

SCHOOLS ON THE MAP

A three part activity used to create a visual representation of progress made, needs, up to date status, data collection, planning and decision-making.

Preparation:

- Display a large, coloured map of the province on the wall.

Materials:

Part 1:

- Coloured head pins
- Sticky notes
- Pens

Part 2:

- Action mapping slideshow: Fast design for powerful eLearning - Be an eLearning action hero!
- Poster Charts
- Marker pens

Part 3:

- Poster chart
- Marker pens

Procedure:

Part 1: 30 minutes

1. Ask participants to locate their board's PLC/Data Team schools by pinpointing them on a map of Québec.
2. Ask participants to attach a sticky note to the pin on which is recorded: the name of the school, its demographics, the nature of the PLC/Data Team, who is involved (number of teachers, cycle etc.), the type of support provided by the board, and the level of development of each team (even if the level of development is unknown)
3. Ask participants to share the results of their mapping exercise: If you were to visit these schools what evidence would show that there were PLC/Data Teams? What would be the evidence of implementation?

Part 2: 1h 30

1. Show participants the Action Mapping slideshow to redirect the focus onto: What do we need to do to reach our goals? Explain that the slideshow portrays a simplified version of the theory of change model.
2. Randomly divide participants into three teams and ask each team is to identify a timekeeper, a recorder and a focus monitor.
3. Explain to participants that the activity takes place over three rounds:
 - Round 1: Ask each group to write down the target goal of one PLC/Data Team per school on a poster chart, brainstorm the key actions needed to target the goal, and record them around the goal on a poster chart.
 - Round 2: Randomly assign one person from each group to change to a new group. Ask the newly formed groups to take each key action and break it down into its smaller action components to show how it will be accomplished. Tell groups to write at least two actions for each key action.
 - Round 3: Move a different person per group to a new group. Tell the participants that their next task is to clean up and consolidate the actions into two or three main concepts.
4. Display the final charts for discussion.
5. Ask participants to link the key concepts to the literature read.

Part 3: 30 minutes

1. Ask each participant to identify a Principal and describe their level of investment in their PLC/Data Team. Ask participants to determine what help need the Principal needs to help the PLC/Data Team move forward. Write this on a poster chart.
2. Ask participants to describe this help as either 'loud' or 'discrete'.
3. Ask participants share and discuss the results.

Resources:

http://blog.cathy-moore.com/wp-content/action_mapping.pdf