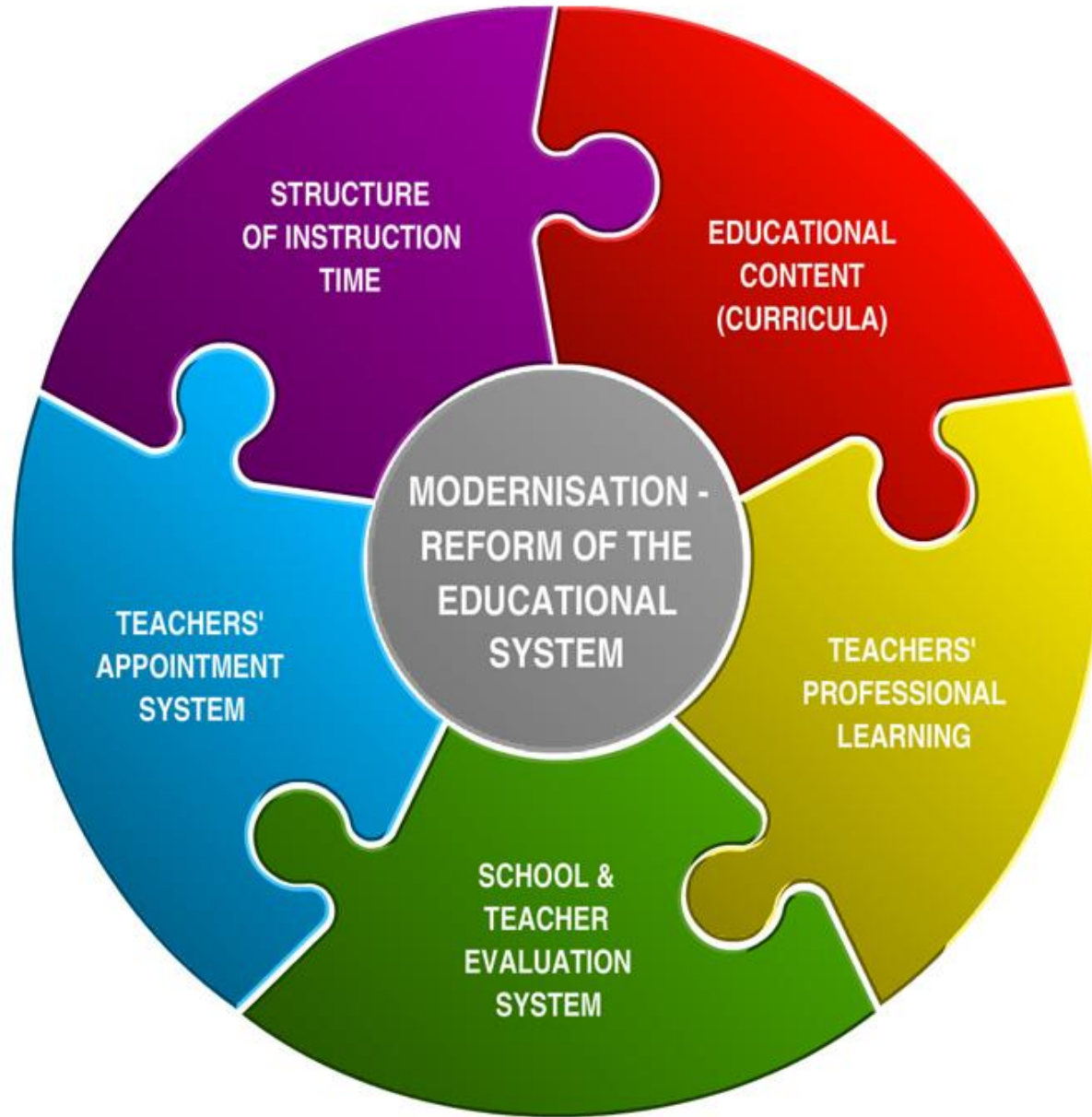
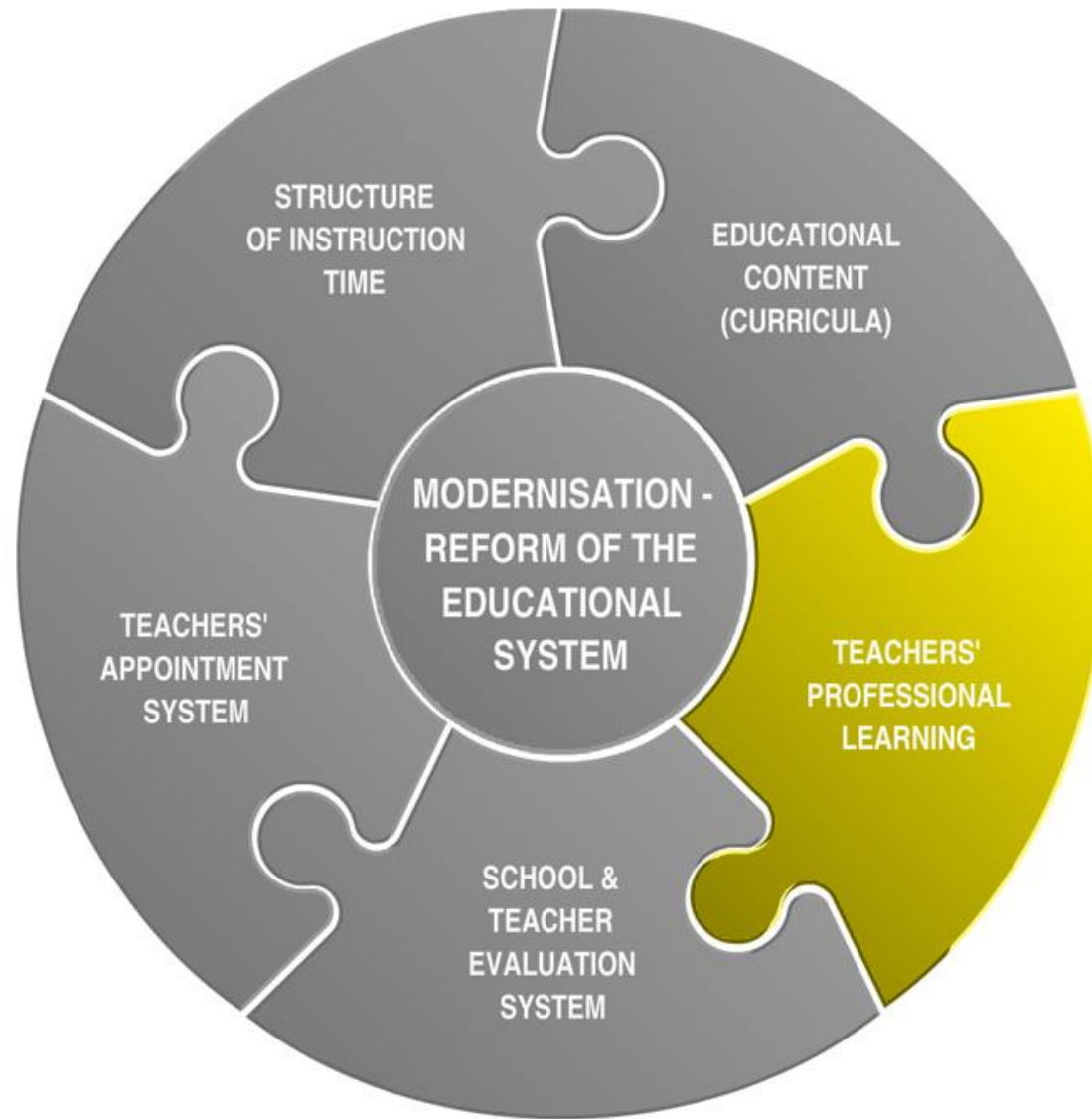


