

Learning Smart

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SUCCESSFUL LITERACY
PROFESSIONAL LEARNING IN
SCHOOLS – HOW DO WE SUPPORT TEACHERS
TO BE BETTER TEACHERS OF LITERACY?

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Standards-based district-wide reform initiatives

“If theories of action do not include the harder questions – ‘Under what conditions will continuous Improvement happen?’ and, correspondingly, ‘How do we change cultures?’ – they are bound to fail.”

Most theories of change are weak on capacity building and that is one of the key reasons why they fall short.

Michael Fullan

Core underlying premises of theory of action

Premise 1: A focus on motivation

 Premise 2: Capacity building, with a focus on results

Premise 3: Learning in context

Premise 4: Changing context

 Premise 5: A bias for reflective action

Premise 6: Tri-level engagement (school, community, local authority)

 Premise 7: Persistence and flexibility in staying the course

Overview 1. Effective contexts for promoting professional learning opportunities that impacted on a range of student outcomes BES

Extended time for opportunities to learn was necessary but not sufficient

- Learning opportunities typically occurred over an extended period of time and involved frequent contact with a provider.
- **How time was used** was more important than the exact nature of the provision (for example, release from teaching duties).

External expertise was typically necessary but not sufficient

- Engagement of external expertise was a feature of nearly all the interventions in the core studies, with funding frequently used for this purpose.

Teachers' **engagement in learning at some point was more important than initial volunteering**

Prevailing discourses challenged

thinking about alternatives and becoming aware of learning gains made as a result of changed teaching approaches.

Opportunities to participate in a **professional community of practice were more Important than place**

Effective communities provided teachers with opportunities to process new understandings and challenge problematic beliefs, with a focus on analysing the impact of teaching on student learning.

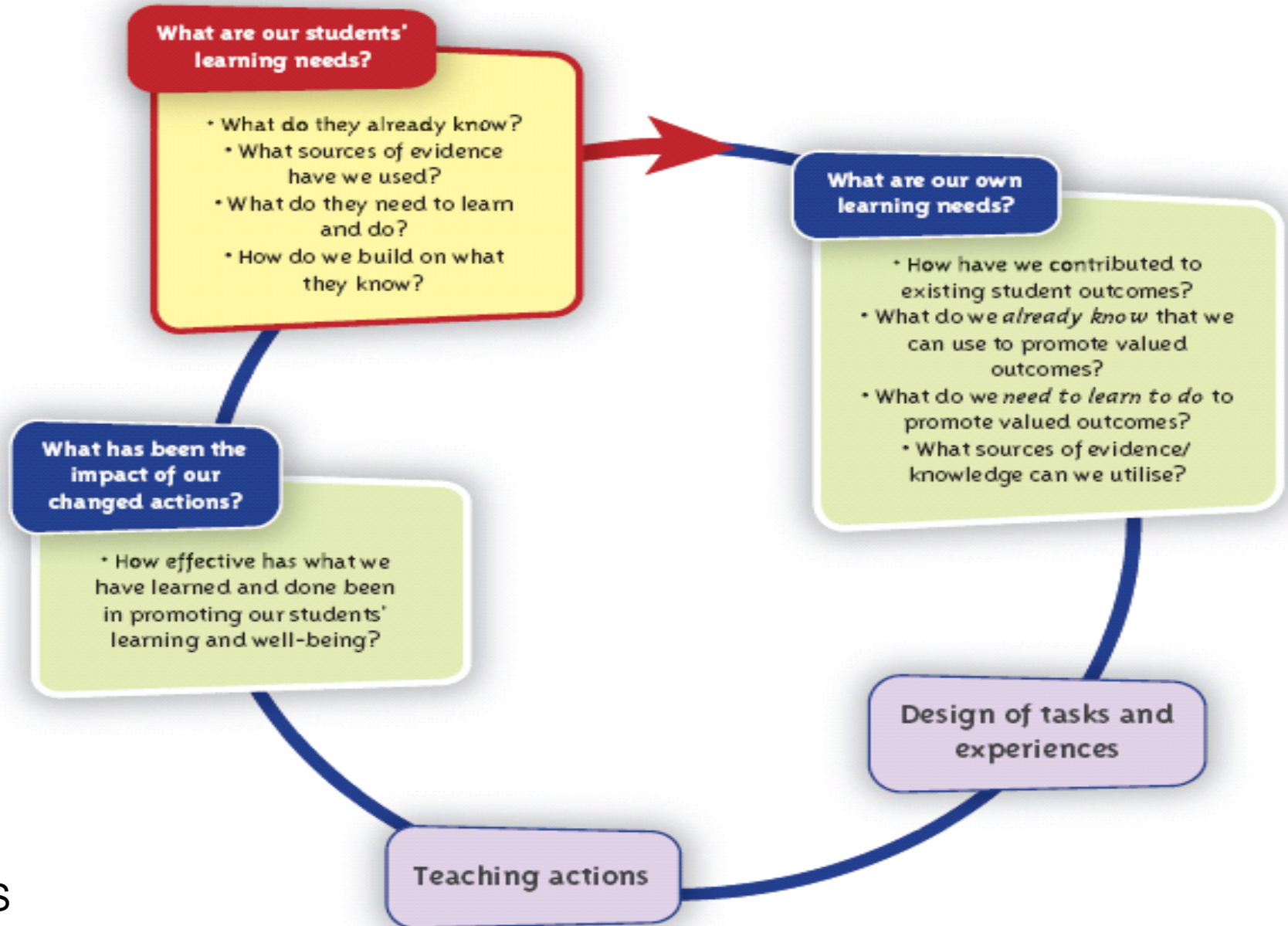
Consistency with wider trends in policy and research

Active school leadership

School-based interventions in the core studies had leaders who provided one or more of the following conditions:

- *Actively organised a **supportive environment** to promote professional learning opportunities and the **implementation of new practices in classrooms**;*
- *Focused on **developing a learning culture** within the school and were **learners** along with the teachers;*
- *Provided alternative visions and targets for student outcomes and monitored whether these were met;*
- *Created the conditions for **distributing leadership** by developing the leadership of others.*

Teacher inquiry and knowledge-building cycle to promote valued student outcomes.



