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Kuriamė
Lietuvos ateitį
2014–2020 metų
Europos Sąjungos
fondų investicijų
veiklos programą

Finansuojama Europos socialinio fondo lėšomis

Theme 7: Organisation of Dissemination of Good Practice in Developing Competencies

Webinar 3

9th March 2023

14.00 to 18.00

Jane Doughty and Chris Tweedale

Theme 7: Organisation of Dissemination of Good Practice in Developing Competencies

Purpose of theme 7:

- To consider how good practice is identified and celebrated
- To review strategies for disseminating practice, particularly good practice
- To share practical tools to help schools implement curriculum into schemes of work and lessons
- To consider communication channels and strategies for ensuring key information / practice is heard and understood
- To identify strategies to engage all teachers, including reluctant ones, in the curriculum programmes

Learning Outcomes

At the end of this webinar we will have:

- Considered the range of ways to disseminate good practice
- Shared research into ways to disseminate good practice
- Reviewed role of collaboration in helping to embed the curriculum reform
- Looked at how networking, professional learning communities and communities of practice can support implementation of the curriculum reform

Lithuanian Good School Concept, 2015

This concept promotes:

- Open teaching/learning environment
- Move from traditional classroom spaces to “classrooms without borders”
- Teaching/learning in corridors, library, school yard and other spaces inside and outside school.

Partnerships with other schools and community groups encourages open teaching and learning

<http://www.nmva.smm.lt/wp-content/uploads/2017/11/Geros-mokyklos-koncepcija-angl%C5%B3-kalba.pdf>

Building Capacity for Curriculum Reform

Progress of educational reform depends on teachers' individual and collective capacity and its link with school-wide capacity for promoting pupils' learning.

Building capacity is therefore critical to the curriculum reform

Capacity is a complex blend of motivation, skill, positive learning, organisational conditions and culture, and infrastructure of support.

Learning Communities and Professional Learning Communities appear to hold considerable promise for capacity building for sustainable improvement.

(adapted from Stoll et al, 2006)

Models of professional learning delivery likely to improve student outcomes and deliver curriculum reform

- collaborative – involves staff working together, identifying starting points, sharing evidence about practice and trying out new approaches
- supported by specialist expertise
- focused on aspirations for students
- sustained over time – professional development sustained over weeks or months
- exploring evidence from trying new things to connect practice to theory

Understanding What Enables High Quality Professional Learning
Centre for the Use of Research and Evidence in Education (CUREE)

Collective Teacher Efficacy

Shared belief that through collective action teachers can positively influence student outcomes, including disadvantaged and disengaged students

Teachers with high efficacy show greater willingness to try new approaches, set more challenging goals and attend closely to students requiring extra assistance

Collective efficacy enables teachers to foster positive behaviour in students and raise students' self expectations

Hattie, 2012, 2016

Disseminating good practice: different models

Ways to disseminate good practice highlighted in webinar 1:

Across same context

Across different contexts:

- School to school transfer
- Networking
- Professional learning communities
- Communities of practice

This webinar will focus on these ways to disseminate good practice

Dissemination of Good Practice within same school

Advantages:

- Encourages in-school collaboration
- Relatively easy and cost effective to organize
- Increases staff's knowledge and understanding of other subjects / year groups
- Supports development of inter-disciplinary topics

what else?

Disadvantages:

- Must be clear whether practice is good or not
- Care should be taken not to recycle mediocre practice
- Encourages school to become inward looking / insular
- Could become divisive amongst staff – some involved / some not

What else?



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Is your school an open teaching and learning environment?

- In what ways is your school open to the world?
- How do members of your school community take interest in changing environment / respond to changes?
- How does your school co-operate with local community groups and external organisations?
- How do you promote links with other schools?
- Do you maintain long-term relationship with alumni?

How can leaders build open learning environment?

Develop the Organization to Support Desired Practices

- Build a collaborative culture and distribute leadership
- Structure the organisation to facilitate collaboration
- Build productive relationships with families and communities
- Connect the school to its wider environment
- Maintain a safe and healthy school environment
- Allocate resources in support of the school's vision and goals

Leithwood, Harris and Hopkins (2019)

Your school as a Learning Community

Reflect on your school:

- What are its strengths as a learning community?
- What is the evidence that teachers demonstrate collective efficacy?

