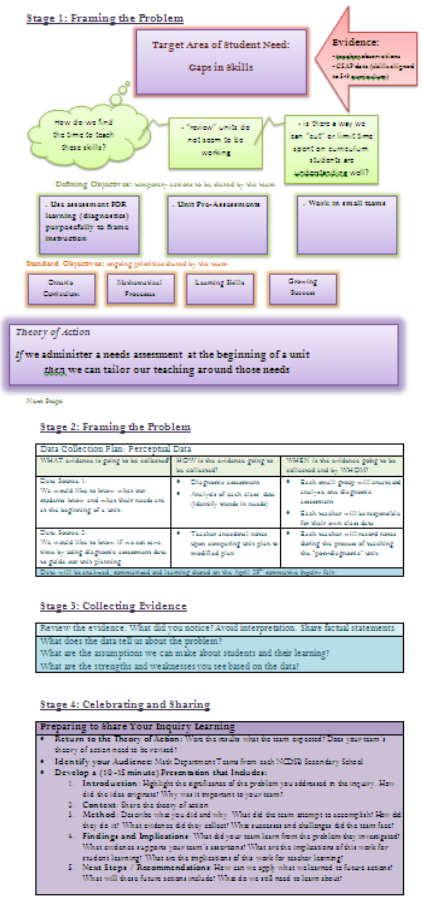
Secondary Mathematics Department PCLCs:
Exploring Collaborative Inquiry

Beth Hulan and Jeff Martin
(Niagara Catholic District School Board)



How do we change the culture of traditional professional development models in secondary school mathematics?

Overview:

"The only way [teachers] are going to practice differently is if they understand differently."[1] After three years of exploring cross-panel (7-10) relationships, we made the decision to decentralize and focus on developing PCLCs within each of our secondary mathematics departments.

Using MISA's *Collaborative Inquiry Facilitator's Guide* to establish a framework, each secondary mathematics department formed a PCLC and engaged in the inquiry process by: (1) targeting an area of student need, (2) outlining defining objectives, (3) developing a theory of action, (4) creating a data collection plan, (5) collecting and reviewing evidence and (6) sharing their learning.

What did we learn?

All eight secondary mathematics PCLCs completed their inquiries and are eager to continue their work.

This presentation will highlight learning from the inquiry completed at Lakeshore Catholic Secondary School as well as key learning from other sites and the overall project.

Beth Hulan (elizabeth.hulan@ncdsb.com) **Jeff Martin** (jeffery.martin@ncdsb.com)

1 Katz, S. (2013, October) Leaders in Educational Thought: Special Mathematics Edition: What Counts as Professional Learning? Retrieved from http://www.curriculum.org/k-12/en/videos/what-counts-as-professional-learning (2013).