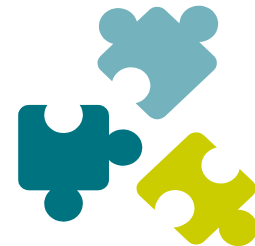# Global Trends and Designing Professional Learning

Kane Bradford
Manager, Professional Growth
Australian Institute for Teaching and School Leadership

The Australian Institute for Teaching and School Leadership (AITSL)

AITSL's mission is to promote excellence in teacher and school leader practice for the benefit of all young Australians.

Who is AITSL?
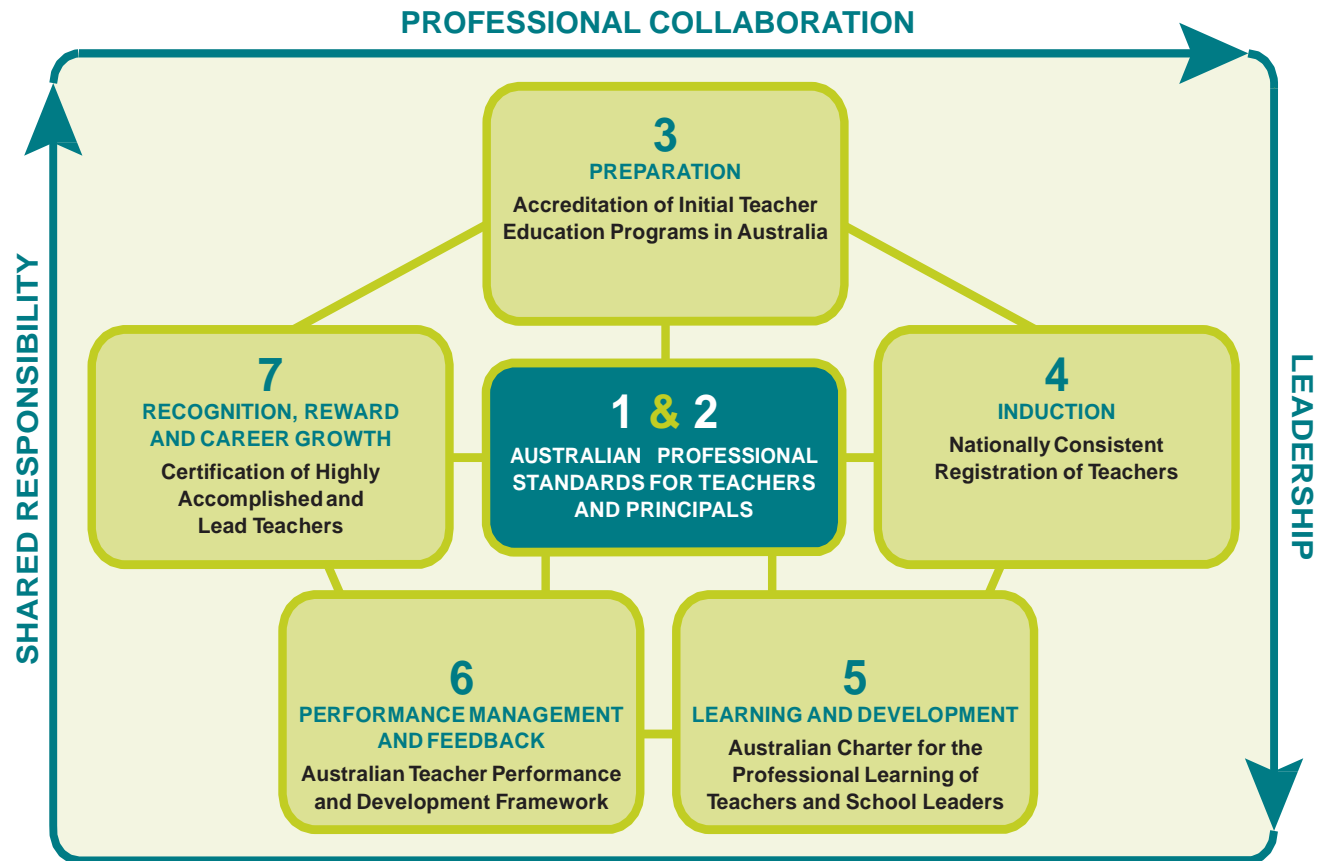
AITSL works with the education community to:

- Set and maintain standards

- Lead and influence improvement

- Support and recognise quality

We don't...

- Act as a regulator

- Produce educational resources for use by children

- Employ teachers

- Formulate the national curriculum

Excellence in Teaching and School Leadership: policy platforms

PROFESSIONAL COLLABORATION

SHARED RESPONSIBILITY

LEADERSHIP

3
PREPARATION
Accreditation of Initial Teacher Education Programs in Australia

7
RECOGNITION, REWARD AND CAREER GROWTH
Certification of Highly Accomplished and Lead Teachers

1 & 2
AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS AND PRINCIPALS

4
INDUCTION
Nationally Consistent Registration of Teachers

6
PERFORMANCE MANAGEMENT AND FEEDBACK
Australian Teacher Performance and Development Framework

5
LEARNING AND DEVELOPMENT
Australian Charter for the Professional Learning of Teachers and School Leaders

Performance and Development and Professional Learning
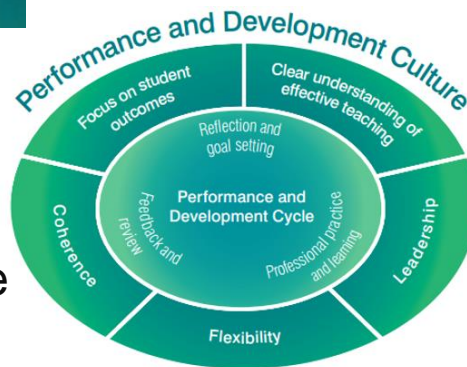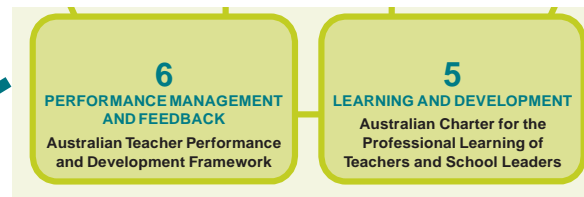
- learning culture
- performance and development cycle
- what is expected
- clear goals
- frequent, useful feedback

