

The background of the slide features a faded image of a classroom. At the top, a projector screen displays a document with text and images. Below the screen, a large group of diverse children in school uniforms are posed for a group photo. The text is overlaid on this background.

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Planning (Strategically)
for
Professional Development

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FAQ

Frequently Asked Questions

A woman with short dark hair, wearing a light blue top, is leaning over a large interactive display. Two young boys in blue shirts are looking at the display. The display shows various educational content, including a sun icon and text about research sponsored by the NSF. The background features other educational posters and signs.

IFAQ

**Infrequently Asked
Questions**

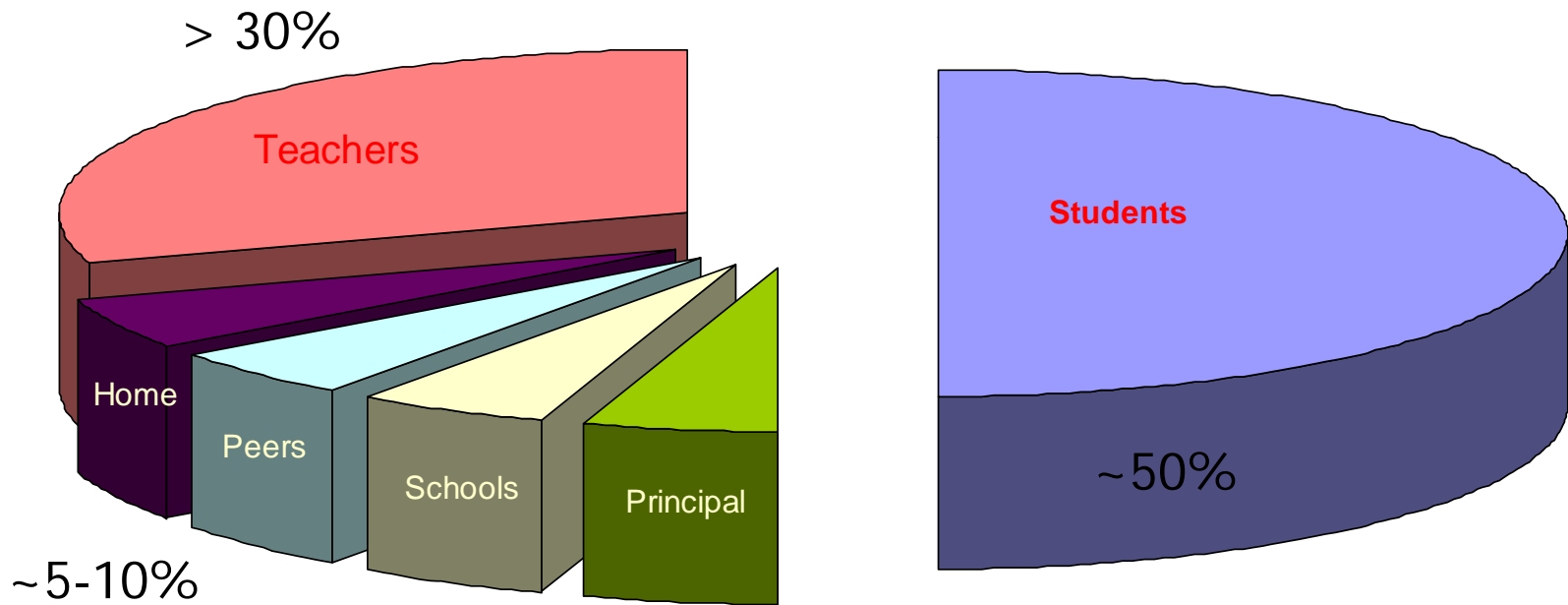
Q1: Why prioritise professional development?

Research

- Teachers are the most important (malleable) variable in improving student outcomes (Hattie)
- There is a strong correlational link between professional development and improved learning outcomes (Ingvarson)
- students placed with high performing teachers will progress three times as fast as those placed with low performing teachers (McKinsey)

