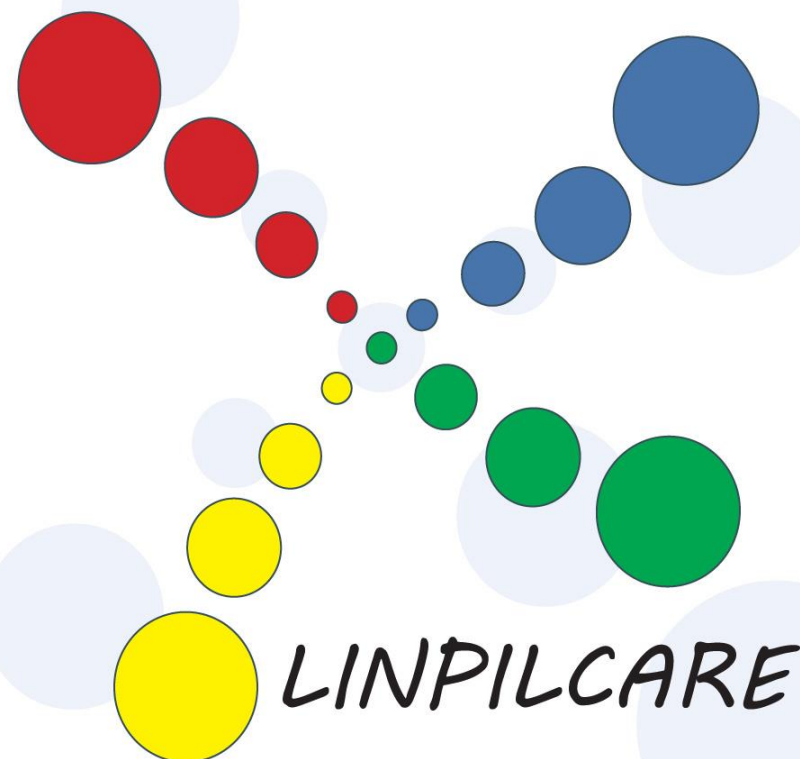


# Second International Linpilcare Conference

Ljubljana, Slovenia  
24<sup>th</sup>-26<sup>th</sup> August 2017



# OUR PROFESSIONAL LEARNING COMMUNITY

**Tjaša Prudič**

Primary school Jožeta Krajca Rakek, Slovenia

*LINPILCARE*



# PROFESSIONAL LEARNING COMMUNITY

- 8 teachers (1/4 of all the teachers):
  - sports teacher
  - chemistry teacher
  - German teacher
  - English teacher
  - two low-levels of primary school teachers
  - special educational teacher
  - school counsellor
- supported by headmaster
- trustee from National Education Institute Mrs Brigita Rupar



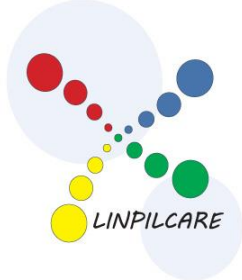


# AN OPERATION PLAN: DEVELOPMENT PRIORITY

How, and with which teaching strategies, can we lead our students to achieve a higher level of reading understanding.

## **LEVELS OF READING COMPREHENSION, Sonja Pečjak, Slovenian author**

- |                  |  |
|------------------|--|
| <b>1st level</b> | reader understand the words and reproduce the data from the text   |
| <b>2nd level</b> | reader understand the main idea of the text, the relations between different parts of the text, interpretation of what was read  |
| <b>3rd level</b> | reader is able to use the knowledge that he or she gained through reading a text in new situation, critically evaluate it, analyse the suppositions and assumptions which were not explicitly quoted by the author |



# PROFESSIONAL LEARNING COMMUNITY in the 1<sup>st</sup> year of project

- prepared operation plan
- searched for strategies within our subjects
- attending workshops organised by National Education Institute (learned about action planning and moderating skills)
- revised and trained skills how to formed questions to provide all three levels of reading comprehension
- gave each other advise on how to improve this skills
- set indicators to show improvement and evaluate it