- All teachers and school leaders engage in professional learning
- Relevant
- Collaborative
- Future focused

Source: The New Teacher Project 2009
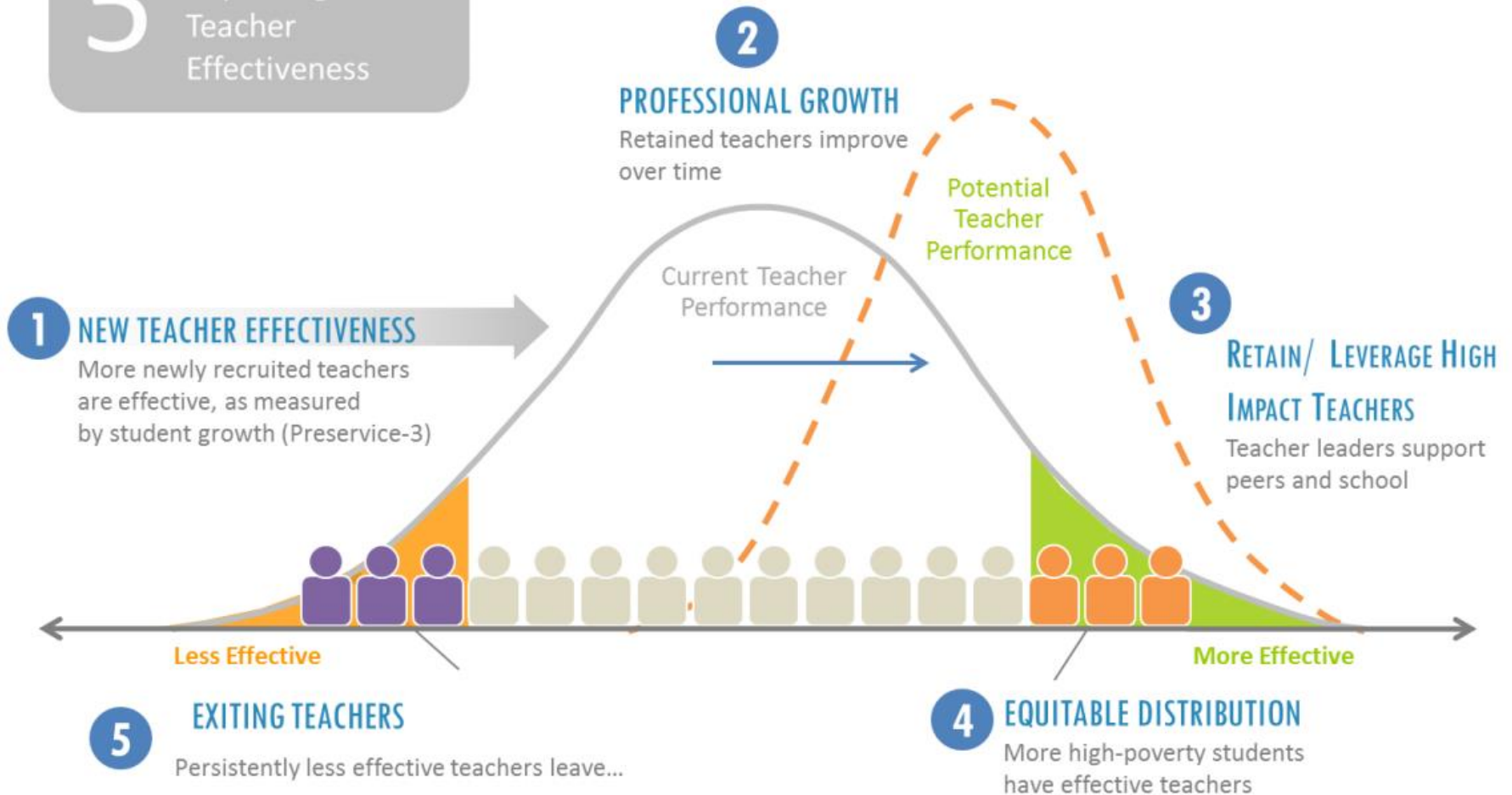
Professional Growth

The ongoing process of learning and development as it applies to an education career. It involves the structured and unstructured opportunities, interactions and experiences which enhance the knowledge, practice and engagement of teachers and school leaders as members of a profession.

Teaching and Learning International Survey

- The OECD **Teaching and Learning International Survey** (TALIS) is an international, large-scale survey that asks teachers and school leaders about the conditions that contribute to the learning environments in their schools.

