

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?

Mark R. Isfeld Secondary

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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Louis gravel French immersion, Hugo Desnoyers French immersion, Pascal Lagrandeur French Immersion

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

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Hugo Desnoyers

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)

working to re-establish what we had previously achieved as a professional learning community (starting on 2nd cycle from last year's inquiry)

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:

starting the journey to becoming a 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?

Is the French language alive and vibrant on a daily basis in our school and is bilinguism present in our environment ?

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

Our students need not only to learn a second language but live it. They need to have meaningful cultural experiences and a way to connect with the French culture.

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

Research was done to find new audio visual tool in order to enhance acquisition of the student language. We proposed a trip with family stay in Quebec city during the carnival. We organized a traditionnel french canadian Christmas diner before Christmas. We organized a day of la Francophonie involving most of the Students in French Immersion.

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. internet, brain storming among each other, literature on Second language learning show that the student motivation to learn a second language is increased when they are immersed.

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

criteria sheet for the project on la journee de la francophonie

Variable	Response
i. If so, for what grade level or subject area are they best suited?	Sciences Humaines 8
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?

We observed a collaboration between junior and senior grades.

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

Feedback from students, teachers administrators parents.

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?

It will improve their desire to pursue their learning in French.

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

Culture celebration activities, Having French sign made to display the presence of French Immersion around the school.

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

The fact that our PLC team was only composed of 3 peoples. It would benefit our PLC to have more input from more people. Lack of French ressources.

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

More knowledge of what is happening in other French Immersion school.

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 next year to expand the project by evaluating what worked and what didn't. Adding new activities.

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.