Habitual Review Model

MRGS Model of Professional Growth and Self Review

(Based on the Clarke-Peter Model of Professional Growth, 1993)



	Knowledge <i>(Thorough)</i>	Skill <i>(Strong)</i>	Transfer <i>(Executive implementation)</i>
Study the theory	10%	5 %	0%
Theory & demonstration <i>Modelling</i>	30%	20%	0%
Theory, demonstration & practice <i>Usually simulated during training</i>	60%	60%	5%
Theory, demonstration, practice & coaching <i>During and after training</i>	95%	95%	95%

Formative assessment consists of the following components:

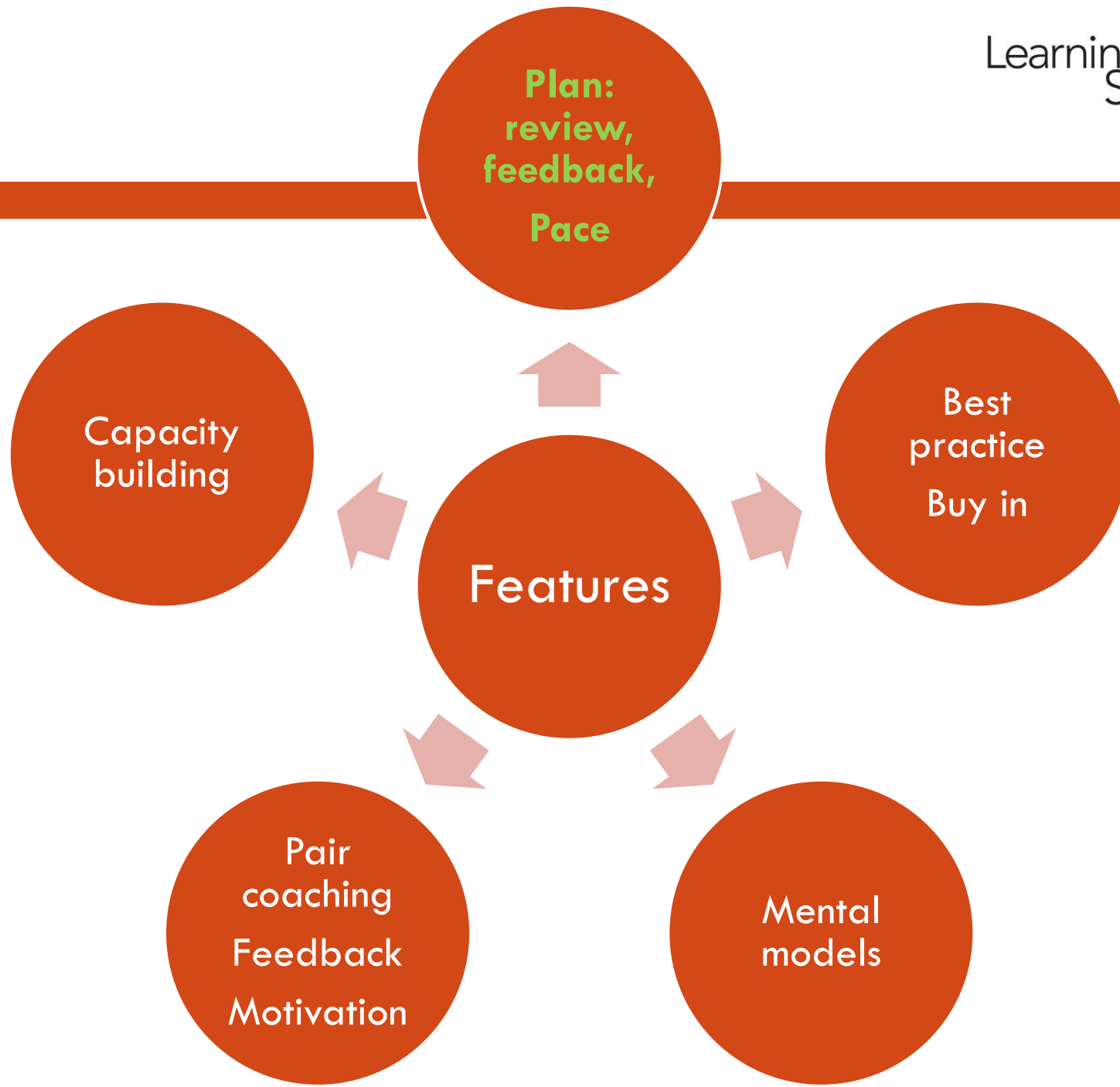
- Actively involving ~~children~~ ^{teachers} in their own learning
- **Sharing learning goals with ~~pupils~~ ^{teachers}**
- Involving ~~pupils~~ ^{teachers} in self-assessment
- **Effective questioning**
- Providing feedback which leads to ~~pupils~~ ^{teachers} recognising their next steps and how to take them
- **Adjusting teaching to take account of the results of ~~students~~ ^{teachers}**
- Confidence that every ~~student~~ ^{teacher} can improve (the ^{unfulfilled} potential rather than the 'fixed IQ' belief)

