

# PLC Share Out 2015

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<http://fluidsurveys.com/account/surveys/810009/responses/export//surveys/sd71/plc-share-out-2015/79eec5bbd5bc89df4259a2bb52fde58e711ba278/>

*Filled Wednesday, May 13, 2015*

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## BACKGROUND INFORMATION

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

Navigate (NIDES)

**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

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Kevin Corman,  
Linda Howey,  
Alison Burns

**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

all of us

**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 developing professional learning community.

**Where would you say your team is currently located on the Action Research wheel? (See Action Research model above:**

4. Reflecting/analyzing findings

## **INFORMATION ABOUT YOUR PLC INQUIRY**

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

How will sharing resiliency (social emotional learning resources) impact student learning in DL and face to face?

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

We were responding to the need to self regulate (calm) in order to be able to learn.

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

We implemented a weekly Go Zen (online self regulation/anxiety program) lesson and mindfulness activities from the Mind Up Program.

### 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.

Go Zen online program, Mind-Up, Alert program activities, meditation music, props and puppets

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

We are designing a "Calm Kit" of worry reducing items for each student to use to take home upon conclusion of the program.

Variable	Response
i. If so, for what grade level or subject area are they best suited?	Grade 4-7
ii. If they are accessible for other educators to use, where are they located?	Must be purchased by the school as a licence. Mind-up is a levelled program that can be purchased.

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

We saw that students are receptive to the program and activities. They seem to be retaining the concepts and the language.

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

Completed some worksheets generated from the Go Zen licence and made observations from student participation in discussions.

### 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 are optimistic that students will access the skills they have learned here to manage situations at home and school (tests and projects) that provoke feelings of anxiety.

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

Conversations and class discussions and activities. We complete a "mindful walking" activity where we observed students fully engaged and focused demonstrating the ability to focus on the task at hand.

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

It is difficult to measure the outcome of this PLC because we are looking at building skills for them going into the future.

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

Because we are a home based program it may be a good idea to include parents (meeting/survey) to see if any of the skills are transferring to their home based learning.

**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)**

It would be valuable to have more licenses and include more classes in our school in the program.

**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.