Putting Teachers at the Heart of
School and System Improvement:
Leading Collaborative Learning with
Impact

Dr Alma Harris
@almaharris1

Dr Michelle
Jones@michellejones1



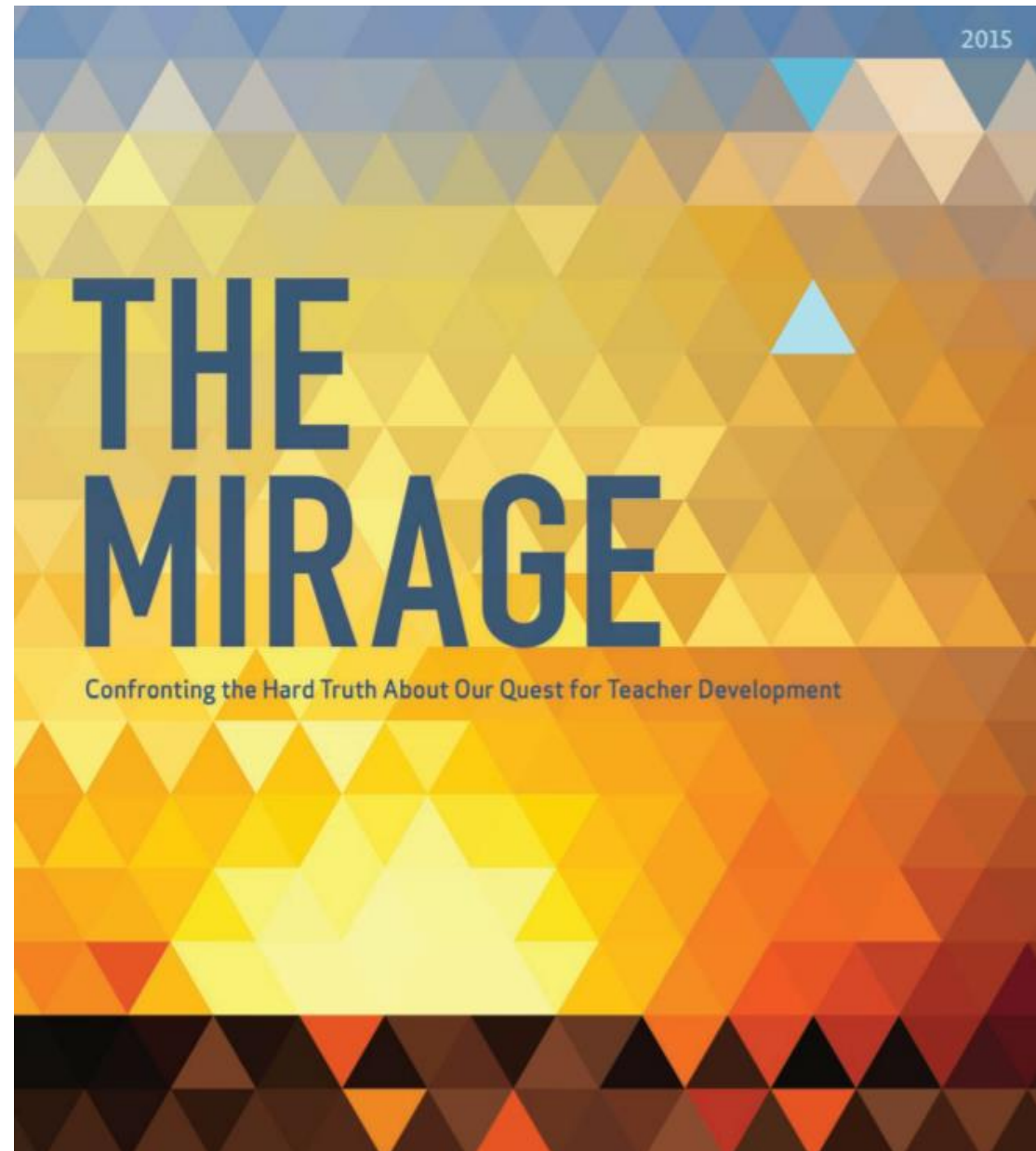


Teachers' Professional Learning



- Developing, training and increasing the professionalisation of staff (e.g. professional learning of all teachers)

Give teachers a
clear, deep
understanding of
their own
performance and
progress.



Teachers' Professional Learning

- Professional collaboration is the new chorus line for change and improvement.

(Hargreaves and O' Connor, 2017)



