

PLC Share Out 2015

<http://fluidsurveys.com/account/surveys/810009/responses/export//surveys/sd71/plc-share-out-2015/bdbcafce883ba33eb18bf4933d2b35528485f706/>

Filled Wednesday, May 06, 2015

Page 1

BACKGROUND INFORMATION

In which school is this PLC team based?

Cumberland Junior

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

Darci Gilmore, Wendy DeCandole, Jim Curtin, Craig Meuser, Derrick Nelson

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

Wendy DeCandole

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?

In what ways does mindfulness/self-awareness (talking circles, check-in, mindfulness exercises, bucket filling, deep breathing, reading "The Book of Awesome", awesome journals) impact the levels of empathy and social responsibility in our students?

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

Need of increased empathy between students and others as well as and more considerate behaviour.

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

Talking circles, check-in, mindfulness exercises, bucket filling, deep breathing, reading "The Book of Awesome", awesome journals, stories relating to social and emotional learning. The group also did a lot of collaborative planning, peer intergration, multi-grade groupings, and reflection.

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.

"Book of Awesome", "MindUp", Toronto Empathy Quotient Survey, Spotlight on Social Skills, Traits of Successful Learners (SD 71) and related story books, Pranayama Breathing, Materials from Anxiety BC, Educate the Heart, "Acts of Kindness",

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

Yes, they were all related to the tools and materials listed above and our individual classroom needs.

Variable	Response
i. If so, for what grade level or subject area are they best suited?	All grade levels and all subjects.
ii. If they are accessible for other educators to use, where are they located?	Yes, they will be posted on the teachers drive at Cumberland Community School.

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

Varying degrees of success in developing empathy, and social/ emotional awareness depending the the classes and grade levels.

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

Journal writing, discussion, anecdotal records, surveys, before and after questionnaire, social resposibilty rubric

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 self-awareness, less conflict leading to more success in groups. Hopefully some of these tools and techniques will be used later in life when needed.

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

Successful collaboration with colleagues, hearing success and dissapointments, hearing students share from the heart and seeing some of the skills develop in our students

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

Generally speaking, our group was fairly happy with the concept (time and structure). It was a great opportunity to work with other colleagues with similar interests. The work itself was really challenging but we are glad to have had the time to produce and implement the ideas.

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

Perhaps consult an "expert" to come visit, virtual or be physically visit, for assessment and ideas for the program. Also training towards learning and implementing some of the techniques, strategies.

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)

Moving forward, we all want to continue working on the same project. There were many successes that we hope to take further next year.

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.