



NACIONALINĖ
ŠVIETIMO
AGENTŪRA



Kuriame
Lietuvos ateitį
2014–2020 metų
Europos Sąjungos
fondų investicijų
veiklos programa

Finansuojama Europos socialinio fondo lėšomis

Topic 4 Webinar 5

Creating a school wide Professional Development programme to support the implementation of the curriculum.

Jane English & Jane Doughty

Topic 4 Webinar 5

5th January 2022

Learning Outcomes

1. To consider types of Professional Development
2. To reflect on approaches to professional development that have impact
3. To consider developing or broadening professional learning communities in Lithuania

Implementing the curriculum reform

We have talked about

Content

Curriculum mapping

Timetabling

Planning

Monitoring and evaluating

BUT --- Key contributor to Success

Professional Development for school staff

Clarifying the Terminology

Professional Development

Continued Professional Development (CPD)

Learning Communities

Professional Learning Communities

Professional Learning Networks

Professional Development

Responsibility of the Principal

Often viewed as going on courses

The impact is not always as good as it should be

Reluctance to use inhouse expertise

Reluctance to use different styles of Professional Development

Professional Development is crucial to the success of the reform

Essentials for Professional Development

Motivation

- What shapes teachers' motivation to engage in CPL?

Access

- How accessible is CPL for teachers?

Provision

- How and by whom is CPL provided?

Content

How are CPL contents selected and developed?

Quality

How is the quality of CPL ensured?

What about Impact?

It can be an expensive day out of the classroom if there is NO impact on students !

Most Important is Impact

- The purpose of Professional Development is to have an impact on student outcomes.
- This may be direct impact, a new classroom technique, changing teachers behaviours, teachers acquiring new knowledge
- This may be indirect impact, leadership training on leading teaching & learning, timetabling techniques.
- Before we agree to someone attending Professional Development are we clear what we want the outcomes to be ?
- What is important is how do we measure the impact of Professional Development.
- Too often in a busy school monitoring and evaluation does not take place.

Types of Professional Development

1. courses/seminars attended in person
2. online courses/seminars
3. education conferences
4. formal qualification programmes
5. observation visits to other schools
6. observation visits to business premises, public organisations, or non-governmental organisations
7. peer and/or self-observation and mentoring /coaching
8. participation in a network of teachers
9. reading professional literature and research
10. other types of professional development activities

Source Talis 2018

Breakout session

Identify a Professional Development training you have received which was very good.

1. What type of professional development was it
2. What made it good
3. What was the impact on your professional behaviour / performance

Professional Development

- Quality of Programmes is very mixed
- Secondary school teachers in England spend on average 43 hours a year on CPD
- The OECD average is 62 hours per year
- Only 11% taken up by England's teachers met Government standards
- Improvement in CPD is central to the Post COVID recovery plan

TEACHING AND
LEADERSHIP: SUPPLY AND
QUALITY REPORT
28th April 2021

Professional Development- Professional Learning

“Too many professional development initiatives are done to teachers - not for, with or by them”

Andy Hargreaves

“One quality of leaders and high achievers in every area seems to be a commitment to ongoing personal and professional development”

Brian Tracey

Professional Development

“Every teacher needs to improve, not because they are not good enough, but because they can be even better.”

Dylan Wiliam

Dylan Williams on Teacher Quality 2.09 mins

<https://youtu.be/eqRcpA5rYTE>

Models of professional learning delivery likely to improve student outcomes

- collaborative – involves staff working together, identifying starting points, sharing evidence about practice and trying out new approaches
- supported by specialist expertise
- focused on aspirations for students
- sustained over time – professional development sustained over weeks or months
- exploring evidence from trying new things to connect practice to theory

Understanding What Enables High Quality Professional Learning
Centre for the Use of Research and Evidence in Education (CUREE)

Building Capacity for Curriculum Reform

Progress of educational reform depends on teachers' individual and collective capacity and its link with school-wide capacity for promoting pupils' learning.

Building capacity is therefore critical to the curriculum reform

Capacity is a complex blend of motivation, skill, positive learning, organisational conditions and culture, and infrastructure of support.

Learning Communities and Professional Learning Communities appear to hold considerable promise for capacity building for sustainable improvement.

(adapted from Stoll
et al, 2006)

Professional Development in Lithuania

Discussion

- Give examples of good professional development being provided to help teachers and or principals prepare and implement the curriculum reform
- How do you know it is good ?
- What additional professional development is required and how could it be delivered

Break

We will take a break before we move onto Professional Learning Communities

What is a Professional Learning Community

To create a professional learning community, focus on learning rather than teaching, work collaboratively, and hold yourself accountable for results.

Richard DuFour

A professional learning community (PLC) is a group of practitioners working together using a structured process of enquiry to focus on a specific area of their teaching to improve learner outcomes and so raise school standards.

