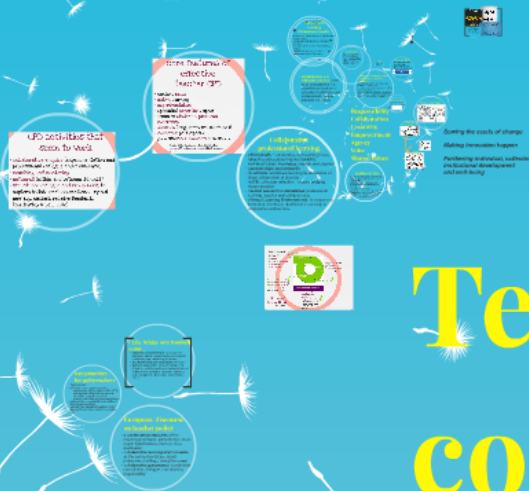


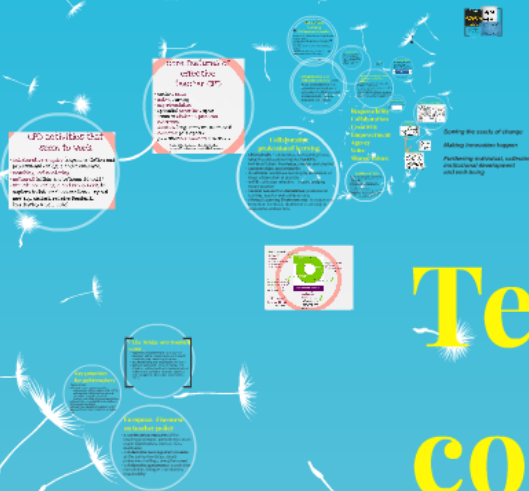
Francesca Caena
EUNEC conference
Dublin, 22 September 2015