wise

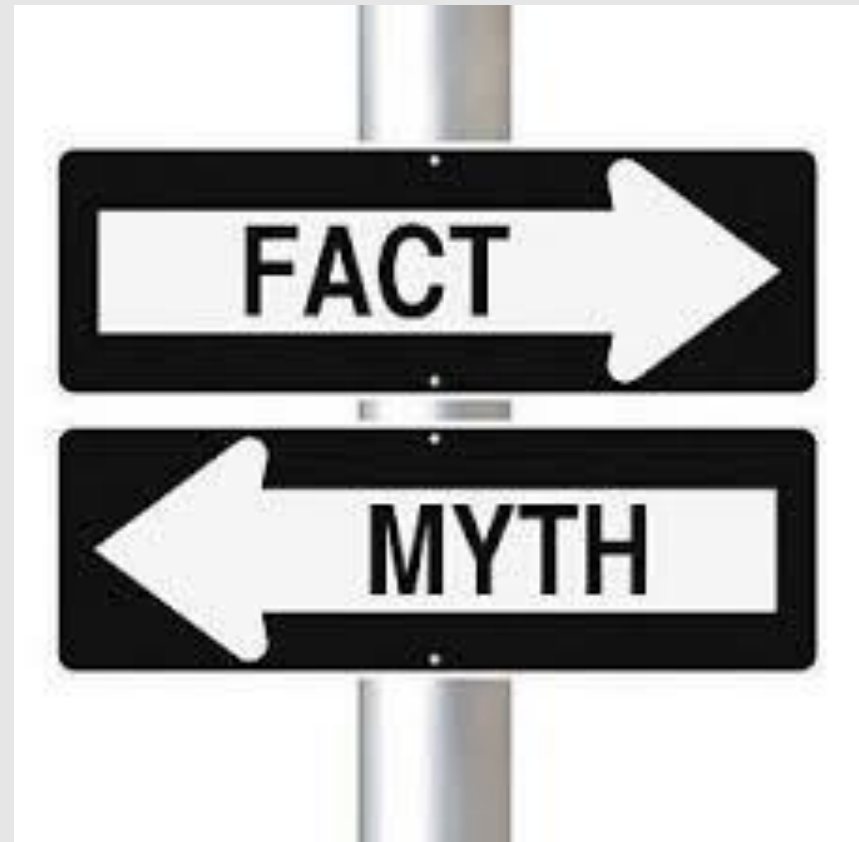
world innovation summit for education
مؤتمر القمة العالمي للابتكار في التعليم
An Initiative of Qatar Foundation

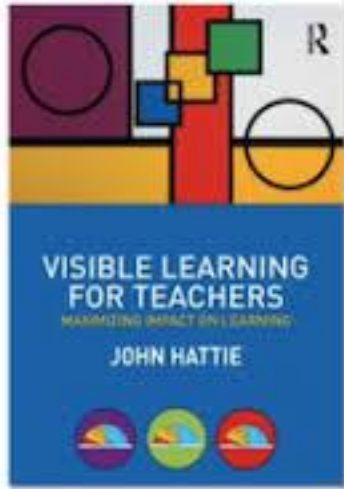
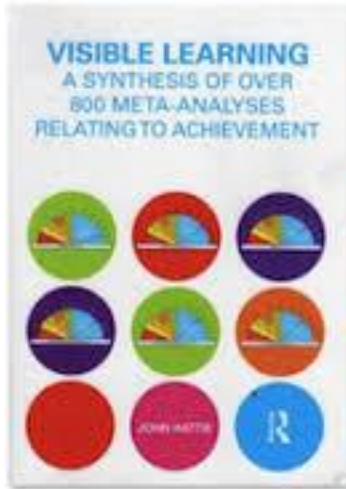


Andy Hargreaves
Michael T. O'Connor

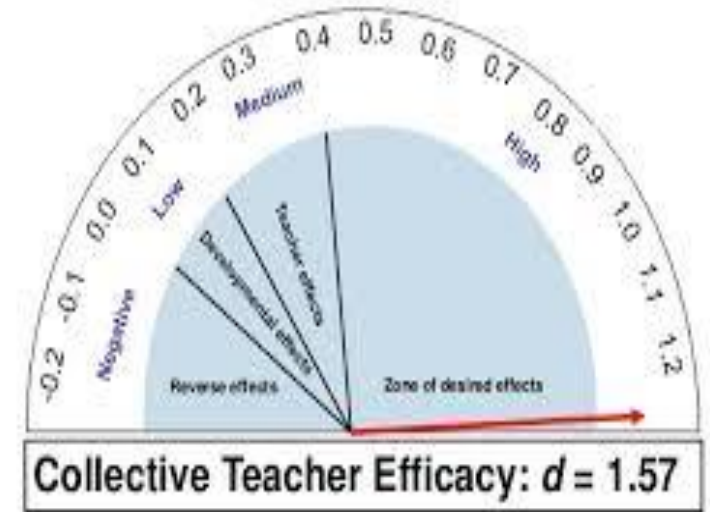
But

- Do students learn *more* when their teachers work well and learn together?





What Matters Most in Raising Student Achievement?