- 32 OECD countries provided data from lower secondary schools, and 10 countries submitted data from upper secondary schools.
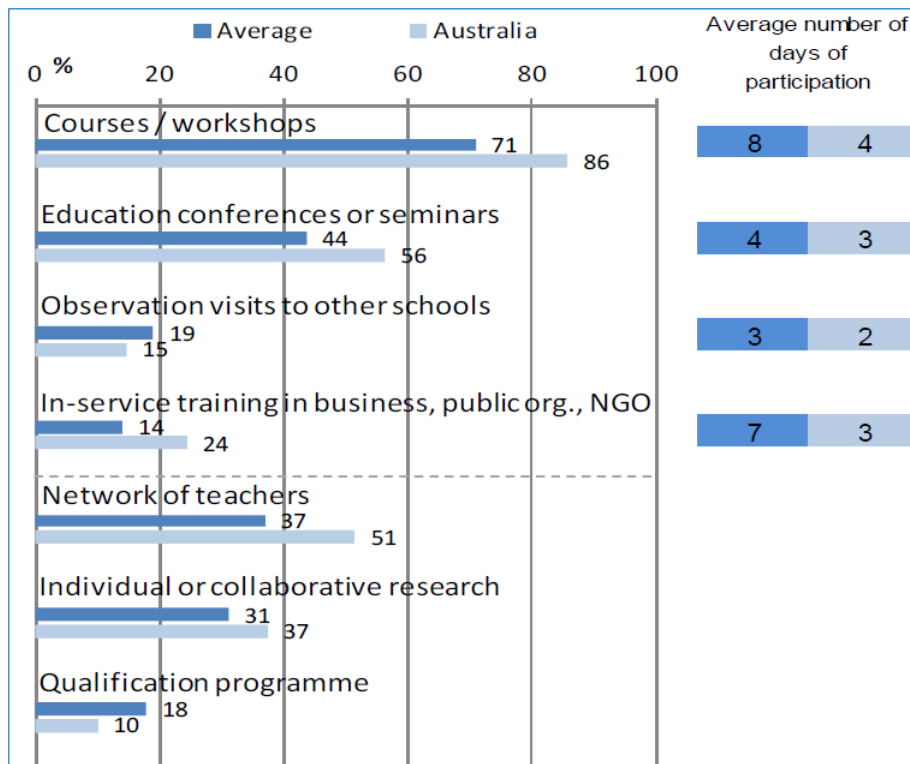
TALIS 2013 Results – An international perspective on teaching and learning

TALIS DATA
Engagement in Professional Development

Teacher participation in professional development

Teacher Appraisal and Feedback

- 97% of teachers report being formally appraised
- 37% of teachers had not engaged in professional dialogue to discuss areas for improvement in practice.
- Two-thirds report very rarely observing their colleagues teach

TALIS DATA
Engagement in Professional Development

- In Australia, fewer teachers than the TALIS average report that their PD (learning) experiences had a meaningful impact on their capabilities

- 43% of teachers in Australia report that the appraisal and feedback systems in their school have had little or no impact on the way teachers teach in the classroom.

Do these responses resonate?

**Is this indicative of your context?**

Our interpretation

- There is a divide between the professional learning teachers undertake and observable impact on their practice

- Performance conversations aren't yet intimately aligned with decisions about professional learning to be undertaken

- Research has shown the importance of collaboration and collegial learning environments that encourage sharing and reflection across classrooms, and there is increasing evidence of this in schools nationally

- School leaders set the tone for the approach to professional learning adopted within a school

- School leaders work towards supporting and empowering others to find and exploit professional learning opportunities

AITSL research and experience

Global trends in professional learning and performance and development

Designing Professional Learning
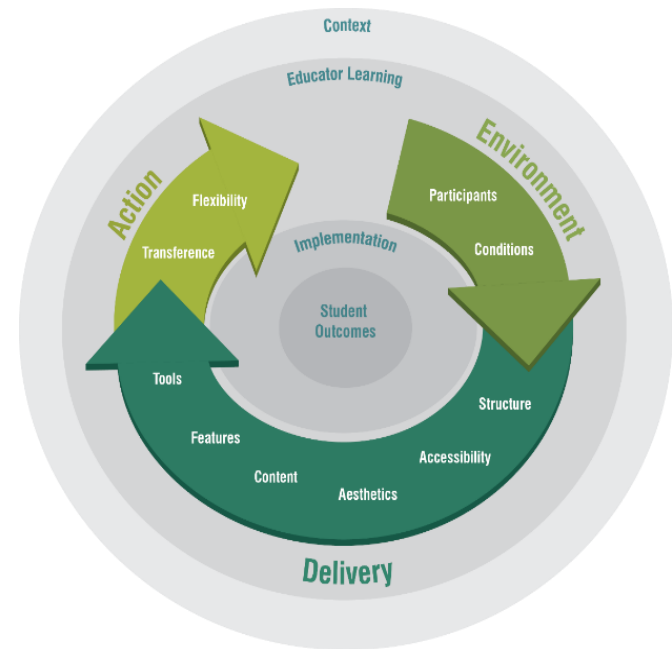
Global trends in professional learning and performance & development
'The Horizon Scan'

- 50 examples of innovative professional learning and performance and development approaches examined

- Examples from within and external to education and located world wide

- 16 key features

- 5 emerging trends

Integrated — Professional learning and performance and development are closely connected, and are embedded within organisational culture and practice.

Immersive — Intensive, holistic experiences that challenge beliefs and values, and radically alter practice.

Design-led — Disciplined, problem-solving processes that require deep understanding of and engagement with users.
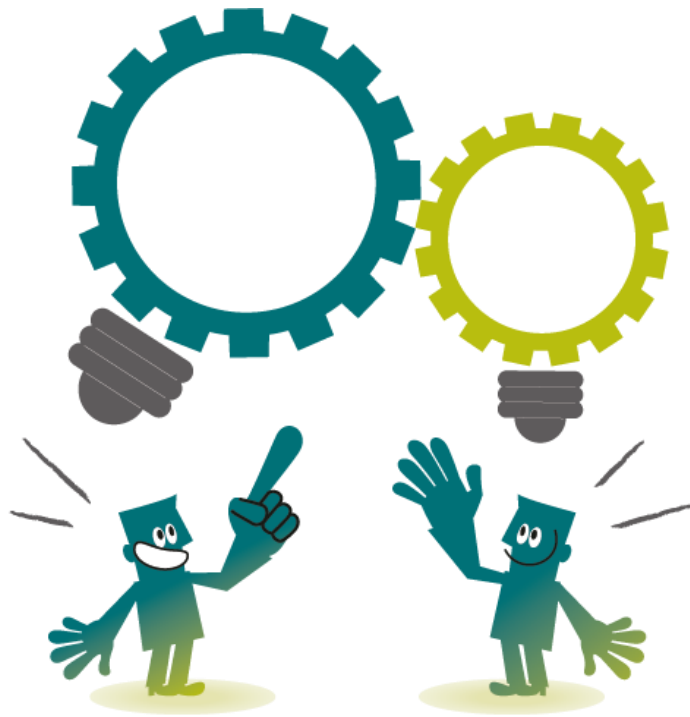
Market-led — New providers stimulate demand and grow the market for new products and services.