Effective learning for students is effective learning for teachers

Professional Learning Circles

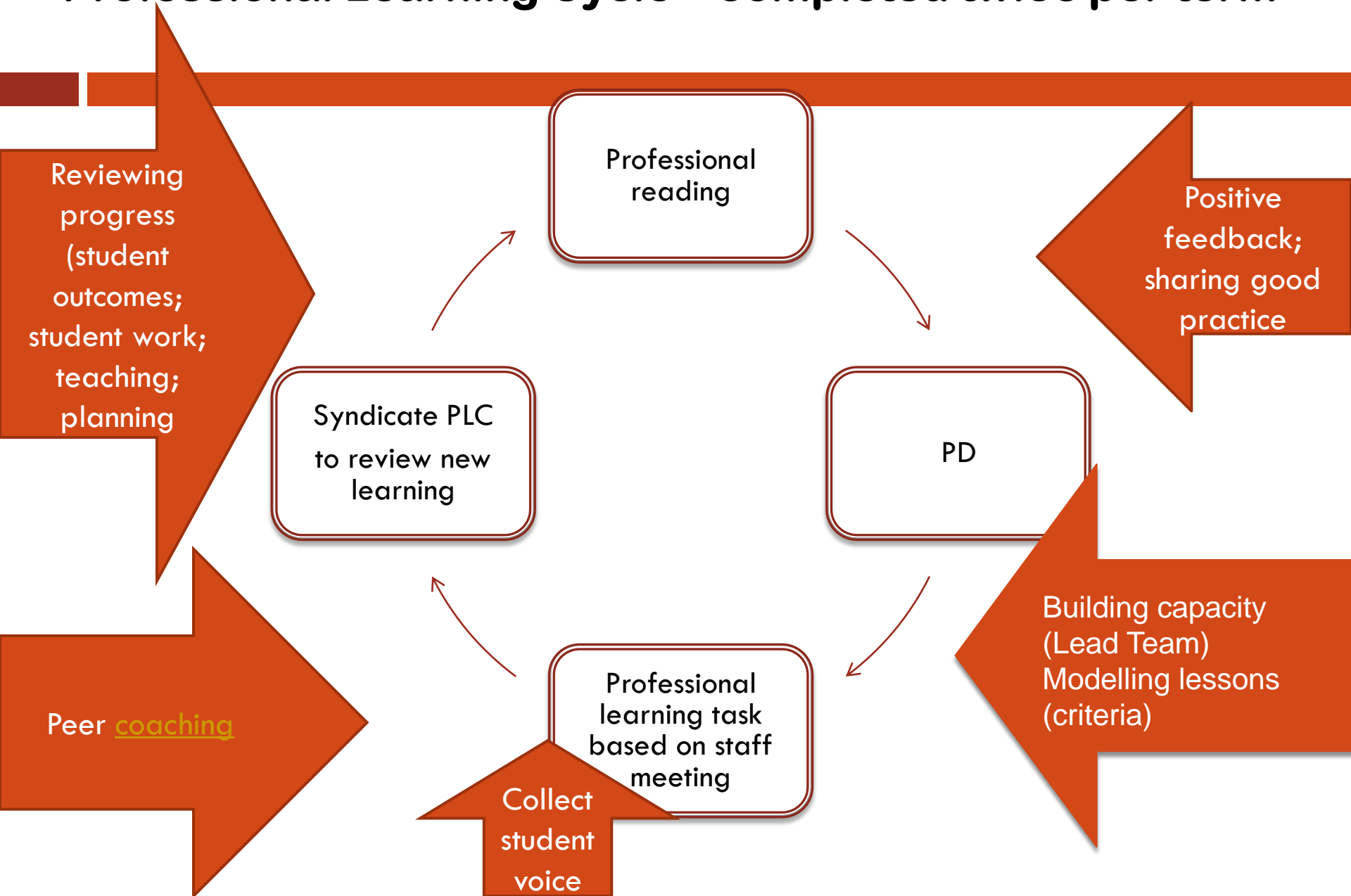
The Dufours et al (2006), six components of effective PLCs:

- a focus on learning;
- a collaborative culture stressing learning for all;
- collective inquiry into best practice;
- an action orientation (learning by doing);
- a commitment to continuous improvement; and
- a focus on results.