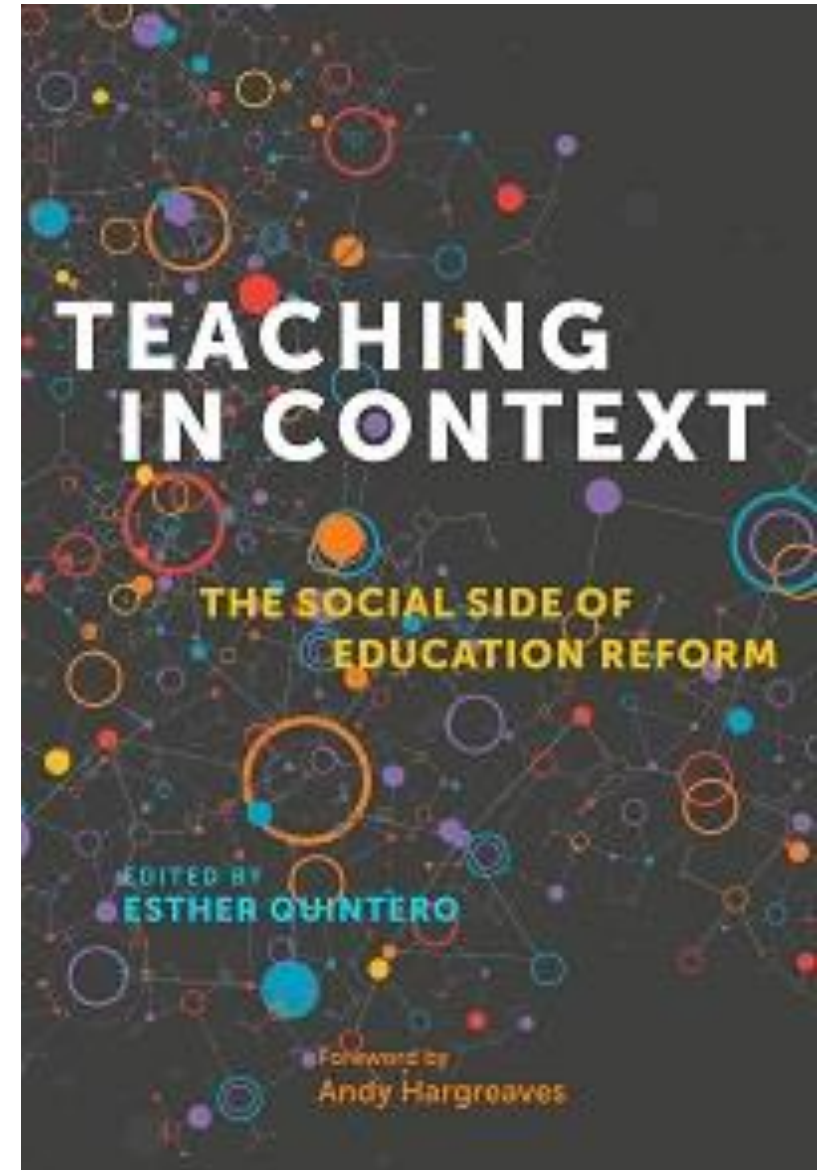


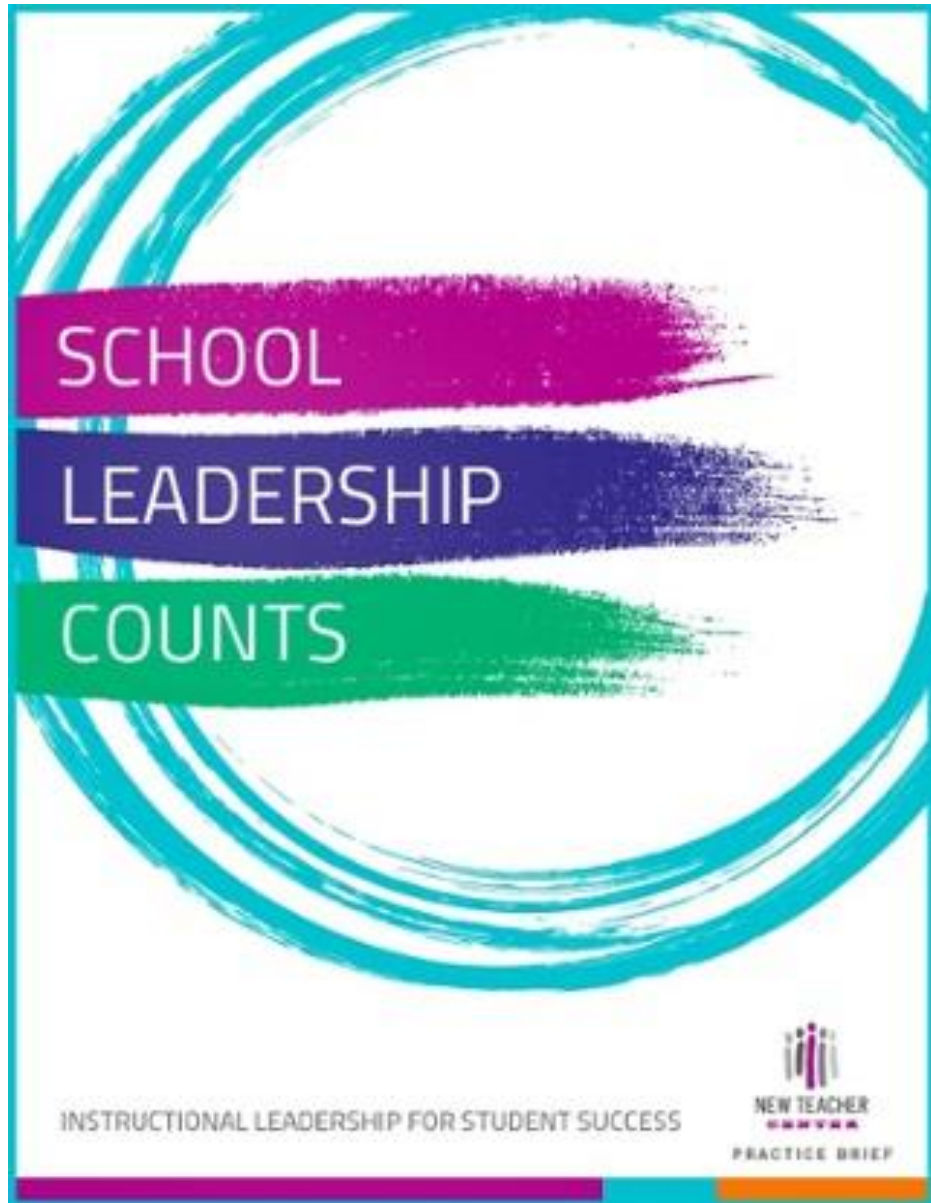
Hattie, J. (2008). *Visible learning: A synthesis of over 800 meta-analyses related to achievement*. New York: Routledge.

Improving Student Learning

Improving Teacher Effectiveness

- Teachers working collaboratively, in a supportive environment where their collective focus was on improving teaching and learning were *most effective* in the classroom



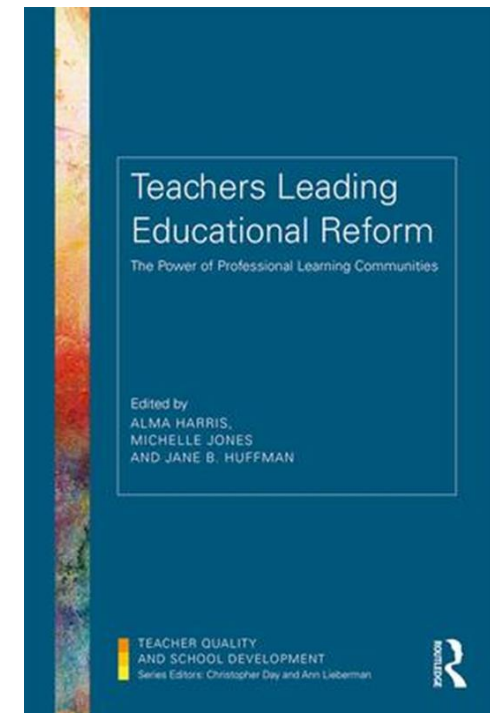


Improving Student Performance

Students perform better in schools with the highest levels of instructional and teacher leadership.

Improving Learner Outcomes

- There is a great deal of evidence to underline that **teacher inquiry and collaboration** can make a positive difference to learner outcomes (Harris, Jones and Huffman, 2017).



