

Appendix A-2

Professional Learning Cycle – Notes Organizer

Plan

In the first phase of the cycle, PLAN, a learning team examines data and evidence that they think will point to an area of student learning need.

Once a need is highlighted, the team determines the learning that is important for them as educators, in order to plan instruction that addresses the needs of their students.

The team decides what evidence will be analysed at the end of the cycle to indicate the extent to which the student need has been addressed.

Act

In ACT, the second phase of the professional learning cycle, members of the learning team implement the strategies and actions that they planned in the first part of the cycle.

During this early implementation phase, seeking student feedback and assessing for learning are continuous so that instruction can be adjusted according to the emerging needs of students.

Learning team members continue to learn in their selected areas through means established in the PLAN phase – such as observing colleagues, co-teaching, engaging in a book study and/or through practice and reflection.

BUILDING CAPACITY – LEADERSHIP - FACILITATION

The professional learning cycle is all about building capacity – that is, it is a way to foster the ongoing professional growth of educators in classrooms, schools and boards to help students engage in school and achieve success.

The catalyst for such professional growth is leadership, informal and informal, also at all levels of the system. Leaders provide the conditions that support learning - for educators and for students and participate in the learning with the team.

One of those conditions – and a very important one, is knowledgeable and skilled learning team facilitators. A learning team facilitator guides and focuses the work of the team.

Reflect

Although reflection is part of each phase of the cycle, it is in the REFLECT phase, at or near the end of a unit, that the team comes together to determine if what was initiated in the PLAN phase, has worked –

Have educators learned what was necessary to begin to address the needs of their learners? Have the student needs been met?

In the REFLECT phase, to address these questions, team members share and discuss student assessment results, reflect on their own learning and instructional practice and determine next steps.

Observe

The OBSERVE phase, occurs in mid-unit or mid-implementation and focuses on monitoring student learning and sharing instructional practice.

The learning team takes a good look at evidence of student learning - including student work and student feedback - to see if students are on track or if an alternate approach is required to help them achieve or be more fully engaged. Educators share their practice in a variety of ways – including analysis of each other's plans and strategies to find solutions to current issues - or simply to share alternative approaches.