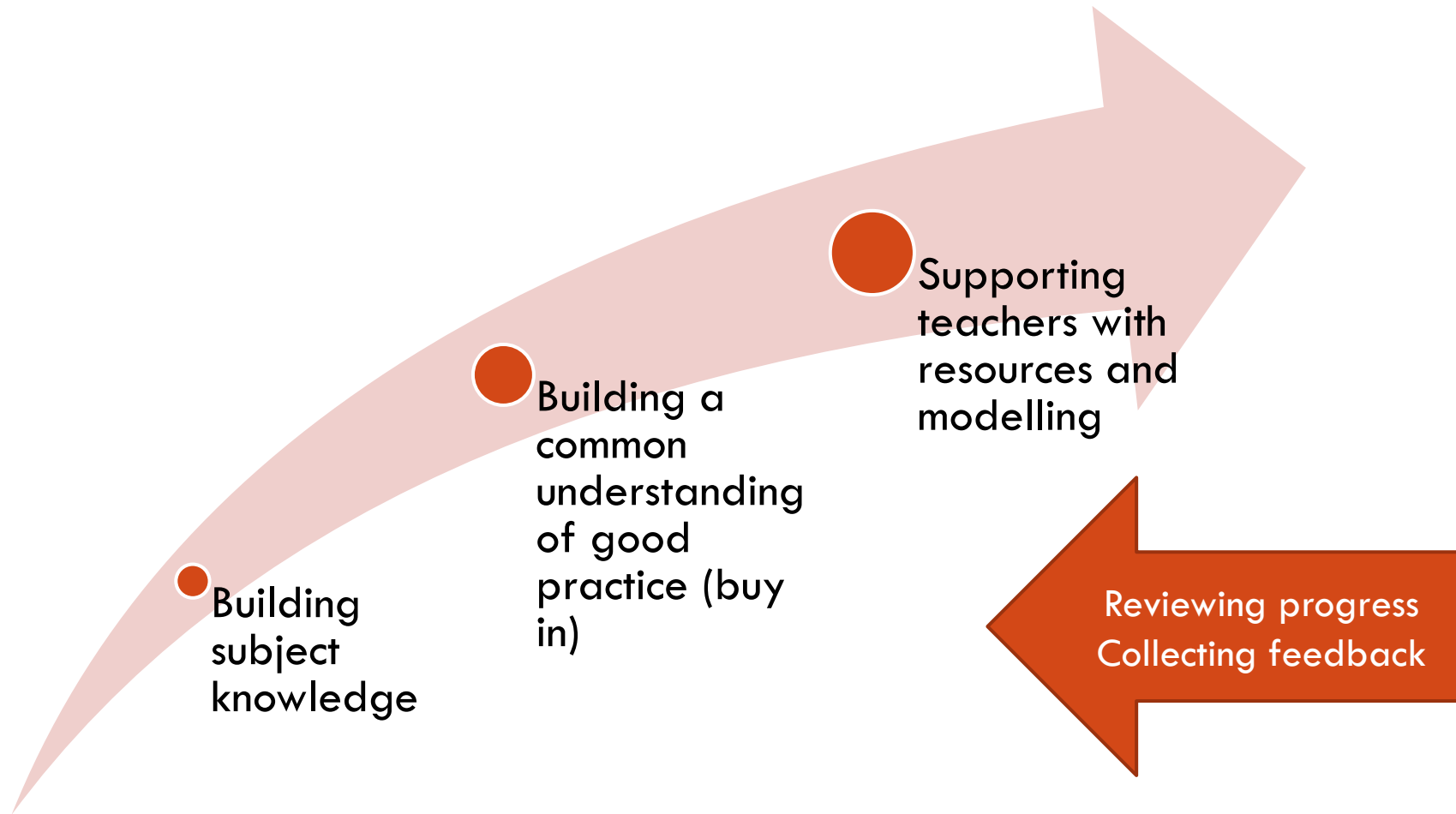


Mt Roskill Intermediate School

Professional Learning Cycle – completed twice per term



PD journey



Ongoing Review and Reflection

-Regular
-Review
pace and
progress









- Planning and review meetings (PD Steering Group)
- PLCs – reviewing progress; sharing student voice; reviewing student work (note taking)
- Teacher voice - Surveys / questionnaires / PMIs
- Observations
- Student voice (DVD)
- Formal interviews

Agreed criteria – linked to mental models
Positive feedback

Survey Monkey

5. I need support with:

 Create Chart  Download

		Response Percent	Response Count
modelling writing		47.4%	9
shared writing		36.8%	7
guided writing		31.6%	6
supporting planning		36.8%	7
the overall writing programme		52.6%	10
editing and improving writing		21.1%	4
writing in different genre		26.3%	5
Other (please specify) Show Responses		10.5%	2
		answered question	19
		skipped question	2

Exit card 3-2-1

Name:

3 – list 3 ideas that you have been thinking about today

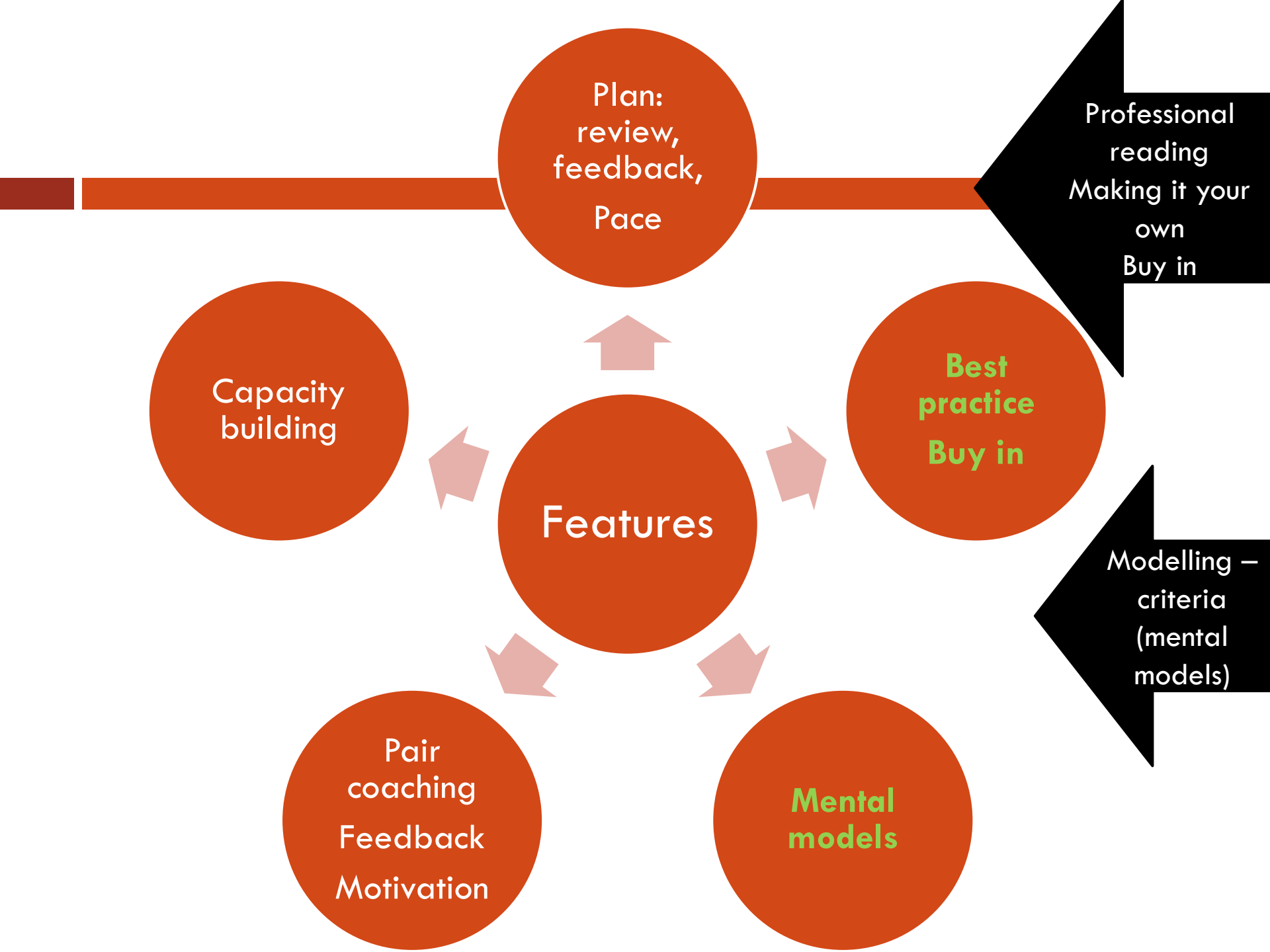
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-
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2 – list 2 topics/ideas you would like us to focus on in the follow-up sessions