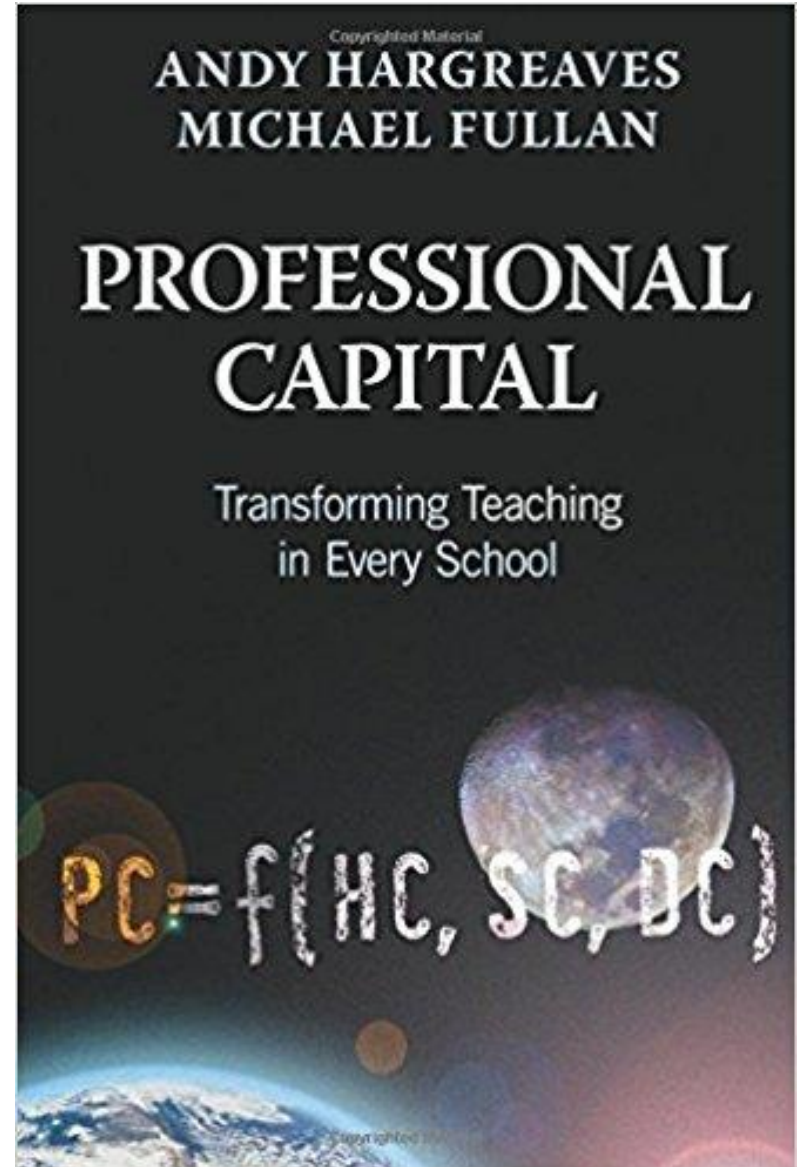
How do we
create
professional
collaboration
that is



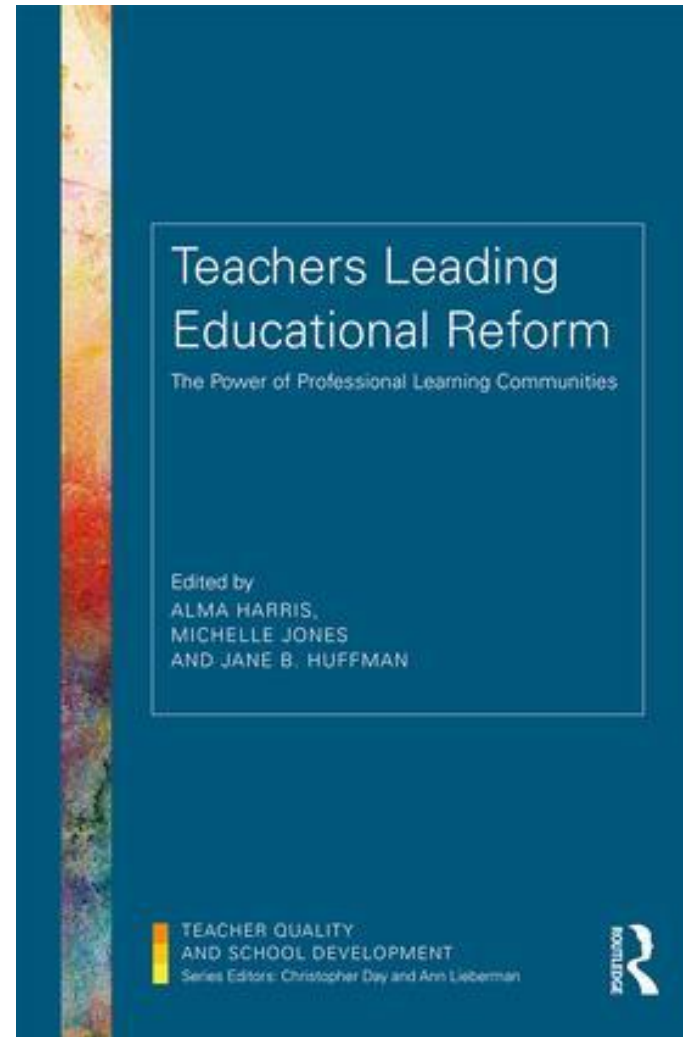
- Authentic?
- Impactful?
- Sustainable?

Authentic Collaboration

- Deep collaboration
- Positive Relationships
- Shared language
- Trust
- Collective rewards