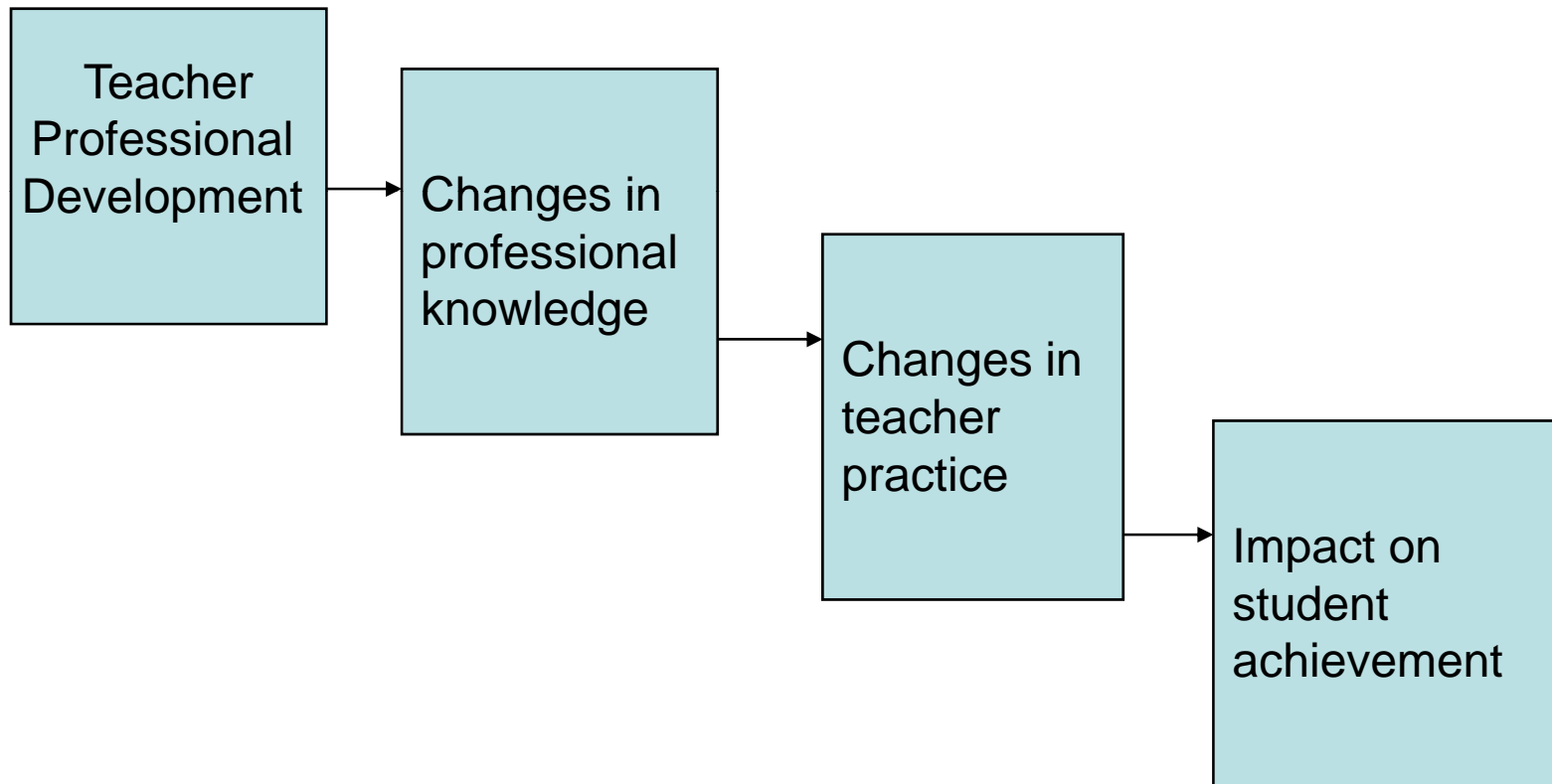
Educational *effectiveness*

(Findings from meta-analytic research: >500,000 studies)



~5-10%
Hattie (2003, 2005)

Impact of PD on Student Learning





Principle 1:

PD will be most effective:
when it focuses on improving and building
teacher skills for classroom practice



Q2: Are you building a genuine community of learners?