-
-

1 – list 1 thing from today you can use in your practice

-



Plan:
review,
feedback,
Pace

Professional
reading
Making it your
own
Buy in

Capacity
building

Best
practice
Buy in

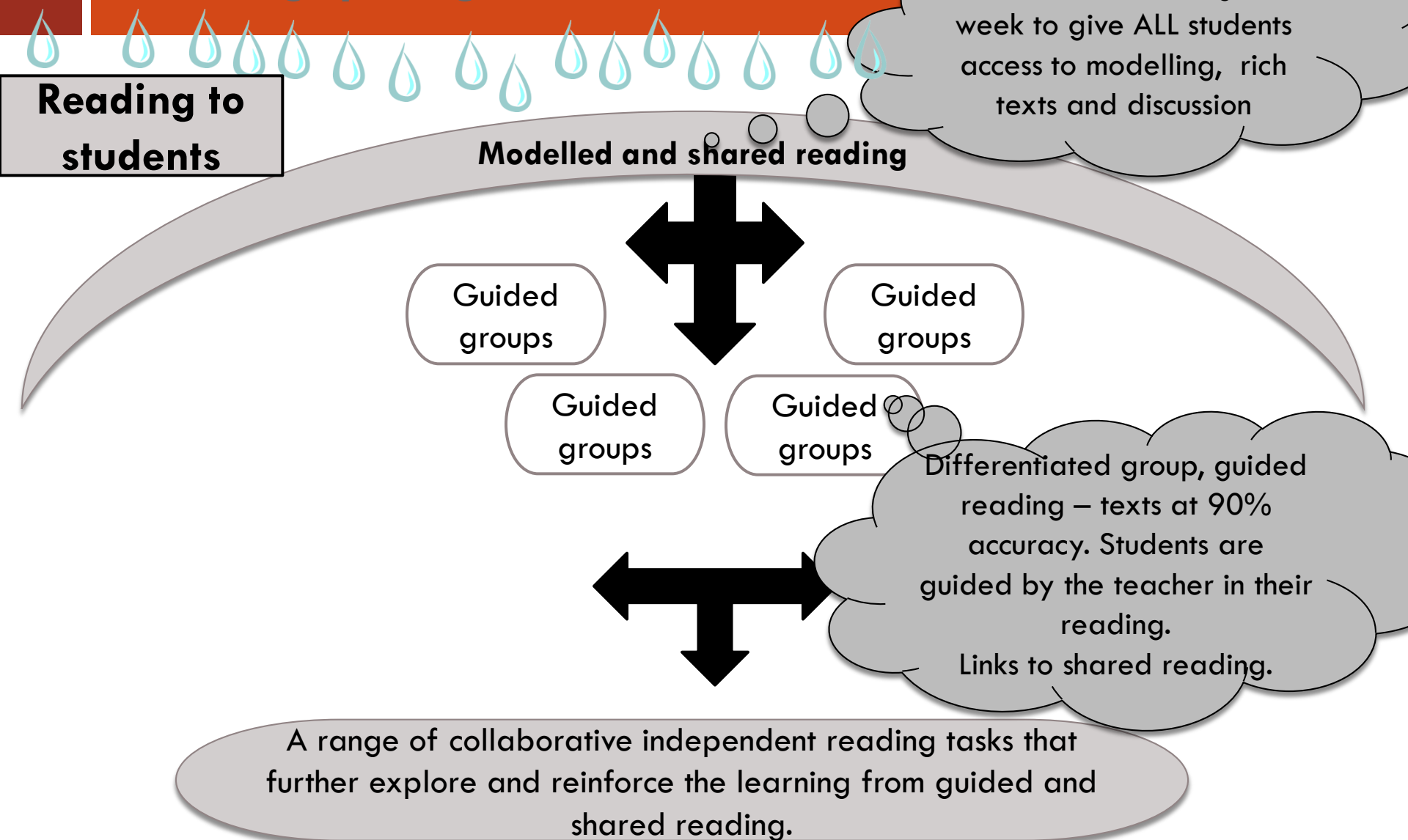
Features

Modelling -
criteria
(mental
models)