Teachers as adaptive, collaborative professionals in learning organisations



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Change of paradigm

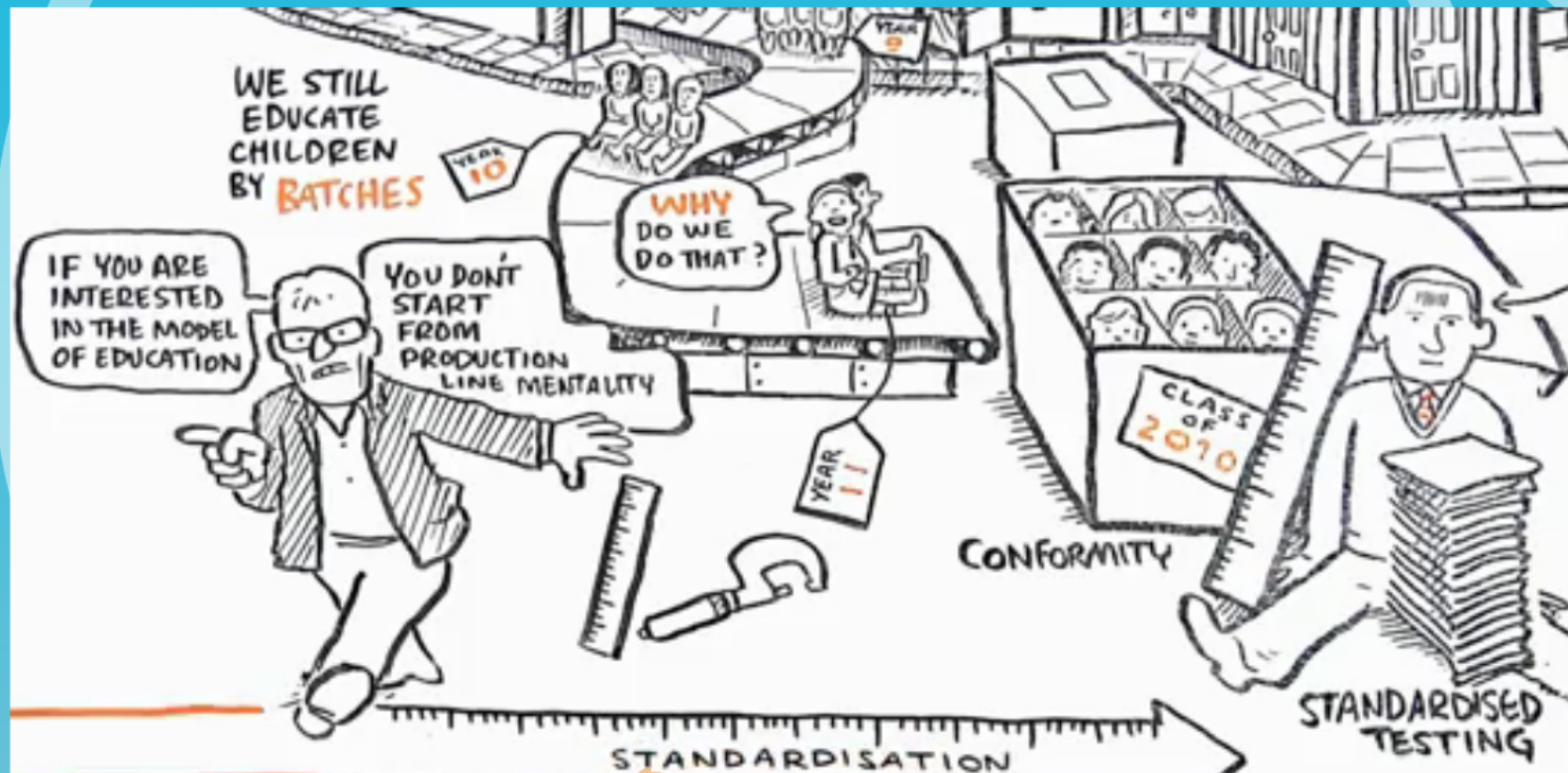


beyond a
story model

(Sir Ken Robinson)



Beyond a factory model



Creative thinking



Deep learning

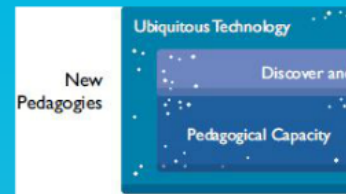
- **learning from each other**, with and from pupils and colleagues
- leveraging **peer teaching**
- ongoing **monitoring** and evaluation of learning
- fostering **pupils' leading their learning**



(Fullan and Langworthy 2014)

New pedagogies

- learn, **create dispositions** needed to thrive
- **create new knowledge** and **connect it to the world**
- **unleash** students' and teachers' **energy** and excitement
- **new learning partnerships** to find, activate and **foster deep learning potential**



(Fullan and La

Teachers: mentors, farmers, alchemists, scaffolders, welders...

- proactive role: **spark, structure, drive** learning process forward
- teacher as **activator** > teacher as facilitator
- design deep learning tasks
- cultivate **key skills/character education** (self-regulation, responsibility, perseverance, empathy), collaboration, imagination...

Boundary broker

- ...*leadership* (policymakers, stakeholders, principal coordinators, teacher educators) = **transfer** in **connect**
- *cooperation* in crossing boundaries, for **bound** change



core features of effective teacher CPD

- content focus
 - active learning
 - experimentation
 - specialist expertise support
 - focus on student aspirations
 - coherence
 - duration (long, intensive, sustained)
 - collective participation
- good staff communication in school.