Research

- Where there is an alignment of a school's vision statement, teaching and learning strategic plan, and PD plan (Elmore)
- Higher levels of learning communities results in higher student achievement (Marks)
- Build the capacity, not just of the individual, but of the school community: here lies the power to sustain change (Newmann)
- Beware contrived communities (Fullan)



Principle 2:

PD will be most effective:
when it is mediated through a learning
community

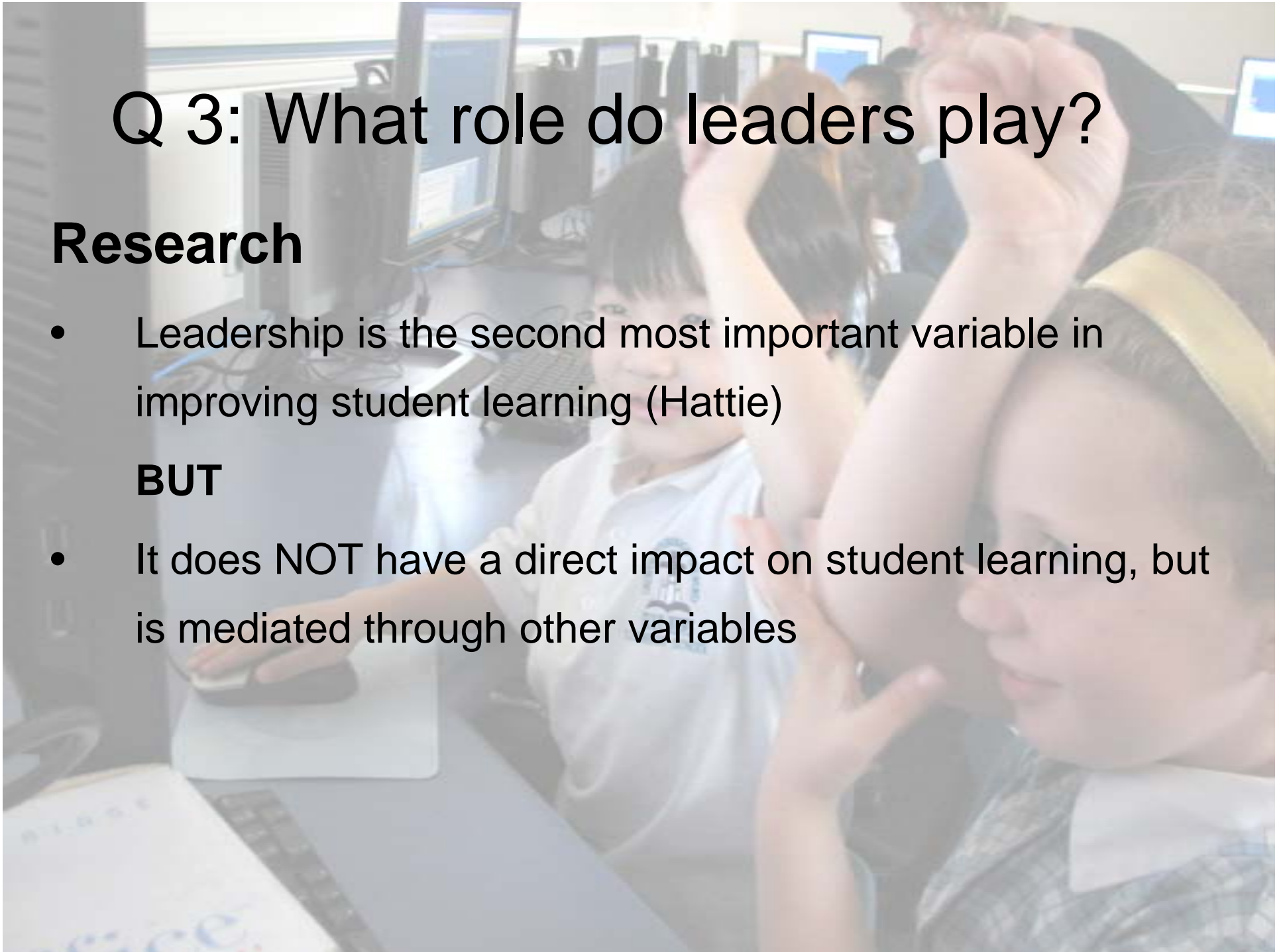
Q 3: What role do leaders play?