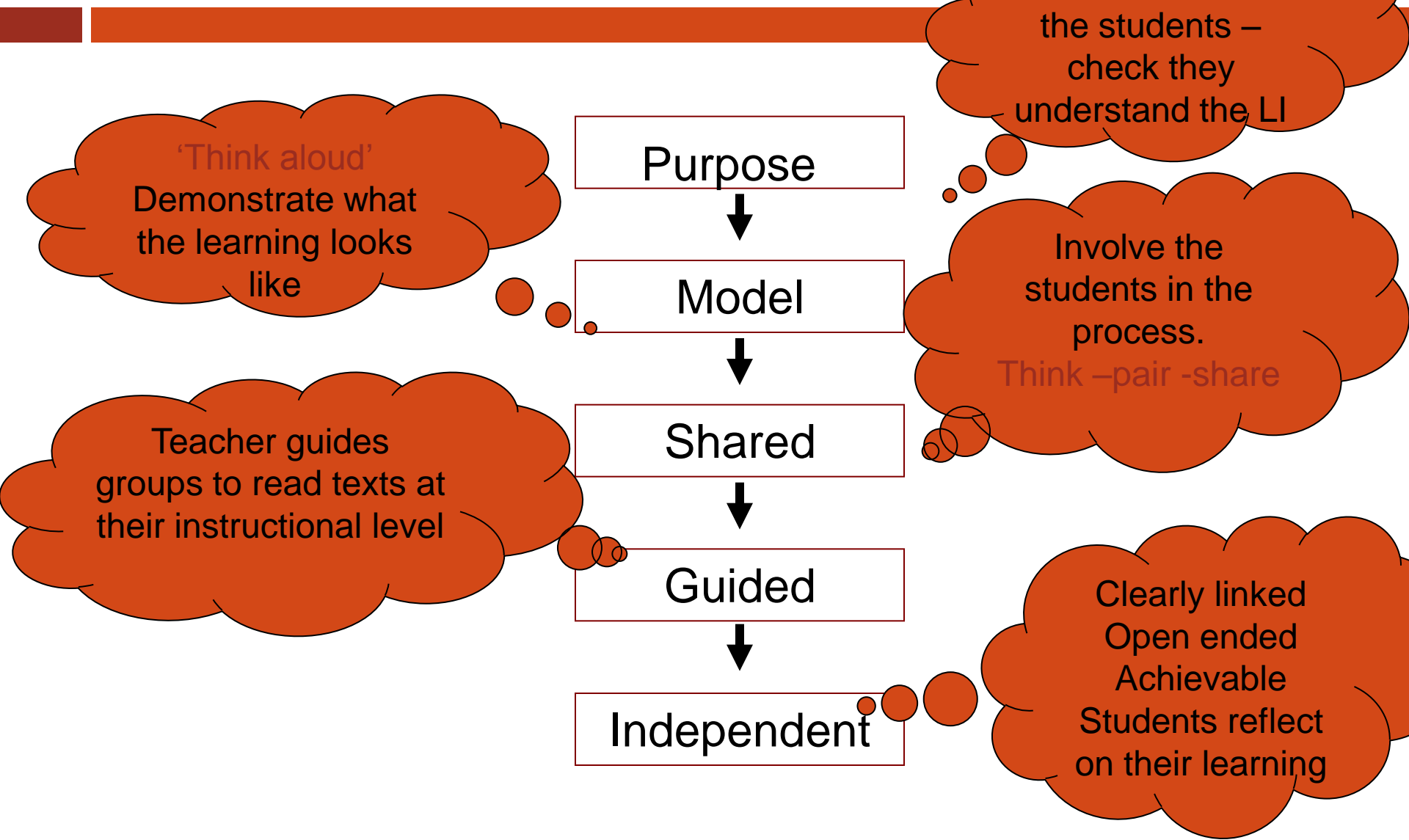
Pair
coaching
Feedback
Motivation

Mental
models

A balanced reading programme



Teaching a balanced reading programme



'Think aloud'

Demonstrate what the learning looks like

Purpose



Model



Shared



Guided



Independent

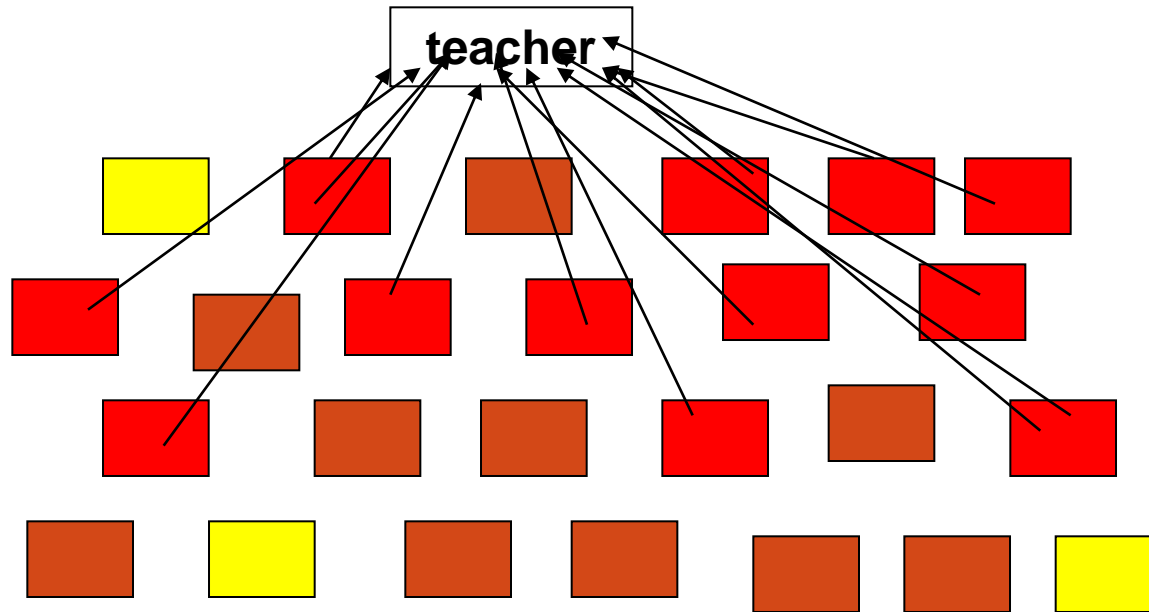
Share this with the students – check they understand the LI

