 **Re-imagined** **PLCs at Sun West FAQs**

**General Questions**

1. **What is the initial focus for the PLCs?**

The focus for the initial PLC work will involve preparing for supplemental learning packages for Pre-K-9 and 10-12. The model for PreK-9 can look similar and the 10-12 can largely focus on DLC based open access courses and supports for division directed work. These packages should include both online and offline or a combination of online/paper-based supplemental resources.

1. **What is the Pre-K – 9 Model?**

Grade alike PLC groupings will gather with a focus on first, developing supplemental learning packages for each of the remaining weeks of this school year. The focus of these learning packages will be on foundational outcomes for reading, writing and math with an additional project or real world creative project. The packages can focus on the 6 elements listed in the Learn at Home hub that parents have already had access to:

1. Read
2. Write
3. Math
4. Move Your Body
5. Get Creative
6. Science/Social/Passions – Cross curricular
7. **What is the 10-12 Model?**

The 10-12 focused PLC is based on subject alike groupings on core subject areas. This model will focus on staff currently teaching core subjects working in a PLC to support students who are continuing their work. These PLCs would have a facilitator and a DLC Mentor. The initial focus will be on preparing to deliver online or open access course content to students wishing to continue working towards credit attainment.

1. **What are the PLC grouping for the initial PLCs?**

Initial Supplementary Learning Package PLC Groupings

Work to begin the week of April 20th.

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| **K-9 PLCs** |
| Kindergarten |
| Grades 1-3 |
| Grades 4-6 |
| Middle Years 7-9 |
| **10-12 PLCs** |
| Senior ELA |
| Senior Math |
| Senior Sciences |
| Senior Social Studies |

1. **What is the role of the PLC once the supplemental packages are developed?**
* To develop a support network for teachers while working away from the school building
* To develop the resources needed for when students return to school and may have gaps in their knowledge
* To look to the future to help address work-life balance
* To be proactive in planning for the fall should online learning be continued
1. **What are the required assessment expectations for the supplemental learning packages?**

Please refer to the Supplemental Learning Assessment Quick Reference Guide found in your Resource Bank Group folders.

1. **How many hours of supplemental work are we expected to develop for each week?**

There is no specific number of supplemental learning hours required. The RPT gave all school divisions flexibility is determining this. Sun West has provided an exemplar (found in your Resource Bank Group) to help guide the development of the packages.

Supplemental learning should focus on foundational outcomes, and be developed for online, paper-based and a combination thereof as well allow for flexibility for both the teachers and students/families.

1. **Can the supplemental learning packages be modified/personalized by each teacher?**

Yes, the goal is to develop supplemental learning packages focused on foundational outcomes that any teacher in Sun West or Saskatchewan could use or modify for use with their students/families. The idea is to support teachers in the gathering and organizing of supplemental learning packages to provide students a continued focus on foundational outcomes and work on some cross curricular projects related to other grade appropriate outcomes.

1. **What does supplemental learning package look like for 10-12 Core subjects?**

These packages will be determined by the PLC members themselves. This could include sharing units/projects/lessons that members have currently developed or accessing open access material from the DLC. Members may choose to chunk courses into smaller outcome or content units and provide personalized packages to students.

1. **What does Phase 2 of the PLCs look like?**

Additional PLCs will be created to focus on the development of content or resources based on division directed topics of need to benefit staff in future years.

1. To develop a support network for teachers while working away from the school building
2. To develop the resources needed for when students return to school and may have gaps in their knowledge
3. To look to the future to help address work-life balance
4. To be proactive in planning for the fall should online learning be continued

These PLCs will be developed shortly after the Supplemental Learning Package PLCs are under way.

**PLC Membership Questions**

1. **Can people change join the PLC Groups at a later date?**

Yes, the initial registration intake was designed to support teachers who are ready to work together now or need support now. The registration was voluntary. Teachers may join in once they are ready or see what is being developed by the PLCs.

Once Phase 2 of the PLCs are launched people may choose to join additional PLCs or stay with their original group.

1. **What if I do not have as much time as another PLC member to contribute?**

PLC member availability will ebb and flow based on their current teaching load. It is important to determine norms regarding this so that all members feel like they have the flexibility they need to achieve all of their roles and responsibilities within and outside of the PLCs. This is about working in Team and supporting each other. We know that things are changing at a rapid pace and relationships and support are key to ensuring everyone stays well.

1. **We have a large group and more than one leader. How does this work?**

The intent is to have larger groups with multiple facilitators and support people. This will allow for solid communication regarding alignment of foundational outcomes being covered (e.g. Number sense outcomes being the focus for all grades during one week of supplemental learning). This also allows for multiage considerations to be incorporated. Once goals are set, divide and conquer!

1. **What time commitment is needed for PLCs?**

Each member will determine this based on the number of students they have continuing with supplemental learning. We are in this together and the more of us we have working together the better it will be for all.

**Resources and Supports Questions**

1. **How we do we make sure our foundational outcomes focus for supplemental learning activities is not duplicating work that has already been done?**

Before you start working, check the Resource Bank for resources. PLC facilitators can discuss the foundational outcomes with other PLC facilitators before starting the work. If additional resources are required, ask the PeBL Mentors & librarians for support.

1. **Can we involve other staff that are not in our PLC, but may have some interest or expertise on our topic?**

Absolutely. We encourage networking. However, please let them know they are not required to join the PLC to provide ideas and resources.

1. **What other supports will we have in the PLCs?**
* Each PLC will have a Division lead (Superintendent or Consultant) for any guidance or questions the PLC may have.
* Each PLC will have a Librarian and Resource Bank support person helping with resource gathering and technical support.
* Learning Consultants, Student Support Consultants, Tech Coaches, PeBL Mentors and Student Support Services may be contacted for questions and support when required.
1. **What if the PLC wishes to purchase resources?**

PLC members are asked to approach their school administrator or librarian to discuss purchasing options.