Impactful Collaboration



Collaboration with Impact

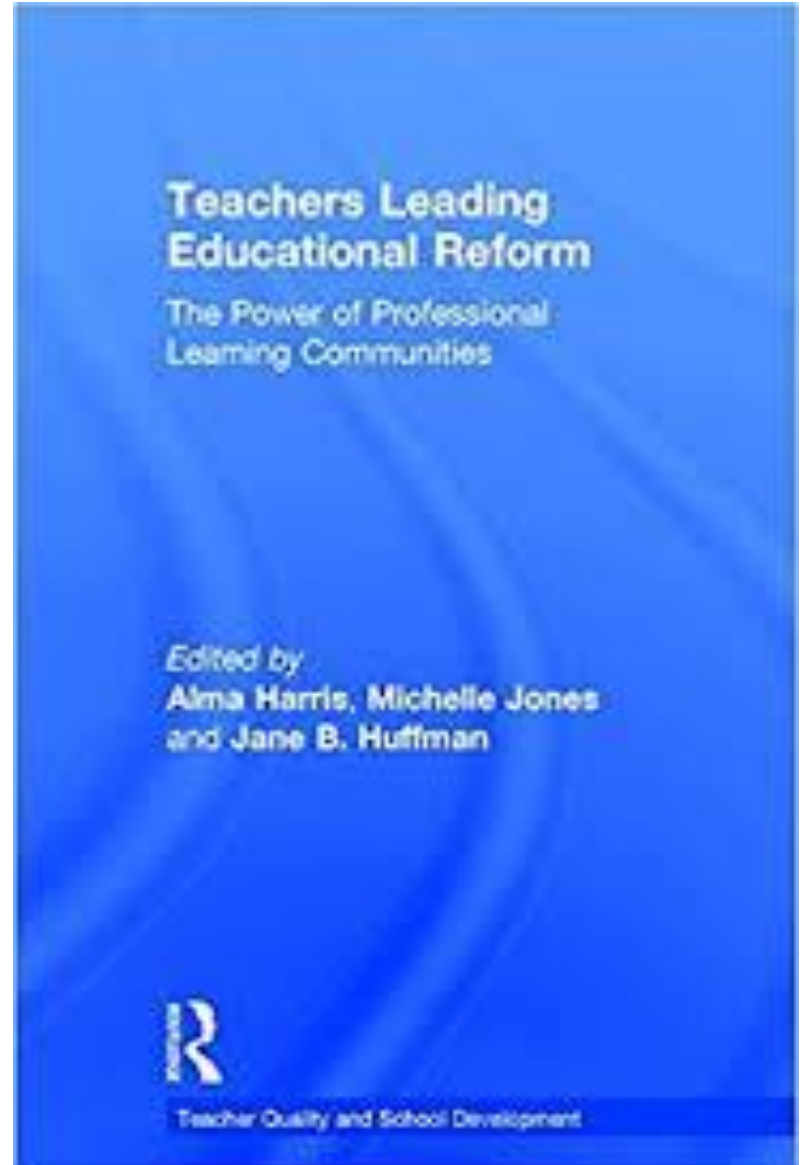
- Clear model of engagement
- Clarity about purpose
- Buy-in
- Quick wins
- To think about impact from the start



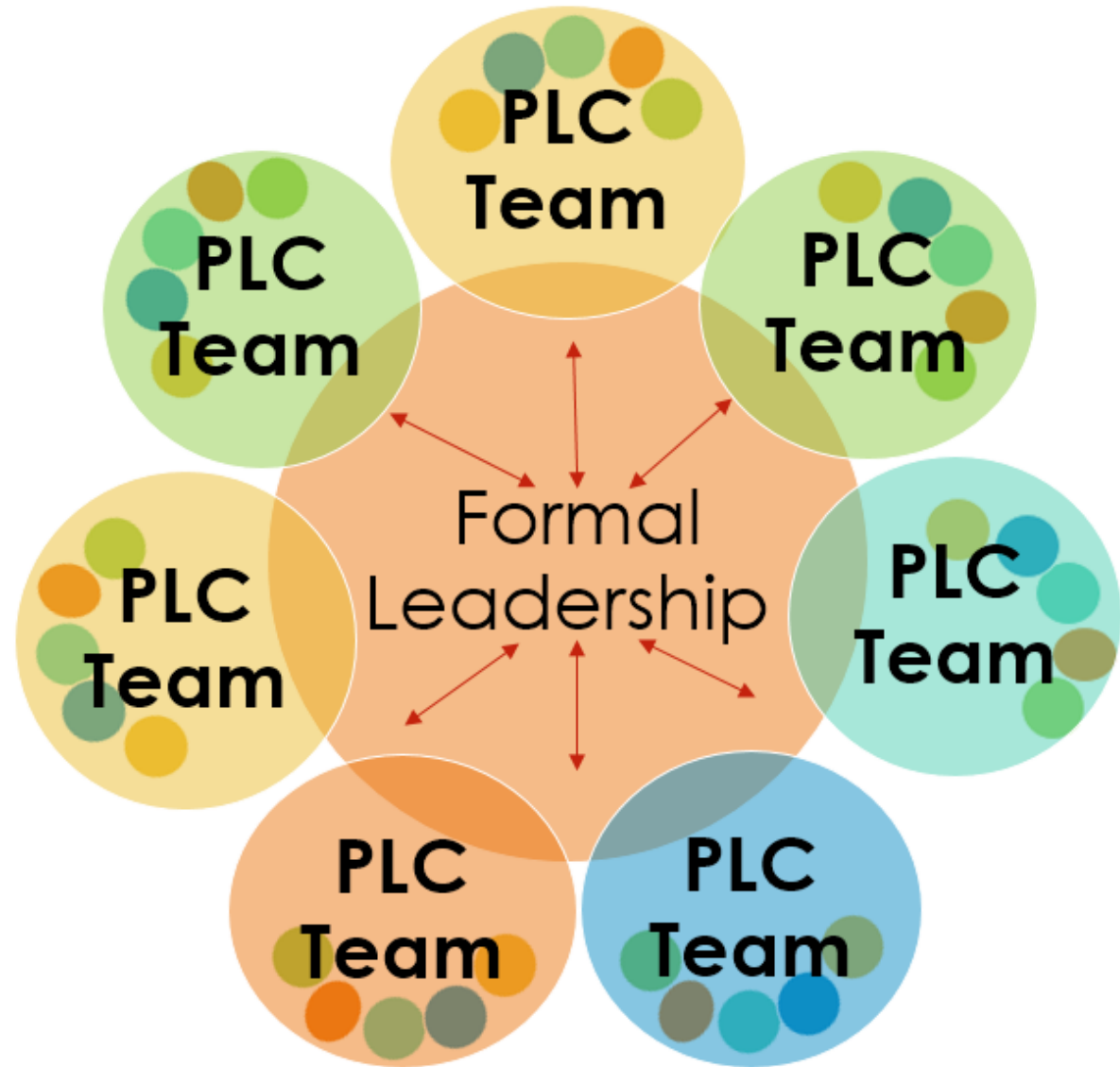
structures

What models of professional collaboration are there?