Involve the students in the process.
Think –pair -share

Teacher guides groups to read texts at their instructional level

Clearly linked
Open ended
Achievable
Students reflect on their learning

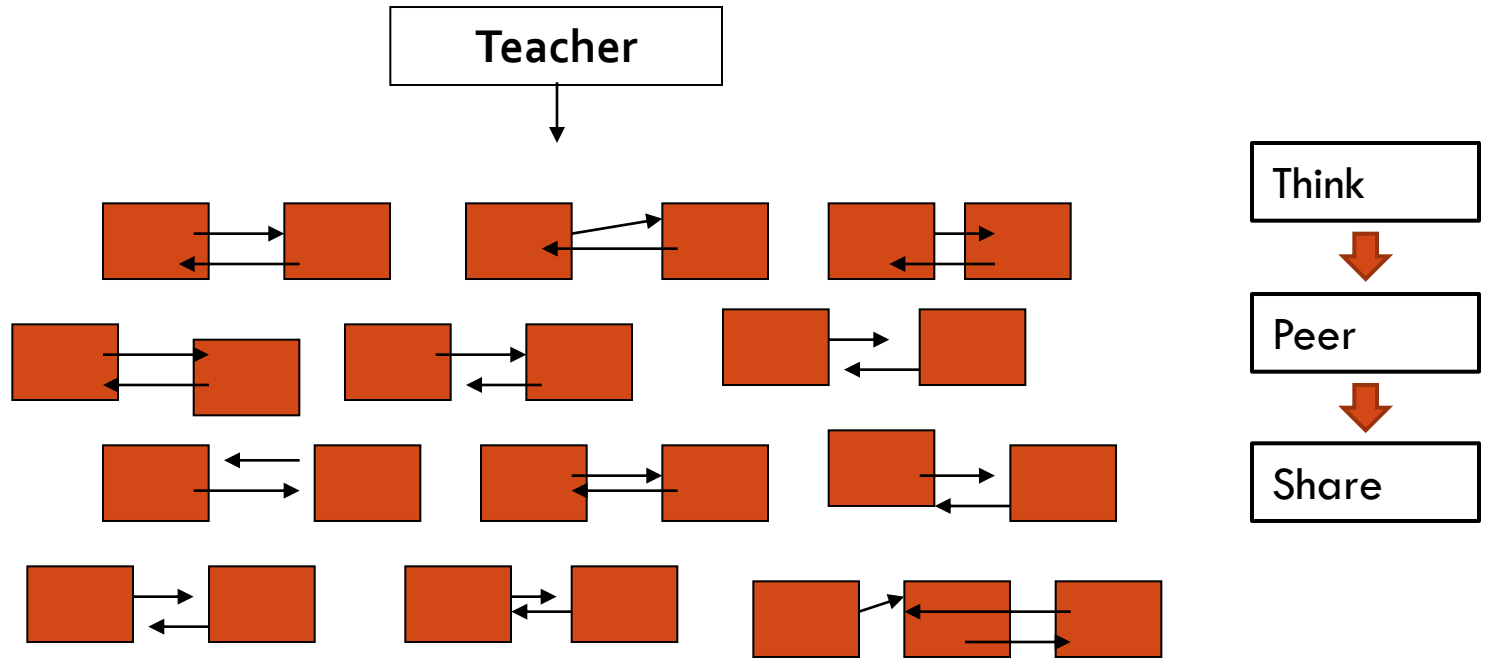
20 minute session



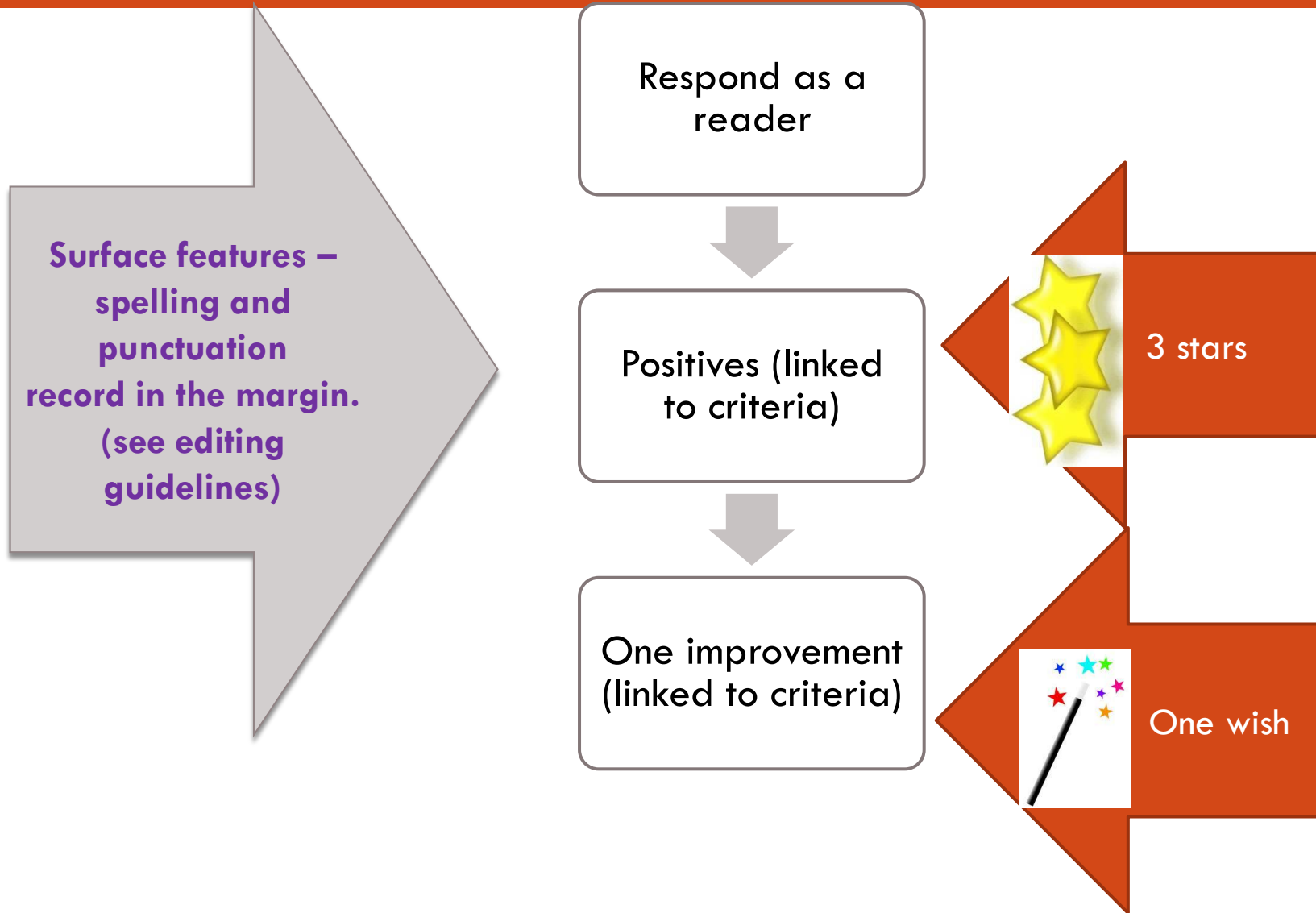
Questions from teacher: 15 (15 closed)

Questions from students: 5 (all closed)

Teacher as the facilitator



Responding to writing





Plan:
review,
feedback,
Pace

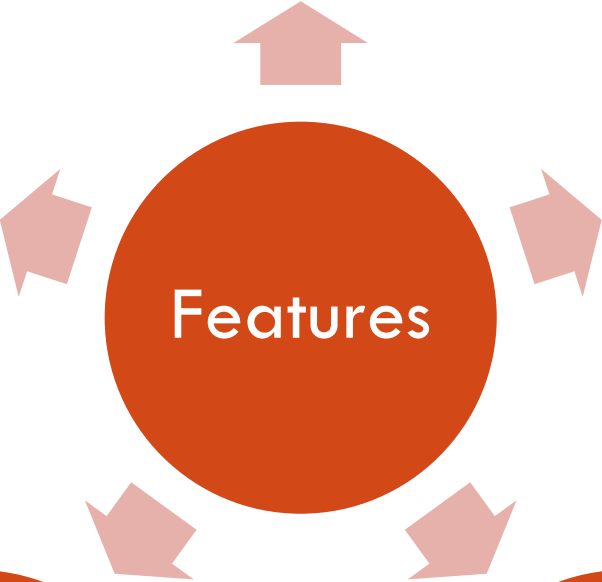
Capacity
building

Best
practice
Buy in

Features

Pair
coaching
Feedback
Motivation

Mental
models



Peer Coaching – feedback from staff

Forced me to think more about my teaching and the effectiveness
