

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?

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	Barb McInnes, EA, Amy Graham, Student Teacher, Muriel Youngman, EA, Jaki Braidwood, Gr. 3/4, Brenda Bombini, EA, Judy Elves, Gr. 1, Tonya Lowe, EA, Heather Perich, Gr. 1/2, Val Harnden, EA, Jan Smith, Gr. 7, Christine VanderRee, VP and Gr. 5/6

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	Christine VanderRee

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:

3. Observing/data gathering

INFORMATION ABOUT YOUR PLC INQUIRY

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

If we develop and nurture compassion, will connectedness in our school community strengthen?

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

Perceived self-absorption and disconnection of our students, lack of awareness and sensitivity to needs of others

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

Modeling how we value compassion including involvement in EDAS, Christmas Food Hampers and Valentine's Food Drive, 2 by 10 Strategy, Heart Mind Challenge, District Compassion Lessons, Design For Change, Successful Learner Traits, teachable moments

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.

Heart Mind Challenge, including lessons from Compassionate and Kind, 2 by 10 - focus on one student for 2 minutes a day for 10 days to connect about non-school related things, document it (colleague support essential); EDAS - transformation of thinking, 'Before I used to think/feel, now I think/feel' challenging of assumptions, assisted with creation bags, collection of donations - donation of time and energy to make a difference, without expectation anything comes back to you; Change Makers Event - Design for Change resources, Compassion Lessons - Doug David and Debbie Nelson; Respond creatively (popsicle stick challenge, artistic responses) to show understanding of kindness and compassion; Social and personal responsibility performance standards rubrics and competency profile

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

Response sheets, kindness interviews, Used to think/Now I think, Collection of books (picture books and novels) and videos, Visual Prompts Cards

Variable	Response
i. If so, for what grade level or subject area are they best suited?	Gr. 1 to 7
ii. If they are accessible for other educators to use, where are they located?	Feel free to contact us.

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

Overall improved self-awareness, use of language that shows understanding, formal data has not been collected

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

Each group member monitored 3 students as a case study through this process with pre and post kindness interviews

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?

Increased some children's capacity for understanding, encouraged inquiry in our students, strengthened adult connections with a broader community for the children we were completing case studies on

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

We experienced school wide compassion towards a small child during a school assembly; Pride and satisfaction in students with their involvement in our projects; Highlighted the need to connect with struggling kids beyond our educator roles; Connecting first - seeing behaviour as a form of communication; grateful for the teacher and EA mix in our group which has helped us to broaden our perspective and impact in our work; Less isolation, more brainstorming and support for struggling children

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

Time in the school day to connect with kids in the way we want; Early intervention and communication among staff has been effective but less so with our older students; Building and piecing together of resources and assessment; resistance on the part of some of students (including those we are not directly working with)

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

We are more effective when sharing specific information to help our children

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)

Completing our interviews and analyzing our data; compiling our resources; identify students of concern we have not been able to connect with (go broader into our community); link with our counselor; open up student support to our whole staff in September perhaps in pods

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.