Open — Ideas and resources are freely exchanged in unregulated online environments.

http://www.aitsl.edu.au/professional-growth/research/horizon-scan

Criteria

Quality:

How closely the example is aligned with underlying principles of the *Australian Charter for the Professional Learning of Teachers and School Leaders* and the *Australian Teacher Performance and Development Framework*.

Innovation:

Innovation (as defined by the Innovation Unit), demonstrated by the extent to which an example:

- Taps into passions of and is owned by participants;

- engages with external partners;

- uses technology to support collaboration;

- draws on new or existing data and evidence (including insights from users/clients); and

- enables participants to rethink the use of resources.

Criteria

Evidence:

- Impact of the PL and P&D practice, and the extent to which the practice demonstrates the characteristics of effective PL and P&D, widely agreed in the research. A low score on evidence does not suggest low-impact, but indicates a practice that has not yet been extensively evaluated.

- 'Observable Impact'

- Consider – intangible, short and long term benefits

16 Features

Collaborative   Individual   Face to Face   Remote

Required   Offered   Self-directed   Facilitated

Situated   Personalised   Intensive   Sustained
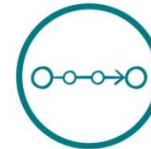
Formal   Informal   Certificated   Incentivised

16 Features

With regard your PL example, which of these features appear?

Collaborative	Individual	Face to Face	Remote
Required	Offered	Self-directed	Facilitated
Situated	Personalised	Intensive	Sustained
Formal	Informal	Certificated	Incentivised

From the Scan

Self-direction

Collaborative

Informality

Incentivised

AMPlify (AUS)

- Australia's leading festival for discussing business innovation with the world's boldest thinkers

- A week long festival featuring presentations from research scientists, storytellers, data analysts, social innovators, submarine designers, film producers and social innovators

- The focus of the festival is on technology, social change, and the future – which for employees means future shifts and opportunities that might affect their business

Collaborative Face to Face Incentivised Informal Intensive Offered Situated Self-directed

Quality Innovation Evidence

Long Distance Observation
Edthena (USA)

- Edthena takes observation and feedback online using recorded content.

- Teachers upload video of practice and share with colleagues who leave feedback across an agreed period.

- The focus is on collaboration, not evaluation, and the process is viewed as formative, not summative assessment of practice.

Sustained   Facilitated   Formal   Remote   Incentivised   Offered   Required   Collaborative   Informal

Quality   Innovation   Evidence

Google 20% Time (US)

- 20% time is the Google practice of allowing their engineers to spend one day a week working on projects that aren't necessarily in their job descriptions

- It is celebrated as the source of successful Google innovations like Google plus

- Teachers are already applying the idea in classrooms

FedEx Days (AUS)

- Invented by Australian Software company, Atlassian, a FedEx Day is a 24-hour event in which staff develop, research and carry out a project that will improve their knowledge and skills. The project must be delivered overnight, hence the name 'FedEx Day'

- In the fixed, 24 hour time box, employees are not disturbed for regular work. Staff have total autonomy over their project; they choose their project, their team and their method
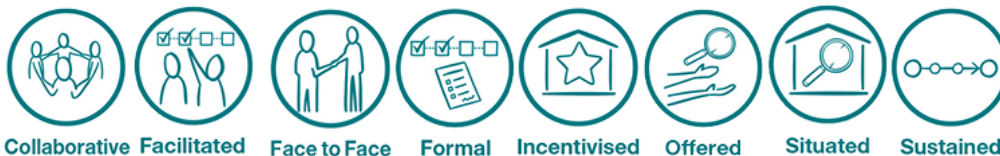
Quality Innovation Evidence

Self-directed Sustained Face to Face Intensive Required

Collaborative Incentivised Individual Informal Offered Personalised

Quality Innovation Evidence

Teacher Externships (US)

- Teacher Externships provide an opportunity for teachers to spend time in a workplace to learn through direct experience about trends, skill requirements and opportunities in industries related to their subject

- Through Externships, teachers can design and implement classroom activities, projects and work-based learning opportunities that will add relevance and meaning to students' classroom learning

- Teacher team externships have taken place with the Army Corps of Engineers and the Nashville Technology Council.

Collaborative Face to Face Incentivised Individual Informal Intensive Offered Personalised Self-directed Situated

Quality Innovation Evidence

TeachLive Lab (US)

- The TLE TeachLivE™ Lab is a mixed-reality teaching environment that supports teacher practice in pedagogy and content

- In the TLE TeachLivE™ Lab, pre-service and in-service teachers walk into a simulated middle-school classroom where the room is real but the students are digital avatars

- Developed at the University of Central Florida, TLE TeachLivE™ Lab is being implemented across 22 campuses in the United States and growing. Each university partner utilizes the TLE TeachLivE™ Lab in a unique manner depending on the needs of their students, teachers, professors, and community stakeholders.

Certified   Collaborative   Face to Face   Facilitated   Formal   Remote   Required   Self-directed

Quality   Innovation   Evidence

Research Lesson Study (JPN)

- Educators who plan lessons together create more effective learning experiences for students. This has been a proven practice in the Japanese education system for over a century.

- Working in a small group, teachers collaborate with one another, meeting to discuss learning goals, to plan an actual classroom lesson, to observe how it works in practice, and then to revise and report on the results so that other teachers can benefit.