Welsh Government

Structural Conditions for Learning Community

- School improvement plan
- Resources allocated
- Effective communication
- Time for joint action
- Space for joint activities
- Planning and co-ordination for professional development
- Employee selection, induction and resignation policies

Bolam et al 2005

Lithuanian Good School Concept, 2015

This states that a school community is:

- a community of learning and reflection
- a learning community where those who learn are encouraged, respected and supported
- a school that assesses itself and learns from its experience
- a school where members can formulate their objectives, create a vision, and match personal objectives with the objectives of the school community

this is a school community where collaboration and partnership flourish

<http://www.nmva.smm.lt/wp-content/uploads/2017/11/Geros-mokyklos-koncepcija-angl%C5%B3-kalba.pdf>

10 principles of professional cooperation

1. Shared autonomy: less dependence on power, but more interdependence;
2. Shared act: a shared belief that by working together, we will give more to our students;
3. Joint research: and looking into problems, looking for solutions based on data;
4. Shared responsibility: we all teach our children, not my children;
5. Joint initiatives are encouraged: fewer individual initiatives, but more joint initiatives;
6. Purposeful dialogue about pupils' learning;
7. Joint work: joint training, joint planning, activity study, feedback....
8. Co-operation based on meaningful and long-term educational goals;
9. Cooperation with pupils, their inclusion in educational change;
10. Together, a vision of education is being developed and implemented.

By Hargreaves, A, O'Connor, M.T.(2017). Collaborative Professionalism.

Characteristics of Professional Learning Community

1. shared values and vision
2. collective responsibility for pupils' learning
3. reflective professional enquiry
4. collaboration focused on learning
5. group as well as individual professional learning
6. openness, networks and partnerships
7. inclusive membership
8. mutual trust, respect and support

<https://dera.ioe.ac.uk/16498/1/professional-learning-communities-05-booklet2.pdf>

Partnerships with the Community

Forming links with community groups adds value to students' learning by:

- increasing mutual understanding between school and community groups
- facilitating two way communication between school and its community
- creating opportunities for visits / placements in the community
- creating opportunities to invite visitors to the school to share their expertise
- identification of work placements for older students
- access to community and business resources

Think Piece Activity

- You were sent 4 short readings on the subject of learning communities.
- Please have those readings available to use
- We will put you into breakout rooms and assign one of the readings for you to discuss in your breakout rooms.
- We will give you some reading time before you start your discussion

Break

We will take a break, please return with the four readings which were sent to you in advance of this webinar

Think Piece Activity

- Please have the 4 readings available to use
- We will put you into breakout rooms and assign one of the readings for you to discuss in your breakout rooms.
- We will give you some reading time before you start your discussion

Readings and Breakout rooms

- There are 4 different readings
- **Reading A-** John West-Burnham & George Otero, 2005, Leading together to build social capital.
- **Reading B** -John Craig with Julia Huber & Hannah Lownsborough, 2004, Schools Out:
- **Reading C-** Tom Bentley, 2004, Networks and system transformation. In Tom Bentley, David Hopkins & David Jackson, Developing a network perspective.
- **Reading D-** Lorna Earl & Steven Katz, 2005, What makes a network a learning network?

Readings and Breakout rooms

- The 4 different readings are allocated one to each breakout room

Reading A-	Room 1
Reading B	Room 2
Reading C	Room 3
Reading D	Room 4

Breakout Activity

- 15 minutes reading time when in Breakout room
- 20 minutes discussion and identifying key points
- 10 minutes on preparing feedback to the whole group

The Feedback should include

1. What have you learnt about learning communities from this article/reading
2. Why learning communities are seen as important and necessary in your article/reading
3. The key messages you think are relevant to Lithuania and the reform which you want to share with the whole group

Breakout session

- 15 minutes reading time when in Breakout room
- 20 minutes discussion and identifying key points
- 10 minutes on preparing feedback to the whole group

Key points from Reading A

Social capital

Reading A	Reading A
focus on the social environment of the learner	Instructional conversation
shifting the emphasis of our improvement efforts	Learning conversation
building of social capital in a networked context	Community conversation
relationships matter	
relational trust	
culture of dialogue	

Key points from Reading B

Extended Schooling

Reading B	Reading B
extended schools have to become open institutions	professionals and whole organisations can work together more openly and flexibly
questions about roles that parents, pupils and different professionals all play,	helping communities to work together
schools need to be as open as possible to the practices and priorities of other professions,	
creates trust and belief	
Parents , to become coproducers of the services they receive	
to think of the whole child and the whole family	



Key points from Reading C

Transformation

Reading C	Reading C
Growing use of transformation	<ul style="list-style-type: none"> • Networks foster innovation
changing 'whole systems'	<ul style="list-style-type: none"> • Networks are a test-bed for new ideas
Networks combining collaborative and competitive endeavour	<ul style="list-style-type: none"> • Networks provide challenge and discipline to teachers' learning
'informed prescription' towards 'informed professionalism'	<ul style="list-style-type: none"> • Networks help integrate services

Key points from Reading D

Key Features of Learning Communities

Reading D	Reading D
creating and sharing professional knowledge	Leadership
changing practice.	Accountability
Purpose and focus	Building capacity and support
Relationships	
Collaboration	
Enquiry	

Summary of some of the Key Features of Professional Learning Networks/ Communities

1. Focus & Purpose
2. Relationships
3. Collaboration
4. Enquiry
5. Leadership
6. Accountability
7. Building Capacity & Support

Breakout session Learning Communities & Lithuania

1. What might be the benefits of developing broader learning communities?
2. How can you plan for and broaden your current learning communities?
3. What is likely to facilitate the development of effective broader learning communities?
4. What appear to be the greatest challenges to developing broader learning communities?
5. How would you monitor, evaluate and note the impact?

Where do we find the Time?

A controversial view from Dylan Williams

<https://youtu.be/tPmCGwM3gtw>

Next Webinar

We look forward to seeing you for the final webinar in this theme

Monday January 9th at 14.00 Lithuanian time