Research

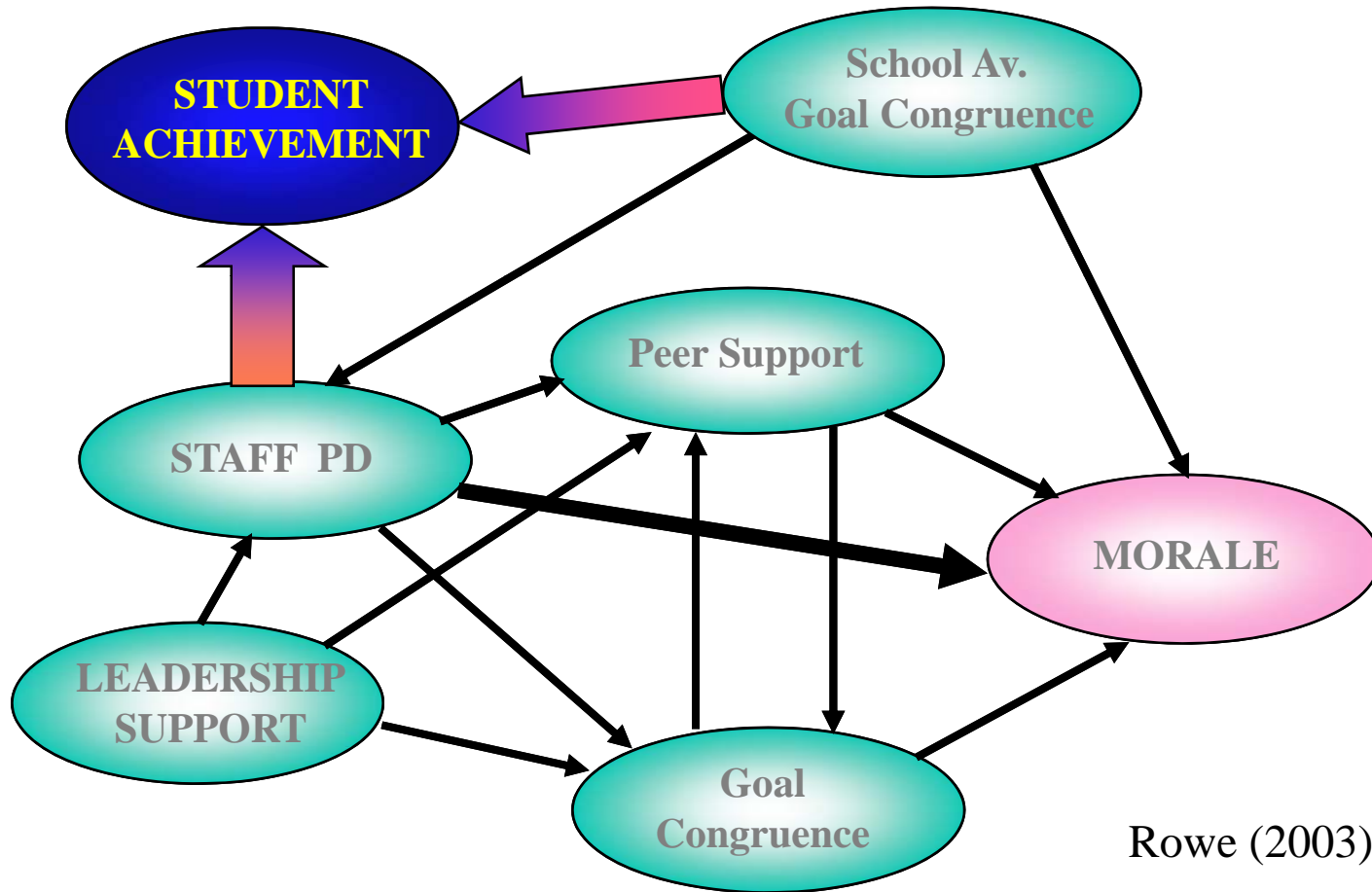
- Leadership is the second most important variable in improving student learning (Hattie)

BUT

- It does NOT have a direct impact on student learning, but is mediated through other variables



Interdependent effects



Q 3: What role do leaders play?

Research

- Establishing goals and expectations
- Strategic resourcing
- Planning, coordinating and evaluating teaching and the curriculum
- Promoting and participating in teacher learning
- Ensuring an orderly and supportive environment

(Robinson 2007)

A photograph of a teacher and two students in a classroom. The teacher, a woman with dark hair, is leaning over a large interactive screen. Two students, a boy and a girl, are looking at the screen. The screen displays educational content, including a sun icon and text about research sponsored by the NSF. The background shows a wall with posters, including one that says "WINDOWS TO THE UNIVERSE".