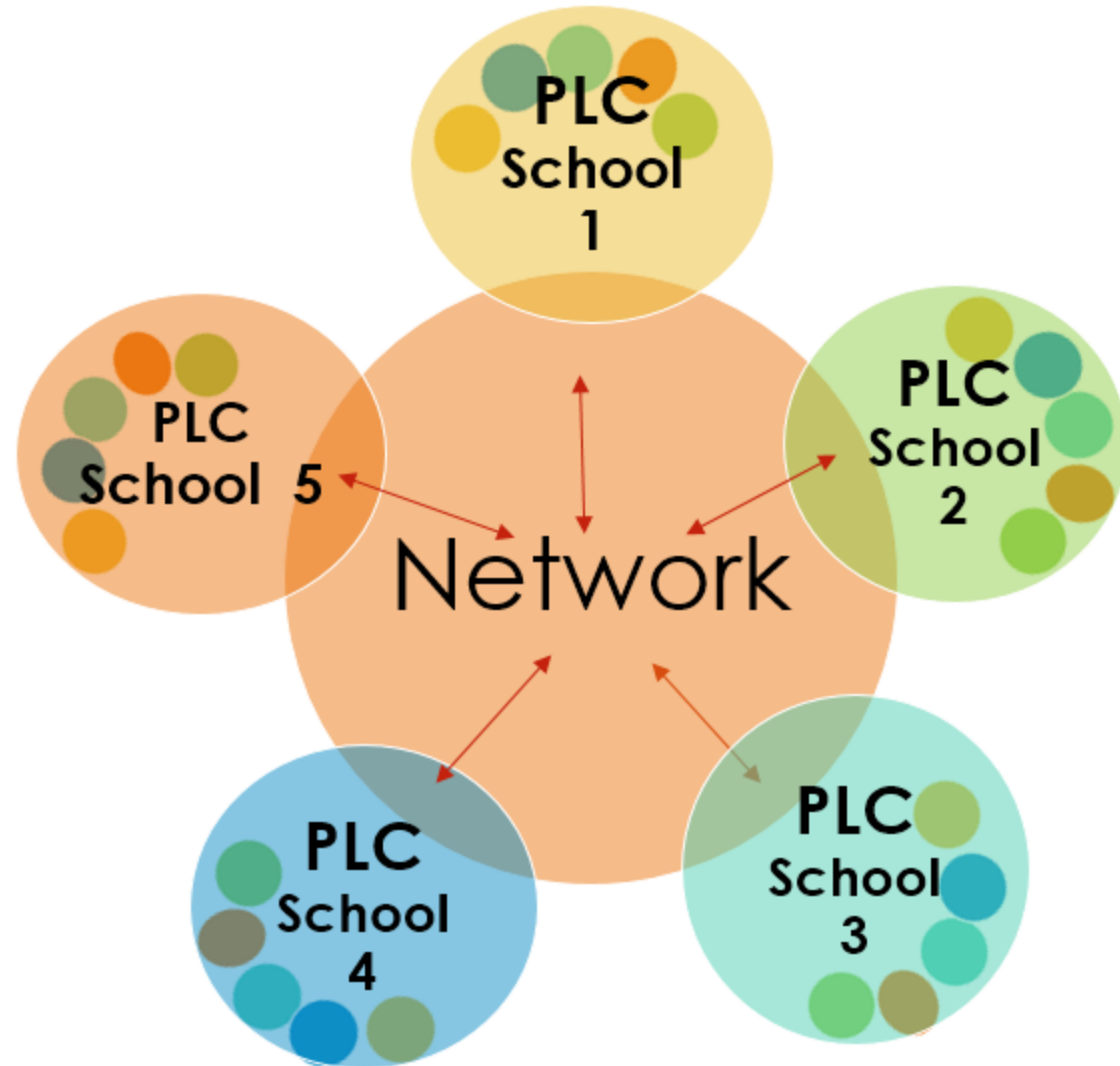
- Professional Learning Communities
- Networks
- Data Teams
- Communities of Practice



Within School PLCs



Across School PLCs Networks



Professional Learning Communities and Networks

- Are there to produce new knowledge not to recycle old knowledge.

What is the Purpose of Professional Collaboration?

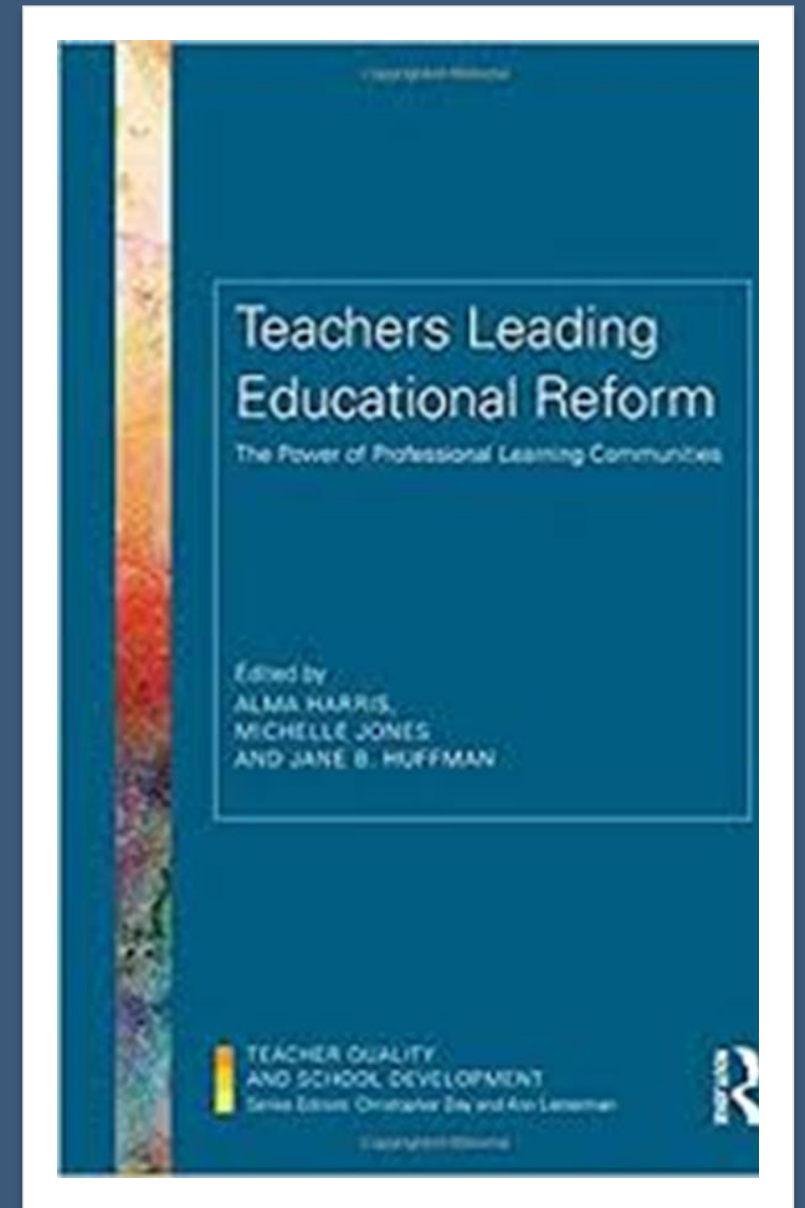
- Management.....Leadership
- Conformity.....Innovation
- Compliance.....Creativity
- Structure.....Culture



What Does International
Evidence Say?

