for a learning/play space.

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

work in progress

**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?**

Beginning to implement - we anticipate the children to thrive in their outdoor classroom

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

Sharing our idea with another school and they generously donated backpacks to us. Highlight, to finally receive the results of updated land survey so we can move forward and received funding from school PAC to purchase materials for the backpack.

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

bureaucracy

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

Clearly knowing our limitations of what could be used and created in the outdoor space that would be within SD#71 risk management protocol.

**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 work on the physical outdoor space. Design and create with students, staff and whole 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.