Recording video gives greater insight

Helped me see further into my class dynamics – who was participating etc

Non – threatening
Learning by observation



Plan:
review,
feedback,
Pace

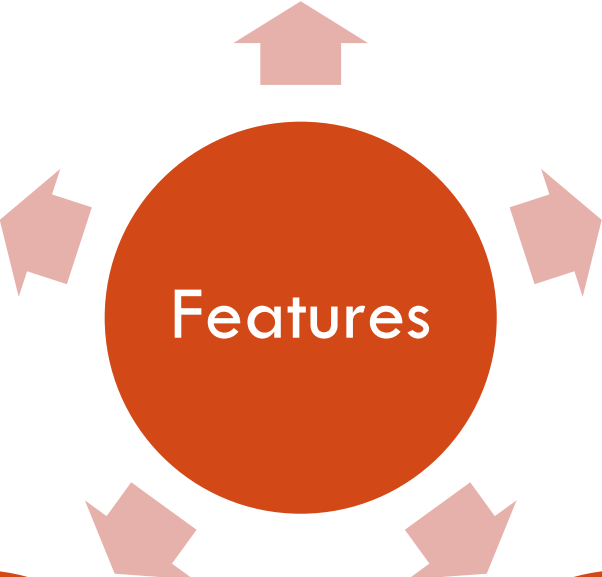
Capacity
building

Best
practice
Buy in

Features

Pair
coaching
Feedback
Motivation

Mental
models



Lead Team

- Developing and sharing good practice
- Contributing to Professional Learning sessions
- Sharing resources with other staff
- Contributing to team discussions
- Peer coaching (video)
- Observing lessons

Tracking progress – targeting students

Who are our at risk students?

What progress have they made?

What has made the difference?