Principle 3:

PD will be most effective:
when it is lead by a skilled and knowledgeable leader

A teacher and two students are gathered around a large interactive screen in a classroom. The teacher, a woman with short dark hair, is pointing at the screen and smiling. The two students, a boy and a girl, are looking at the screen with interest. The screen displays various educational materials, including a poster titled "WINDOWS TO THE FUTURE" and a banner for "New Research Sponsored by the NSF!". The classroom environment is bright and modern, with other educational posters visible on the walls.

Turn and Discuss

- Building teacher skill
- Building a learning community
- Role of leaders



Q 4: Are PD activities planned around improving classroom practice?

Research

- Collaborative study of student work
- Informed by principles of adult learning
- School-based and sustained
- Built into the daily work of teachers
- Is needs-based
- Designed to 'deprivatise' practice



Q 4: Are PD activities planned around improving classroom practice?

Research

Effective means of sustaining change in teachers' behaviour to improve student learning:

- Presentations and demonstrations (will affect up to 5% change in behaviour)
- Structured feedback and simulations (up to 15%)
- Peer coaching with built in long-term feedback and reflection cycles (will affect up to 95%)

(Tibbits)

A photograph of a teacher and two students in a classroom. The teacher, a woman with dark hair, is leaning over a large interactive display. Two students, a boy and a girl, are looking at the display. The display shows various educational content, including a poster titled "WINDOWS TO THE UNIVERSE" and a poster about "New Research Sponsored by the NSF".

Principle 4:

PD will be most effective:
when it is focused on the everyday work of
classroom teachers



Q 5: Is PD designed around teacher practices?