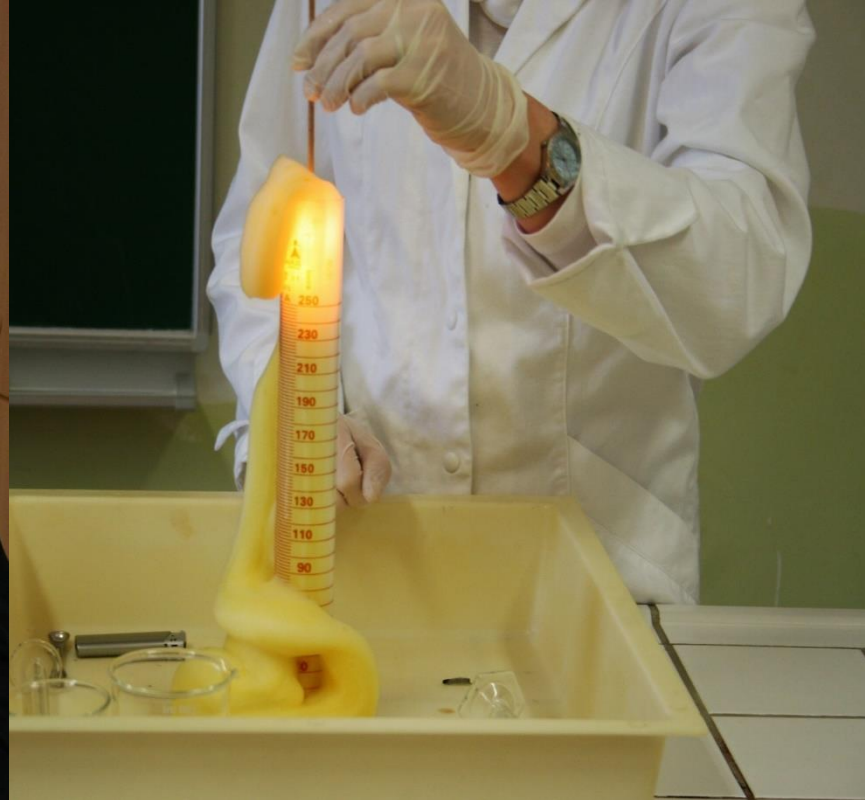
# PROFESSIONAL LEARNING COMMUNITY in the 2<sup>nd</sup> year of project

- continued to learn one from another
- presented and spreaded our work among teachers of our school
- three teachers organised workshops where we had to experience how they encourage all levels of reading comprehension
- presented our work to other teachers of our school on a panel board in the staff room and through a presentation of the project at the teachers' conference





**„EXPERIENCE“ WORKSHOPS**





# The members of the PLC about working on the project LINPILCARE

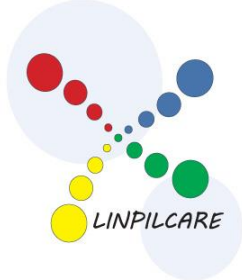
- *I encountered new knowledge which I had not thought much about before the project.*
- All this contributed to me being more satisfied with my way of teaching, because it proved a great benefit to the knowledge, success and active participation of the pupils.
- *I made some learning materials which I will further develop.*
- The atmosphere in the group was nice and relaxed, very calming and it always filled me with new energy.
- *As a member of the professional learning society I was really happy to see into the work of my colleagues, teachers of various subjects (sports, chemistry, special learning skills, ethics, languages). I will be able to use some of their didactical approaches in my teaching practice.*





# The members of the PLC about working on the project LINPILCARE

- *I made myself change some things with the work with pupils, which I was a bit sceptical about before the project started.*
- Motivation for further good work and developing pupils' abilities even better.
- *I realised that I am able to and can teach in a different way.*
- Professional learning society, in which I was able to cooperate even before this project, is a group, where we trust each other and dare to show our fears and say our opinions, so to be critical friends to each other. I am happy and grateful for these experiences and all the help of my colleagues at times when I was facing a dead end.



# WHAT DID OUR PLC DO IN TWO YEARS

- established a learning society, an effective professional learning community
- students exhibited higher levels of reading comprehension
- members of the professional learning community developed and tested good working strategies
- issued a collection of exercises which encourage and test different levels of reading comprehension
- formed stronger bonds, respected each other`s work more