Collaborative   Facilitated   Face to Face   Formal   Incentivised   Offered   Situated   Sustained

Quality   Innovation   Evidence
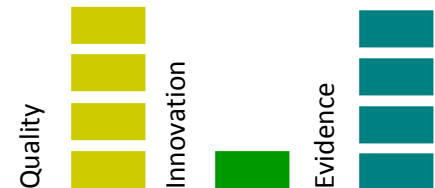
Designing Professional Learning

If the *Horizon Scan* is **WHAT** is out there in professional learning, *Designing Professional Learning* is the **HOW**

- The Learning Design Anatomy focusses on those choices which underpin professional learning design. It can be viewed 'piece by piece' or as the whole, the 'sum of parts'.

- The learning design of activities should suit the context and the participants' learning needs. It should be attractive to the learner and should be designed to support transfer of learning to the classroom.

http://www.aitsl.edu.au/professional-growth/research/designing-professional-learning
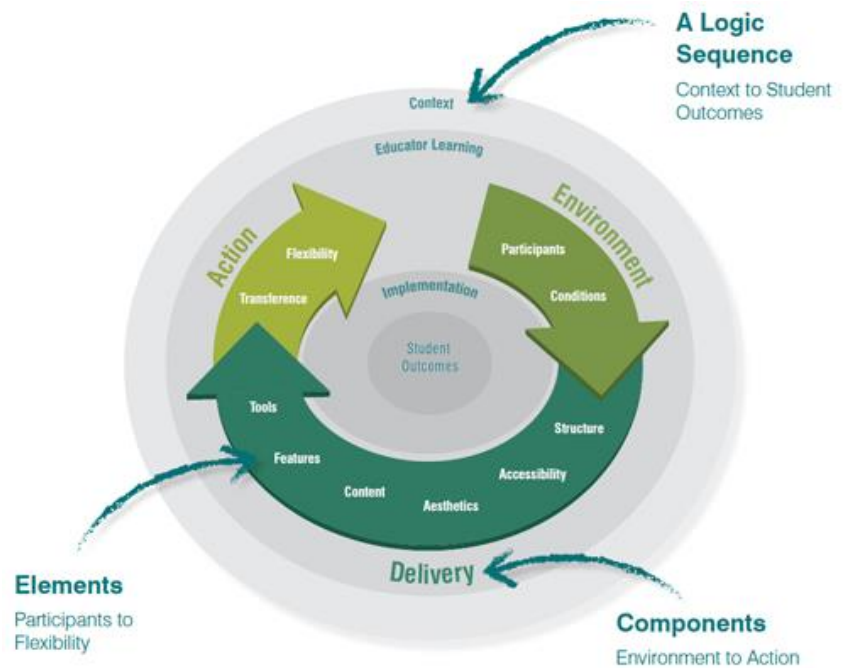
Research Method

- Over 50 professional learning designs

- Drawn from all levels of implementation

- International examples, within and external to education

- Different modes of delivery including:
    - Face-to-face (onsite and offsite)
    - Online (self-directed and facilitated)
    - In-class coaching, peer/mentoring (job embedded)
    - Blended forms of these modes

Scope

This report is about:

☑ the principles of good professional learning designs, to assist in developing, reviewing or evaluating professional learning

☑ the principles that make professional learning designs effective and impactful

☑ the principles of professional learning designs that help educators learn

☑ the relationship between educators' learning and their implementation of new strategies in classrooms and schools

☑ the importance of the relationship between professional learning design and context

This report is not about:

☒ the content (such as mathematics) of professional learning

☒ ranking professional learning or making judgements about which type of learning is more effective or impactful than another

☒ specific strategies for improving student learning

☒ the causal links between what educators learn and do and improved student outcomes (although correlation is desirable)

Outcomes

- Elements which underpin effective professional learning designs

- Relationship between educator learning and implementation

- Significant role of the broader context in determining efficacy of a professional learning design

- A framework for effective professional learning design:

'The Learning Design Anatomy'

What do you use to inform decisions about professional learning?
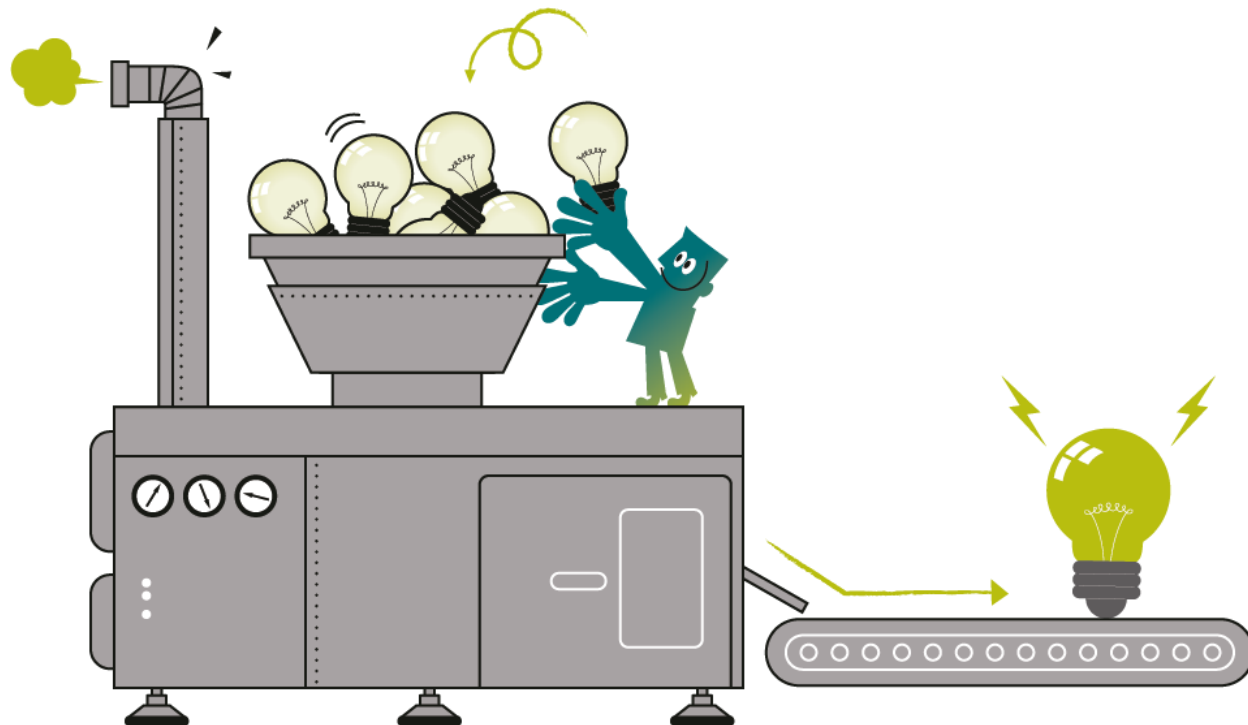
A Learning Design Anatomy