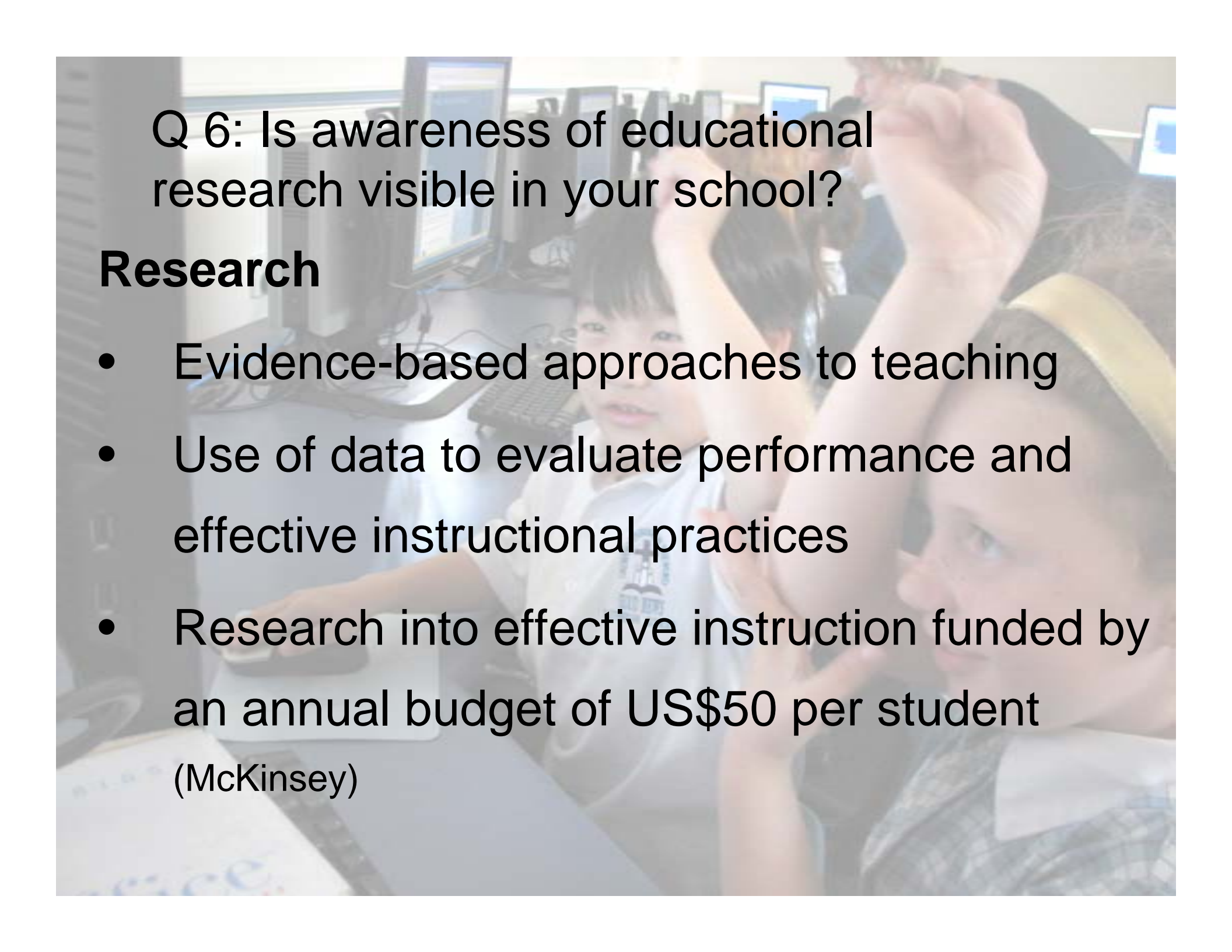
Research

- Focus on content and how students learn that content
- Focus on instructional practices
- Standards of student performance
- The teaching of higher order skills

A teacher and two students are gathered around a large interactive screen in a classroom. The teacher, a woman with dark hair, is pointing at the screen. Two male students, one on the left and one on the right, are looking at the screen. The screen displays educational content, including a title "WINDOWS TO THE UNIVERSE" and a list of topics: "Physics", "Chemistry", "Biology", and "Earth Science". There is also a section for "New Research Sponsored by the NSF" and a "Windows to the Universe Store".

Principle 5:

PD will be most effective:
when it is focused on the everyday practices of
classroom teachers



Q 6: Is awareness of educational research visible in your school?

Research

- Evidence-based approaches to teaching
- Use of data to evaluate performance and effective instructional practices
- Research into effective instruction funded by an annual budget of US\$50 per student
(McKinsey)

Research: Strongest effects (Hattie, 2003, 2005)

Feedback	1.13
Students' prior cognitive ability	1.04
Instructional quality	1.00
Instructional quantity	.84
Direct instruction	.82
Strategy Instruction/Acceleration	.72
Home factors	.67
Remediation & feedback	.65
Students disposition to learn	.61
Class environment	.56
Challenge of Goals	.52

Weakest effects (Hattie, 2003, 2005)

Influence	Effect size (SDs)
Aims & policy of the school	.24
Affective attributes of students	.24
Calculators	.24
Physical attributes of students	.21
Learning hierarchies/scaffolding	.19
Programmed instruction	.18
Audio-visual aids	.16
Individualisation	.14
Finances/money	.12
Behavioural objectives	.12
Team teaching	.06
Ability grouping/Streaming	.05



Principle 6:

PD will be most effective:
when it is data-informed and evidence-based

A young girl in a white school uniform is sitting at a computer desk in a classroom. She has her right hand raised. A woman, likely a teacher, is standing next to her, also with her hand raised. The background shows other students at computer desks.

Q 7: What are your hurdles to PD...and what are your springboards?

Research - Hurdles

- 1. History of PD**
- 2. Teacher attitudes and perceptions**
- 3. Time**
- 4. Appropriate funding**



7.1 History

- previous experience
- lack of differentiation
- delivery formats
- imposition v consultation
- time of day



7.2 Teacher Attitude

“Dr Gregor Ramsay described the incidence of stagnation in schools which occurred when teachers’ long periods of ‘professional passivity’ weakened their morale and self-image.”