Networks

- There is evidence that school to school networks can build the capacity for change and improvement



Canada

School to
School
Networks



Teachers value professional learning that is relevant and practical for their work.



FINAL RESEARCH REPORT

The State of Educators' Professional Learning in Canada



Carol Campbell, Pamela Osmond-Johnson, Brenton Faubert, Kenneth Zeichner, and Audrey Hobbs-Johnson, with Sherri Brown, Paula DaCosta, Anne Hales, Larry Kuehn, Jacqueline Sohn, and Karen Steffensen

Table 1:Features of Professional Learning and Key Findings from *The State of Educators' Professional Learning in Canada* study

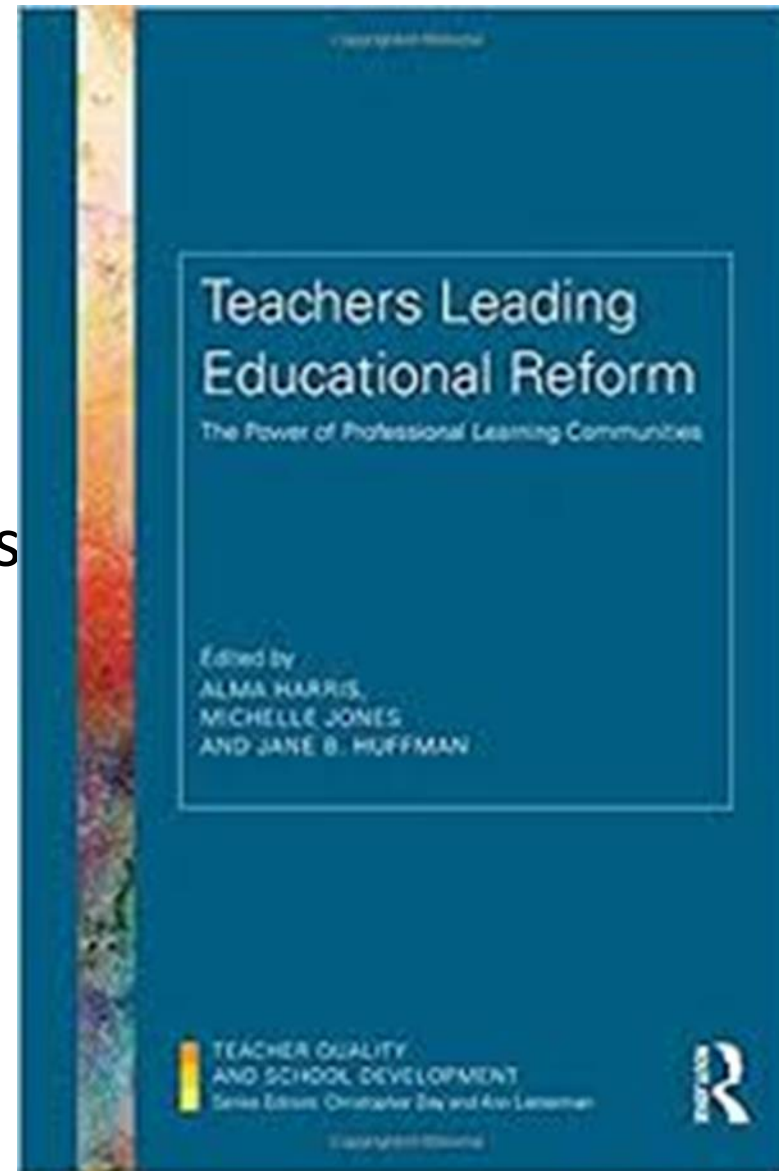
Key Components and Features of Effective Professional Learning Identified in Review of Research Literature		Key Findings from Study of Educators' Professional Learning in Canada
Quality Content	Evidence-informed	Evidence, inquiry, and professional judgement are informing professional learning policies and practices
	Subject-specific and pedagogical content knowledge	The priority area identified by teachers for developing their knowledge and practices is how to support diverse learners' needs
	A focus on student outcomes	A focus on a broad range of students' and professionals' learning outcomes is important
	A balance of teacher voice and system coherence	The appropriate balance of system-directed and self-directed professional development for teachers is complex and contested
Learning Design and Implementation	Active and variable learning	There is no "one-size-fits-all" approach to professional learning; teachers are engaging in multiple opportunities for professional learning and inquiry with differentiation for their professional needs
	Collaborative learning experiences	Collaborative learning experiences are highly valued and prevalent within and across schools and wider professional networks
	Job-embedded learning	Teachers value professional learning that is relevant and practical for their work; "job-embedded" should not mean school-based exclusively as opportunities to engage with external colleagues and learning opportunities matter also
Support and Sustainability	Ongoing in duration	Time for sustained, cumulative professional learning integrated within educators' work lives requires attention
	Resources	Inequitable variations in access to funding for teachers' self-selected professional development are problematic
	Supportive and engaged leadership	System and school leaders have important roles in supporting professional learning for teachers and for themselves

Scotland Attainment Challenge



Professional Learning Communities and Teams

- Within school collaboration in the form of learning teams, professional learning communities, learning circles can directly improve pedagogy and student outcomes, if done well



Wales

PLCs at Scale



Question

- What forms of collaboration are there in your context?
- Which are most successful and why?



What are the Conditions for Success

Trust

Reciprocal Accountability

Collective responsibility

Focus on Improving Learner Outcomes

Distributed Leadership

What Are The Skills for Success?

- Enquiry Skills
- Collaborative Skills
- Leadership Skills



Sustaining Professional Collaboration

- Leadership has to be distributed wisely and widely



Distributed Leadership Matters (Harris, 2013)



The *practice* of leadership –
matters more than the *who* of
leadership

Connections and relationships
that *build* leadership capacity

http://www.wise-qatar.org/sites/default/files/rr.12.2017_boston.pdf

Collaborative professionalism is how teachers and leaders work together to transform teaching and learning for all students.

Collaborative Professionalism

wise

world innovation summit for education
مؤتمر القمة العالمي للابتكار في التعليم
An Initiative of Qatar Foundation



Andy Hargreaves
Michael T. O'Connor

- Teacher learning is of equal value to pupil learning and will in time, improve the quality of teaching & learning (Frederick, 2017)



EMPOWERMENT





Implications for Practice

Teachers working more effectively
together;

Shared knowledge and co-created
knowledge;

Less professional isolation;

More powerful learning;

Greater autonomy.

There are two things that people complain about

- 1. The way things are
- 2. Change



If you want others to
change, grow yourself.



Thankyou

- almaharris.com