- Not simply a model or sequence, but a complex structure of internal workings, all of which affect one another

Context

"As a result of considering context at the national, state, territory, and local levels…

Educator Learning

…teachers and school leaders can engage in learning that will…

Implementation

…result in changes in teacher knowledge, practice and engagement; and an improved learning culture, that will…

Student Outcomes

…result in successful learners, confident and creative individuals, and active and informed citizens."

The Logic Sequence

- The logic sequence represents the causal links that lead to improved student outcomes.

- The logic of the Anatomy is evident in the relationship between the concentric circles.

- A given learning design is deployed in the second sphere and is directly impacted by the context for learning.

- Note the challenge of designing for implementation.

Components and Elements

- There are ten (10) key elements that define effective professional learning designs
- These are sequentially categorised according to three components:
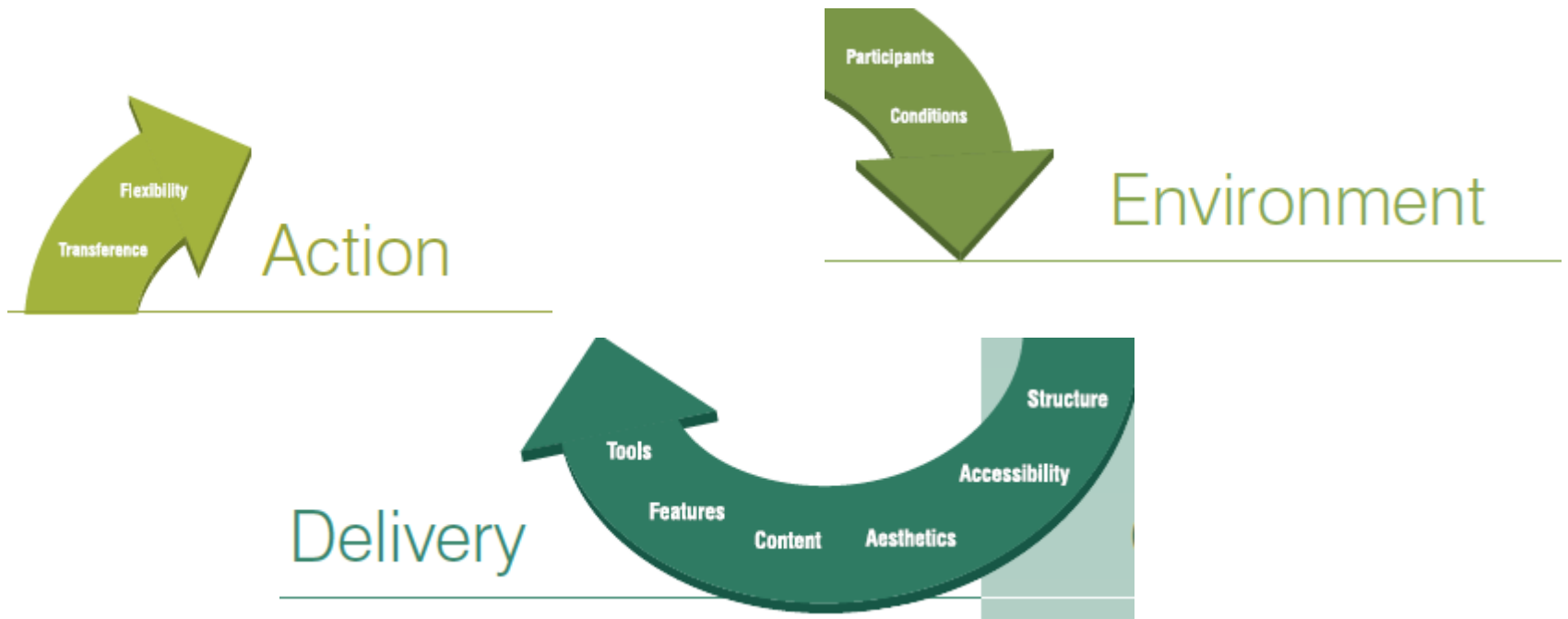
Time to DIY

The scenario:

- You are currently seated in a collaborative network of schools
- You've been tasked with developing/procuring a professional learning offering for your teachers

Your challenge:

- Using the Anatomy, create a brief for your designer

Some rules:

- Determine a common focus (hopefully by consensus)
- No budget – be creative but realistic!

Designing a learning environment that matches the purpose of the professional learning is critical.

- Effective professional learning design requires a clear understanding of the **participants**, their learning needs and behaviours and the type of learning environment that will resonate with them.
- Understanding the unique **conditions** of the environment in which learning will take place is paramount. The wider operating context will determine which elements need to be prioritised in different contexts.
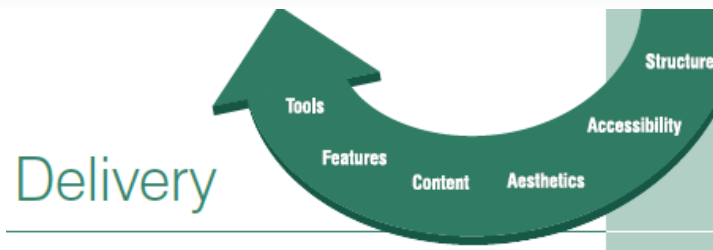
Delivery relates to the ways a learning design enables participants to engage.

