

PLC Share Out 2015

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Filled Wednesday, May 20, 2015

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BACKGROUND INFORMATION

In which school is this PLC team based?

Arden 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	Gail Martindale (Aboriginal Curriculum support teacher), Lynn Swift (Ab Ed . curriculum support teacher), Colleen Devlin (primary teacher - Arden School); often joined by Doug David - district durriculum support teacher

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	Colleen Devlin

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 mature/established professional learning community (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 mature/established 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?

1. through the use of Aboriginal resources can we help teachers embed Aboriginal perspectives and knowledge in all parts of the new curriculum in a meaningful and authentic way? (separate question after an amazing journey to witness an Indian Residential School being decommissioned)
FOR STUDENTS -How can we what we learn about residential schools help us be more compassionate in our daily lives?

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

for teachers to more fully engage the students in learning aboriginal ways of knowing and demonstrating the first peoples principles of learning

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

created curriculum based on quality aboriginal picture books, developed a framework for students to develop inquiry projects through the lens of demonstrating compassion to others ; this inquiry project became a Network of Inquiry and Innovation project through the Aboriginal Enhancement Schools Network

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.

Strong Nations Readers, Issues 21 books (child poverty and children's rights issues) Truth and Reconciliation Commission website; CBC's 8th Fire; SFUs website series on Indian Residential School survivors; BC Curriculum - new core competencies

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

1. lesson plans for aboriginal books 2. inquiry projects around caring and compassion

Variable	Response
i. If so, for what grade level or subject area are they best suited?	1. early primary - integrated topics 2. IRS inquiry - upper intermediate / high school
ii. If they are accessible for other educators to use, where are they located?	Teach BC website; with our aboriginal support teachers, and in five elementary schools

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

materials and resources at the Ab Ed centre, training for ASWs; a unit plan on IRS

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

journalling, self reflection, pre and post teaching assessment with the primary students

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 reading and literacy rates with new local cultural reading resources; we addressed a number of our aboriginal enhancement agreement goals in terms of student success and sense of belonging and increased understanding of First Nations, Inuit and Metis culture for all students

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

a team that has really evolved over the years; new materials for the LRC. Ab Ed centre and 5 elementary schools; we also got to travel as a group to witness the decommissioning of Alert Bay Indian Residential School; working with such a team; attending the Network of Inquiry and Innovation Conference in Vancouver

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

since we were from different sites it was sometimes hard to gather - these district resource people were in demand to help support other PLCs; we only just got some of the resource to share out to the elementary schools so some ASWs haven't had much time to use them

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

more time with actual resources; more class time in other schools to share the lesson plans and materials for greater impact

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)

I am sure we will expand / adapt the project - we have worked as a core group on AESN projects for a number of years

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.