(Borko, 2004; Cordingley & Bell, 2012; Darling-Hammond & Richardson, 2009; Teddlie & Reynolds, 2000)

Co
profes

- >PLCs/CoPs =
reflective profes
individualization

CPD activities that seem to work

- collaborative enquiry (experimentation and professional dialogue about evidence)
 - coaching and mentoring
 - networks (within and between schools)
 - structured dialogue and group work, to explore beliefs and assumptions, try out new approaches, receive feedback.
- (Cordingley & Bell, 2012)

Collaborative Learning

Environments matter

- habits and habitats for meaningful learning
- domino effect
- individual, institutional, professional learning
- school culture: shared responsibility & values
- teacher self efficacy, motivation
- student motivation & learning

- La**
- teacher
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Collaborative professional learning

- **>PLCs/CoPs** = student/teacher learning focus; reflective professional inquiry; flexibility, individualization; knowledge creation and sharing
- **>partnerships and networks**
- **in schools:** workplace learning by discussion of ideas, observation of practice
- **in ITE:** collective reflection + inquiry bridging theory-practice
- **>action research communities:** professional learning, teacher ownership & voice
- **>Virtual Learning Environments:** transparency, immediate feedback, distributed leadership in cooperative endeavours

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Enablers of CLEs

- **leadership, organization, relationships**
- **experimentation, reflection & inquiry opportunities**
- **evaluation**, peer review, feedback
- **support structures, resources** (time/funding)
- **customized approaches**
 - >> **empower** all actors in taking responsibility
 - >> **regulations** + incentives targeting key factors: *time, resources, leadership, roles, relationships*

contexts; experimentation
reflection, feedback, sup
ongoing professional dia
• partnerships: structure,
effectiveness, reciprocity
knowledge development

- **collaboration and reflective practice** need to be embedded in the *schedule and culture* of education institutions and professionals: time to **discuss and share**

Re

Landmarks

- teacher CPD: **collaborative, intensive**, sustained, in school contexts; **experimentation, reflection, feedback**, support; ongoing **professional dialogue**
- partnerships: structure, effectiveness, **reciprocity** for knowledge development

CLEs: bridge over troubled water...

- **Teachers' empowerment** : collaboration, decision making; shared values and quality standards; peer mentoring & support
- **Key leadership and organizational** factors
- **System, systematic view of change**: link structural, cultural, political dimensions school environment; coherent, long-term planning and management (European Commission, 2011)

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European discourse on teacher policy

- **a continuum perspective** of the teaching profession, considering it as an ongoing professional journey, not a destination
- **collaborative learning environments** as the connective tissue, across professional settings, along the career
- **collaborative governance**: stakeholder consultation, dialogue, coordination, responsibility

Key priorities for policymakers

TALIS 2013/EC:

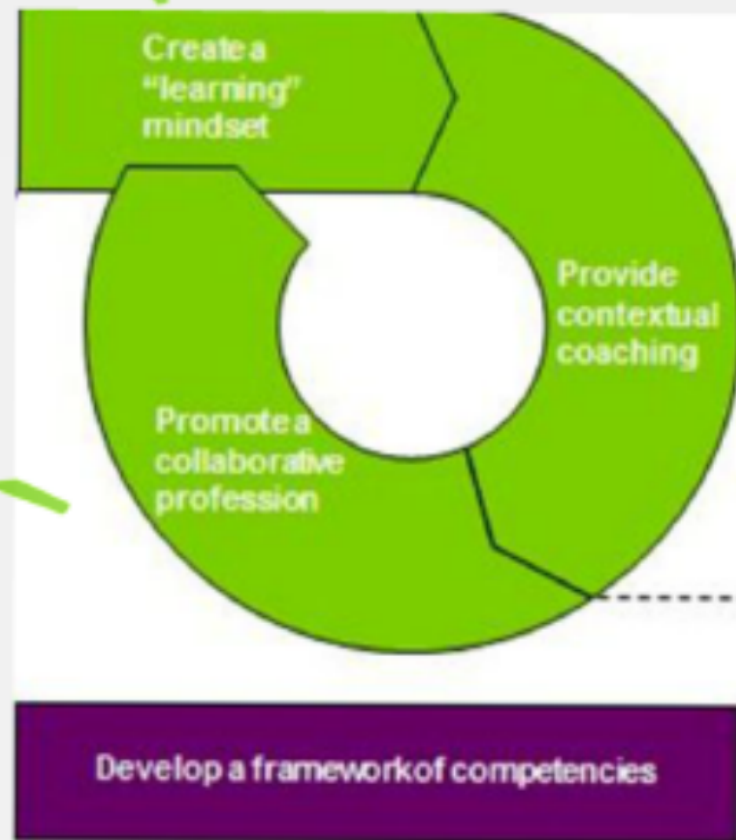
- policy investment recommended on:
 - **collaborative CPD & digital skills (OER),**
 - **collaboration within/across schools ,**
(mentoring, networks, research),
 - **teacher leadership & school governance;**
- **collaborative e-communities of practice & strategic partnerships;**
- **collaborative capacity of teachers within/**
beyond schools, starting from ITE, to reduce
ESL