- **Structure** involves practical arrangement of learning such as the duration, location, sequence or order of events.

- An **accessible** learning design will apply strategies that enable the user to participate without difficulty

- **Aesthetics** refer to sensory responses to learning design

- **Content** relates to the knowledge, attitudes, skills and aspirations and behaviours that educators will work on through professional learning

- **Features** are the practices associated with the delivery of, or mode of participation in, professional learning.

- **Tools** such as templates, proformas, schematics, surveys are used to enhance knowledge transfer, deepen engagement and support understanding of content aims.

Action refers to aspects of the learning design that lead to implementation of learning, translating learning to practice.

- **Transference** is concerned with aspects of learning design that directly support the application of learning in practice.
- A **flexible** learning design will support educators to link their learning to changes in the classroom or school and implement new learning; perhaps even in a different way to what was originally intended.

Using the Anatomy – 'Build'

- Those seeking to **Develop** new professional learning:
  - Use the report to guide the development of new professional learning or tailor professional learning to meet an identified need.

Using the Anatomy – 'Refine'

- Those seeking to **Enhance** existing professional learning:
    - Use the report to guide a review, revision or update of existing professional learning.
    - Focus on correcting problems in the learning design; review the learning design to ensure professional learning is current and relevant; or strengthen a learning design to sustain or improve the effectiveness of professional learning.

Using the Anatomy – 'Select'

- To **Evaluate** professional learning for yourself or others:
  - Use the report to consider which learning design is best suited to how you or others learn and identify the most appropriate professional learning to meet your needs.
  - Users may retrospectively reflect on what it was about a specific learning design that worked or did not work for them.
  - Users who choose to evaluate a learning design for themselves or others.

Some considerations

- Use the Anatomy to identify key elements for your learning context

- Different professional learning designs will suit some learners and contexts more than others

- Adjusting one or two elements can have a significant impact

- Good design is defined by accessibility and relevance to context

- Effective design will support educators, teams and schools to transfer learning to the classroom

AITSL's work in school leadership
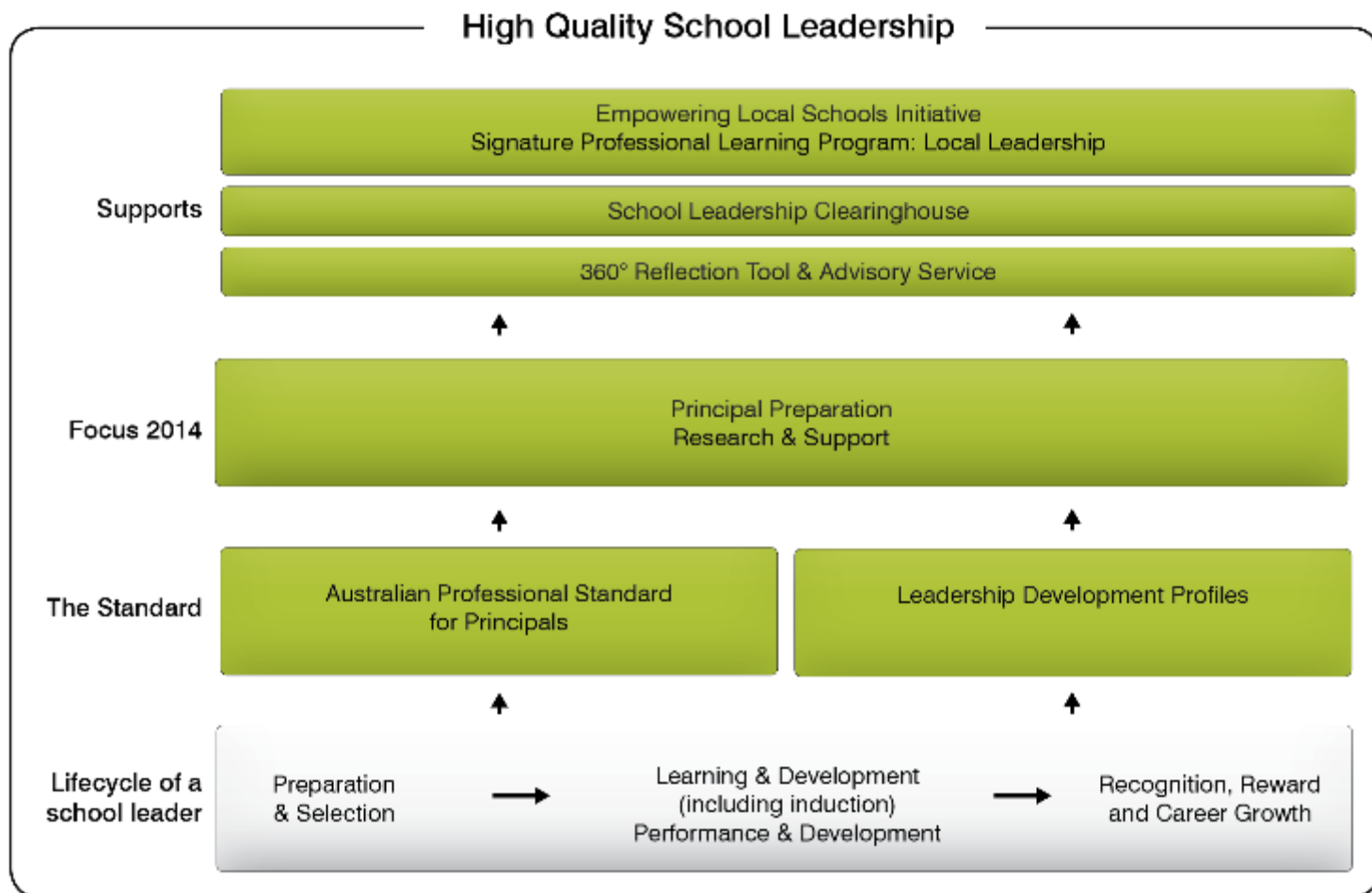
Leadership Development Profiles

