

PLC Share Out 2015

<http://fluidsurveys.com/account/surveys/810009/responses/export//surveys/sd71/plc-share-out-2015/1b351cd114612f90de67eac6930dbdb4f0b41df9/>

Filled Thursday, May 07, 2015

Page 1

BACKGROUND INFORMATION

In which school is this PLC team based?

Miracle Beach 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

Jan Maund, Gr. K, Shawna Lyle, Gr. 1/2, Elizabeth Sullivan, EA, Jill Clayton, Gr. 3

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

Shawna Lyle,
Jill Clayton

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?

Will the use of varied self-regulation strategies, including the Mind-up program, improve student focus and therefore, achievement?

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

lack of self-awareness about how one learns/ creating students who are more metacognitive about their own learning needs

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

(No response)

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.

"Mind-up curriculum: Brain-focused strategies for learning - and living," Whole-body listening (zones of regulation), LST support and teaching of some strategies, Lazy 8 breathing, Action Schools BC - Body breaks, picture books as lesson prompts, yoga pose cards and calming scripts,

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? | Grade 3 - observation recording sheets, student response to activities (pre and post activities) |
| 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?

Children can use vocabulary to express what is going on in their minds and bodies; children can select simple strategies to calm and refocus; children can participate in strategies/activities to calm and refocus

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

pre and post interview type questions and anecdotal records

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?

we anticipate that teaching these mindful strategies that students will be better able to identify situations when they are more distractible and less focused.

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

All classes (Grs: K, 1/2, 3) were able to focus and participate in a variety of breathing activities, with "lazy 8" breathing being the most frequently used

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

some recommended picture books from Mind-up program, yoga kits, personally purchased by teachers so they could have their own resources if they had to move to new schools

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

establish common language with students

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)

continue on same project, determine most effective pre/post strategies for primary students

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.