- Equip, train teachers to use meta cognitive skills to improve practice
- encourage research-based teaching improvement

- pro-actively support, encourage collaboration
- facilitate open dialogue/ debate on learning strategies/outcomes

Policy related implications

(Day , 2011)

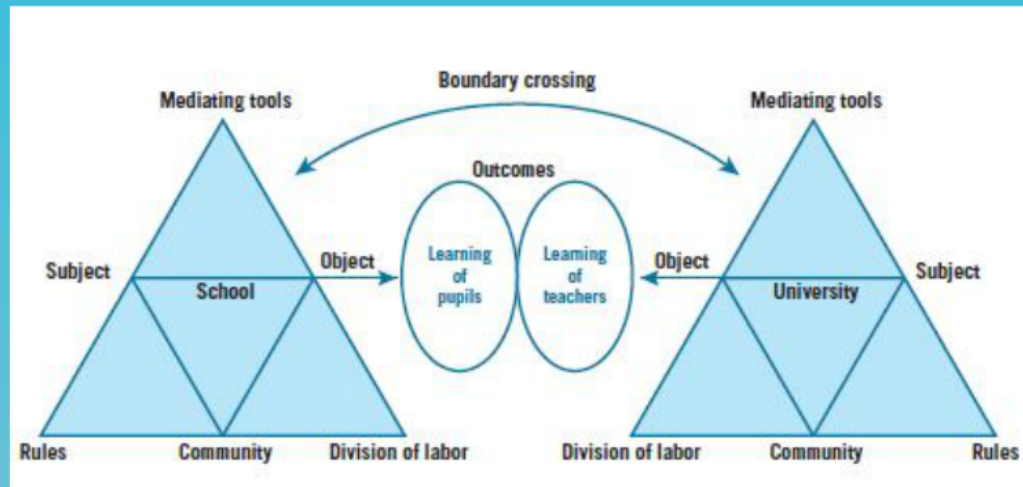


- provide well-trained professional development coaches who can support improvement class practice

- underpin with comprehensive, clear set of competencies, with clear descriptors of progressive levels of ability and ways to improve

Boundary brokers

- ...*leadership* (policymakers, stakeholders, principals, coordinators, teacher educators) = **transfer innovation & connect**
- *cooperation* in crossing boundaries, for **boundary learning & change**

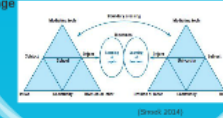


(Snoek 2014)

Share

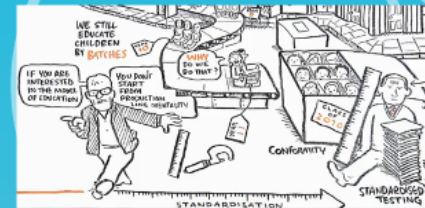
Boundary brokers

...leadership (policymakers, stakeholders, principals, coordinators, teacher educators) = transfer innovation & connect cooperation in crossing boundaries, for boundary learning & change



Responsibility Collaboration Creativity Empowerment Agency Voice Shared values

Beyond a
factory model



Creative thinking



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sharing
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Enablers of CLEs