Primary purpose is to enhance the capacity of school leaders

The Profiles

- Create shared vision and language around leadership
- Support and promote leadership learning and growth
- Acknowledge the dynamic nature of leadership

Leadership Development Profiles

Leadership Development Profiles – timelines and milestones so far

Timeline 2014

- Three key consultative groups

- March/April: survey - shaping the profiles

- April/May: drafting the profiles

- May/June: field-testing draft of Profiles

- June/July: finalisation of Profiles

Leadership is an important lever in school improvement and your participation in the Leadership Development Continuum survey will increase our understanding of this crucial concept.

- *Professor Steve Dinham*

Leadership Development Profiles

- Developed from Australian Professional Standard for Principals and the 360° Reflection Tool

- Developed in consultation with national and international educational experts

- Further refined through the wisdom of the profession

What are the Profiles?

Sample statements that show the progression and increase in complexity – *Leading Teaching and Learning*

- *Principals set expectations that all activities are focused on improving student outcomes. They lead staff and students in identifying and planning high quality teaching and learning.*

- *Principals systematically monitor and report on student progress and have interventions in place to reduce gaps in attainment. They communicate high aspirations and expectations for all, celebrate success and challenge underperformance.*

Leadership Development Profiles

- Designed for **individuals, systems and sectors** to use in **building leadership capability** and highly effective school leaders.

- Profiles could be used for:

  - self-reflection

  - planning professional learning pathways

  - recruitment and selection

Leadership
Development
Profiles

Australian Professional Standard for Principals
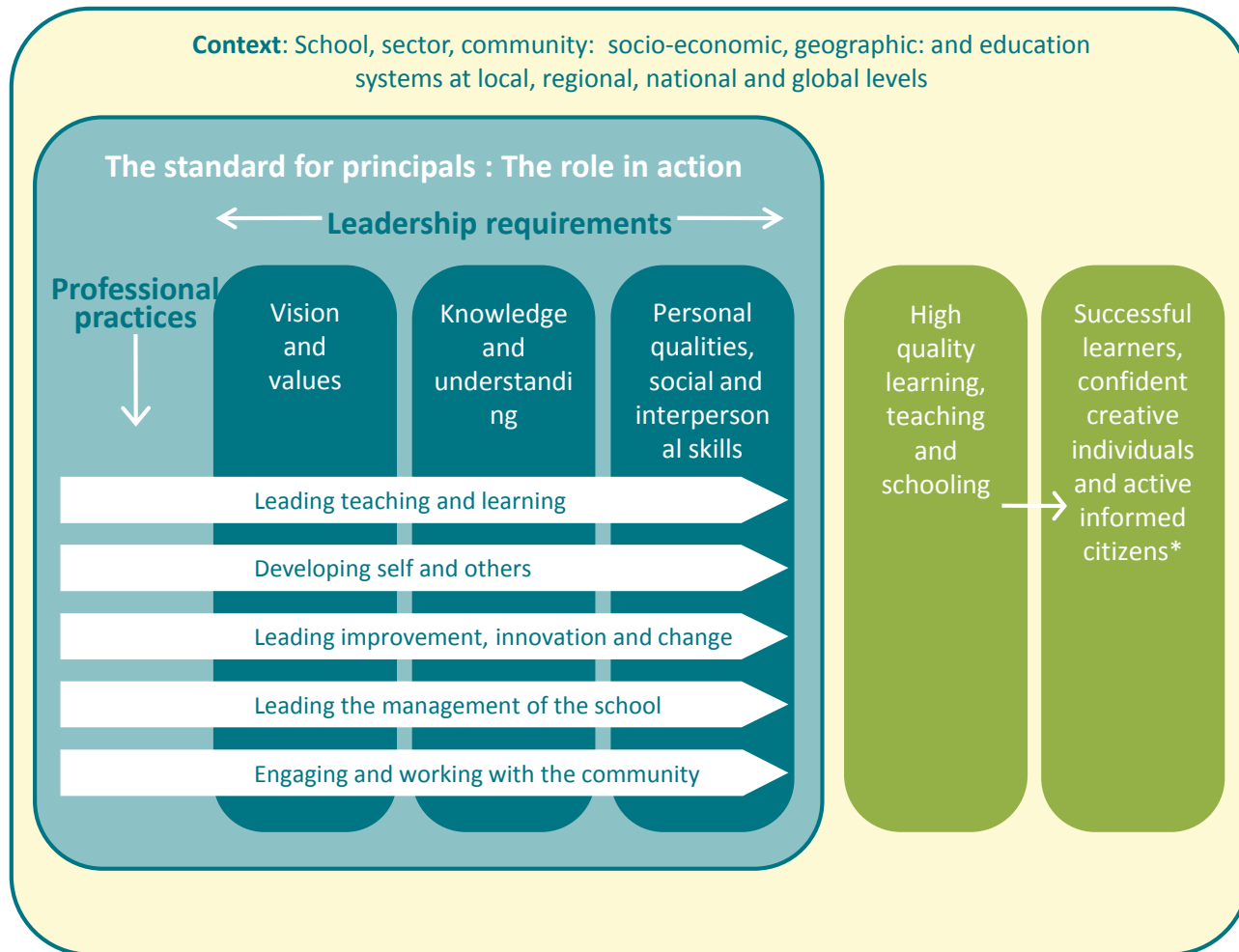
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✉ **ProfessionalGrowth@aitsl.edu.au**

✉ **kane.bradford@aitsl.edu.au**

www.aitsl.edu.au/professionalgrowth