Those who support schools:

- Share evidence from schools you have visited that are strong learning communities - please do so anonymously

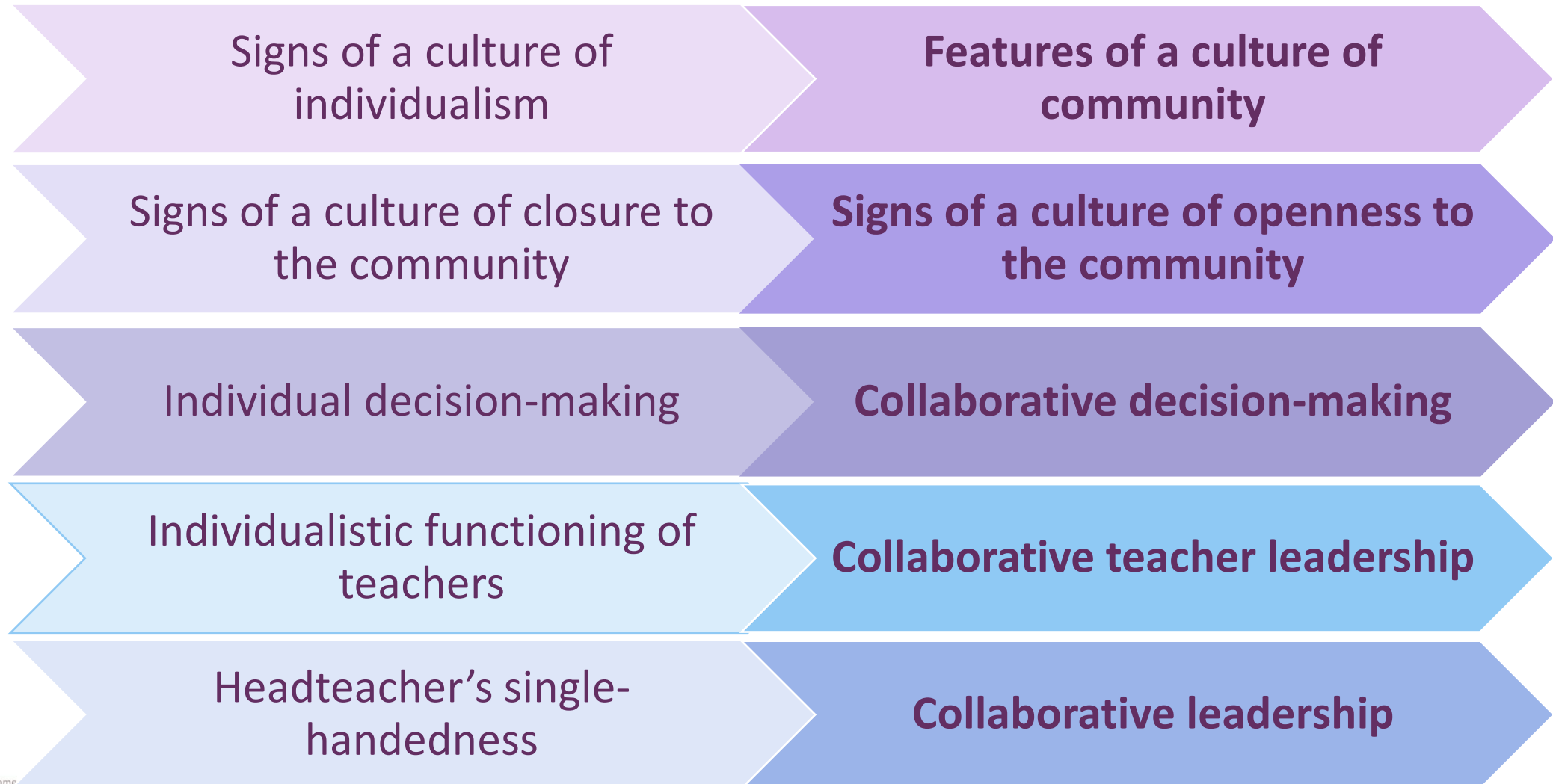
Breakout: Discussion 1

In breakout groups discuss your reflections of your own school or your experience of visiting schools

Identify two actions schools can take to strengthen schools as a learning communities – and so be better prepared to implement the curriculum reform.

Please report back on the two actions you discussed

What kind of school culture will support competence-based curriculum?



Rethinking the school culture in Finland Schools as learning communities



The National Board of Education, Finland, 2014

Features of a learning community

Finnish Basic Education National Core Curriculum, 2014



Nilivaara & Halinen, 2016

Discussion Activity

- Look at the six features of a learning community in Finnish schools
- Drawing on your experience of Lithuanian schools, which do you think are critical to a learning community for your schools?
- What would you add to this list?

Please unmute to share your thoughts

Dissemination of good practice between two schools

Advantages:

- Promotes “outward” looking culture and receptiveness to others’ ideas
- Increases staff’s knowledge of other schools/practices
- Supports development of inter-disciplinary topics
- Encourages mindset of “everyone’s students” - i.e. taking responsibility beyond own school

What else?

Disadvantages:

- Takes time – time is money
- Can be difficult to arrange and identify suitable partners
- Must be clear whether practice is good or not
- Neighbouring schools can vary in their contexts
- Can lead to “poaching teachers”

What else?

Across different contexts: School to school transfer

School-to-school collaboration offers:

- huge potential for sharing learning and expertise (between teachers) across systems
- provision of support to schools that are struggling
- ‘joined up’ provision that meets the needs of all students
- opportunities for innovation.