Senate Report into Academic Standards, 2007



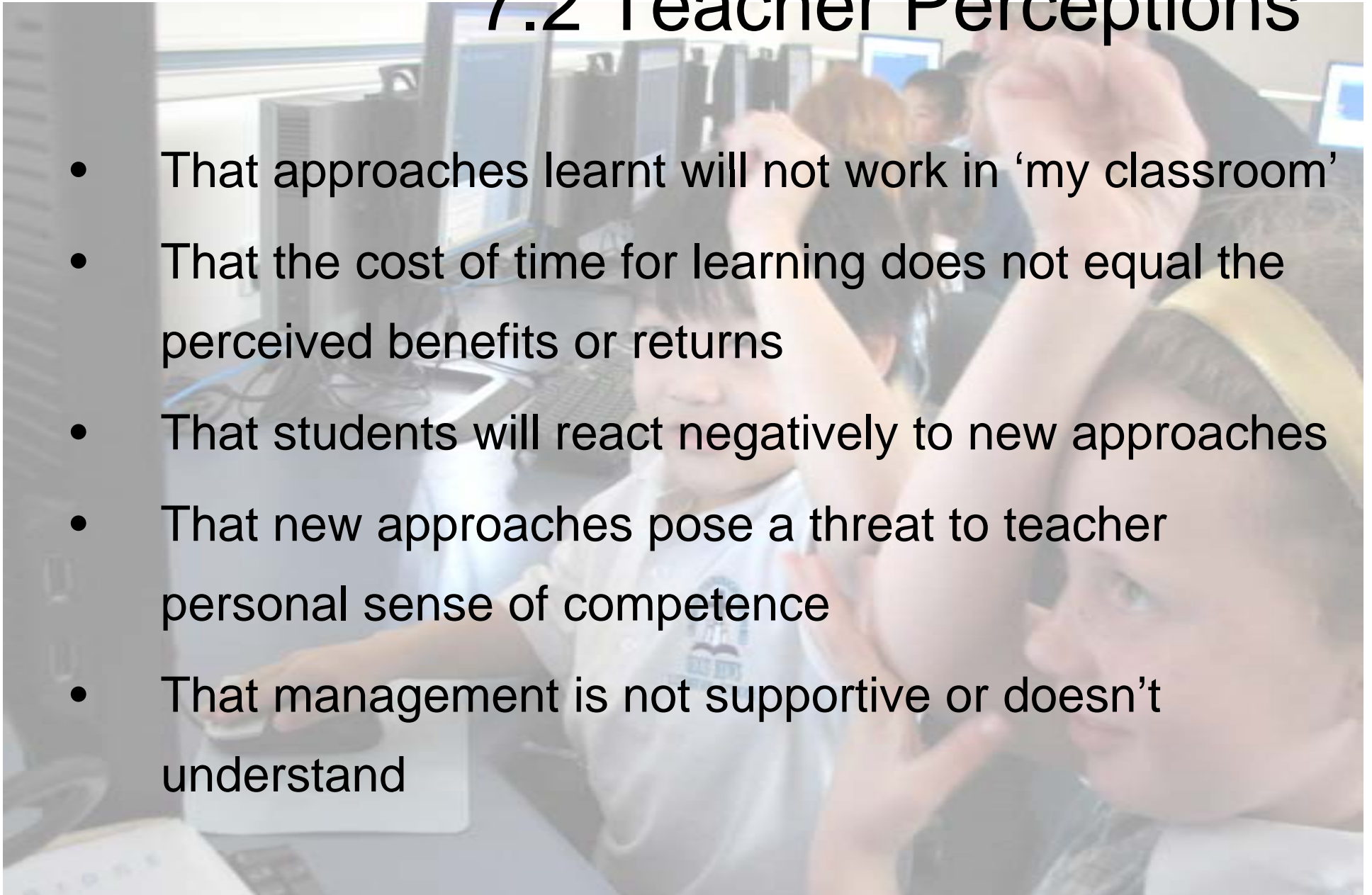
7.2 Teacher Attitude

The "soft bigotry of low expectations" is alive and well. That's what I learned from spending two weeks in sixth grade classrooms recently. Said one teacher about students from broken homes: they "can't learn". Said another about students who don't master multiplication tables by age 10: "They're cognitively incapable of learning the material."

M Fullan (2004)

7.2 Teacher Perceptions

- That approaches learnt will not work in 'my classroom'
- That the cost of time for learning does not equal the perceived benefits or returns
- That students will react negatively to new approaches
- That new approaches pose a threat to teacher personal sense of competence
- That management is not supportive or doesn't understand





7.3 Time

Blocker of challenge?

How do you create time for teacher learning?

- What are the conditions under which real learning is likely to take place?



7.4 Funding PD

- High performing school systems devote 10% of working time to professional development (McKinsey 2007)
- What types of PD are effective and efficient?



Principle 7:

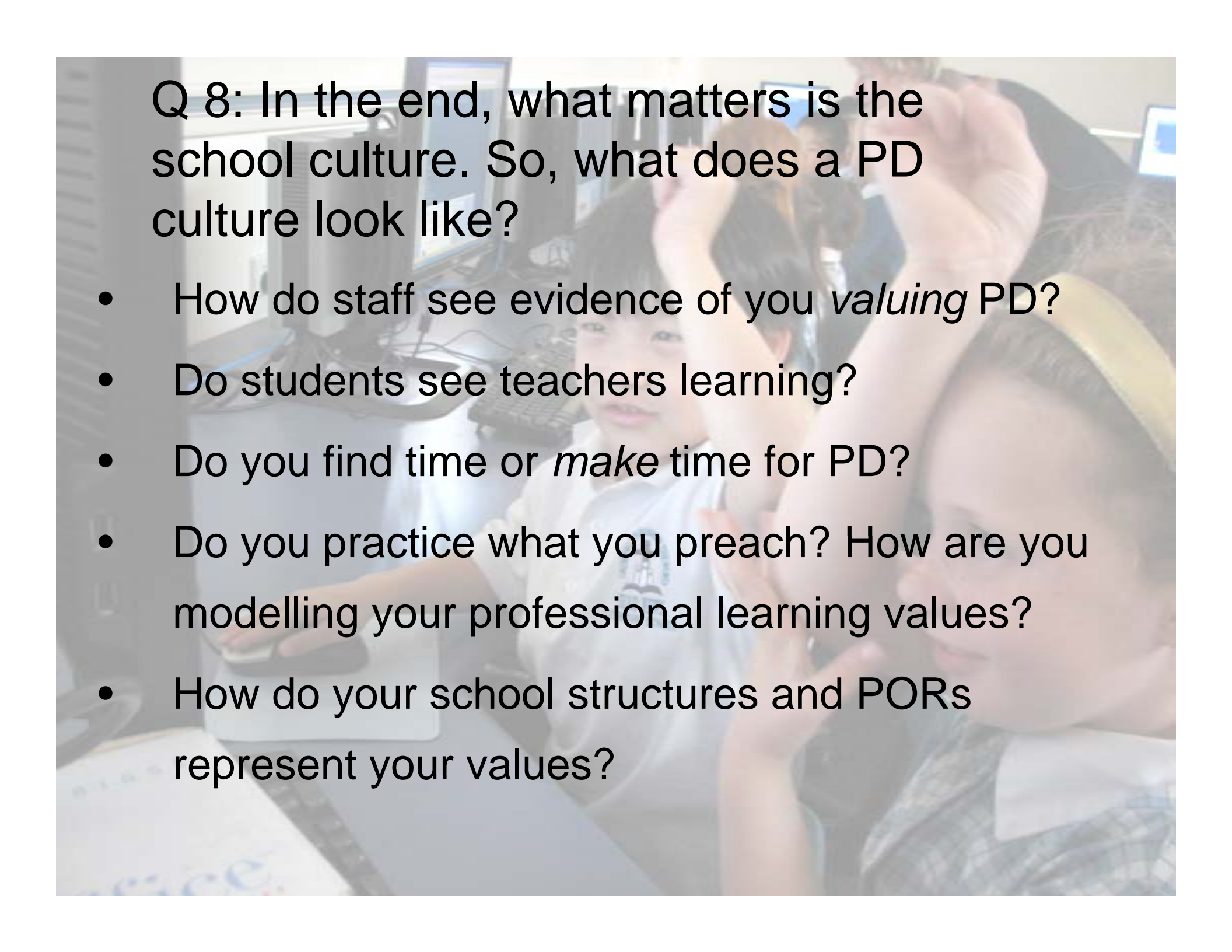
PD will be most effective:

when it is located in the everyday work of teachers and where appropriate time is devoted to teacher learning.

A woman with short dark hair, wearing a light blue top, is leaning over a computer monitor in a museum. She is smiling and looking at the screen. Two young boys, one on the left and one on the right, are also looking at the screen. The boy on the right is pointing at the screen. The background is filled with educational displays, including a sign that says "WINDOWS TO THE UNIVERSE" and another that says "New Research Sponsored by the NSF!".

Turn and Discuss

- Use of research
- Successes and
- Blockers
- Your challenges

A faded background image of a classroom. In the foreground, a young girl with dark hair is looking towards the camera. Behind her, a teacher with long dark hair is leaning over, possibly interacting with another student. The background shows computer monitors and other classroom equipment.

Q 8: In the end, what matters is the school culture. So, what does a PD culture look like?

- How do staff see evidence of you *valuing* PD?
- Do students see teachers learning?
- Do you find time or *make* time for PD?
- Do you practice what you preach? How are you modelling your professional learning values?
- How do your school structures and PORs represent your values?

What can we learn from Caltex?



A PD Culture:

Some challenges:

- Changing the paradigm
- Quality learning time for teachers
- Changing teachers knowledge and beliefs
- A culture of teachers as learners.