Greany 2021

Across different contexts: School to school transfer

Successful collaboration needs:

- shared goals,
- shared attributes, such as solidarity, altruism, loyalty, reciprocity and trust
- engagement at appropriate levels from within partner organisations
- sufficient resources (including time)
- shared protocols
- routines that guide action
- skills to ensure resulting practices are best they can be

www.britishcouncil.org



Greany 2021

Across different contexts: School to school transfer

School-to-school partnership / collaboration was most effective when:

- Schools have similar characteristics.
- Schools are within reasonable travelling distance.
- Schools have staff time and commitment from both parties.
- partnerships exist at different levels of seniority in the schools.

Sumner and Wespieser

Across different contexts: School to school transfer

Research points to the positive influence of inter-school collaboration:

- teachers report increased motivation to engage in professional dialogue with their colleagues
- increase in knowledge mobilisation
- shift towards more learning-oriented and enquiry-based cultures in schools
- facilitation of curriculum development and problem-solving
- opportunities for leadership development and building leadership capacity

Armstrong 2015

Breakout 2

In your groups discuss:

- your experience of school-to-school collaboration
- current school partnerships that would support the curriculum reform?
- Are there any new partnerships you would like to consider to support this work?

Identify three action points that will develop partnerships to support the curriculum reform.

Break

We will now take 30 minute break

Please return promptly

Dissemination of Good Practice in Developing Competencies

- Networking - professionals linking with each other for mutual support and exchange, generally informal without agenda or protocols
- Professional learning communities - groups of schools working together in a formal way, with agreed focus and outcomes
- Communities of practice - group of people sharing common concern, a set of problems, or interest in a topic - come together to achieve both individual and group goals.

10 principles of professional cooperation

1. Shared autonomy: less dependence on power, but more interdependence;
2. Shared act: a shared belief that by working together, we will give more to our students;
3. Joint research: and looking into problems, looking for solutions based on data;
4. Shared responsibility: we all teach our children, not my children;
5. Joint initiatives are encouraged: fewer individual initiatives, but more joint initiatives;
6. Purposeful dialogue about pupils' learning;
7. Joint work: joint training, joint planning, activity study, feedback....
8. Co-operation based on meaningful and long-term educational goals;
9. Cooperation with pupils, their inclusion in educational change;
10. Together, a vision of education is being developed and implemented.

By Hargreaves, A, O'Connor, M.T.(2017). Collaborative Professionalism.

What is a Professional Learning Community

To create a professional learning community, focus on learning rather than teaching, work collaboratively, and hold yourself accountable for results.

Richard DuFour

A professional learning community (PLC) is a group of practitioners working together using a structured process of enquiry to focus on a specific area of their teaching to improve learner outcomes and so raise school standards.

Welsh Government

Professional Learning Community (PLC)

Research demonstrates there are 4 main components of PLC:

- (1) reflective dialogue
- (2) focus on student learning,
- (3) interaction among teacher colleagues,
- (4) collaboration, and shared values and norms.

Characteristics of Professional Learning Community

1. shared values and vision
2. collective responsibility for pupils' learning
3. reflective professional enquiry
4. collaboration focused on learning
5. group as well as individual professional learning
6. openness, networks and partnerships
7. inclusive membership
8. mutual trust, respect and support

<https://dera.ioe.ac.uk/16498/1/professional-learning-communities-05-booklet2.pdf>

Structural Conditions for Learning Community

- School improvement plan
- Resources allocated
- Effective communication
- Time for joint action
- Space for joint activities
- Planning and co-ordination for professional development
- Employee selection, induction and resignation policies

Bolam et al 2005

Structural Conditions for Learning Community

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Bolam et al 2005

Creating a professional learning community

Stages:

- Optimising resources and structures to promote the PLC
- Promoting professional learning
- Evaluating and sustaining the professional learning community over time
- Leading and managing to promote PLC
- Development of PLC

Breakout Discussion 3

In your groups discuss your experience of professional learning communities. Identify how PLCs can support schools in implementing the curriculum reform, particularly in relation to developing the competencies.

When reporting back please share the group's view on how PLCs can support the development and implementation of the competencies.

Please nominate someone to report back on behalf of the group

Break

We will now take 15 minute break

Please return promptly

Tools for disseminating good practice

We will look tools in detail at webinar 5, including:

- Joint Practice Development
- Lesson Study
- Action Learning

Please think about the tools you use and come to webinar 5 ready to share your experiences

Joint Practice Development (JPD)

What is JPD:

“learning new ways of working through mutual engagement that opens up and shares practices with each other”

Fielding, et al (2003)

“Joint activity in which two or more people interact and influence one another – in contrast to the non-interactive, uni-lateral character of much conventional sharing of good practice”

Hargreaves, D (2011)

Joint Practice Development (JPD)

What is JPD:

“It is an activity that focuses on teachers’ practice, what they do not merely what they know”

“It is a development of the practice, not simply a transfer of it from one person or place to another, and so it is a form of school improvement”
D Hargreaves (2011)

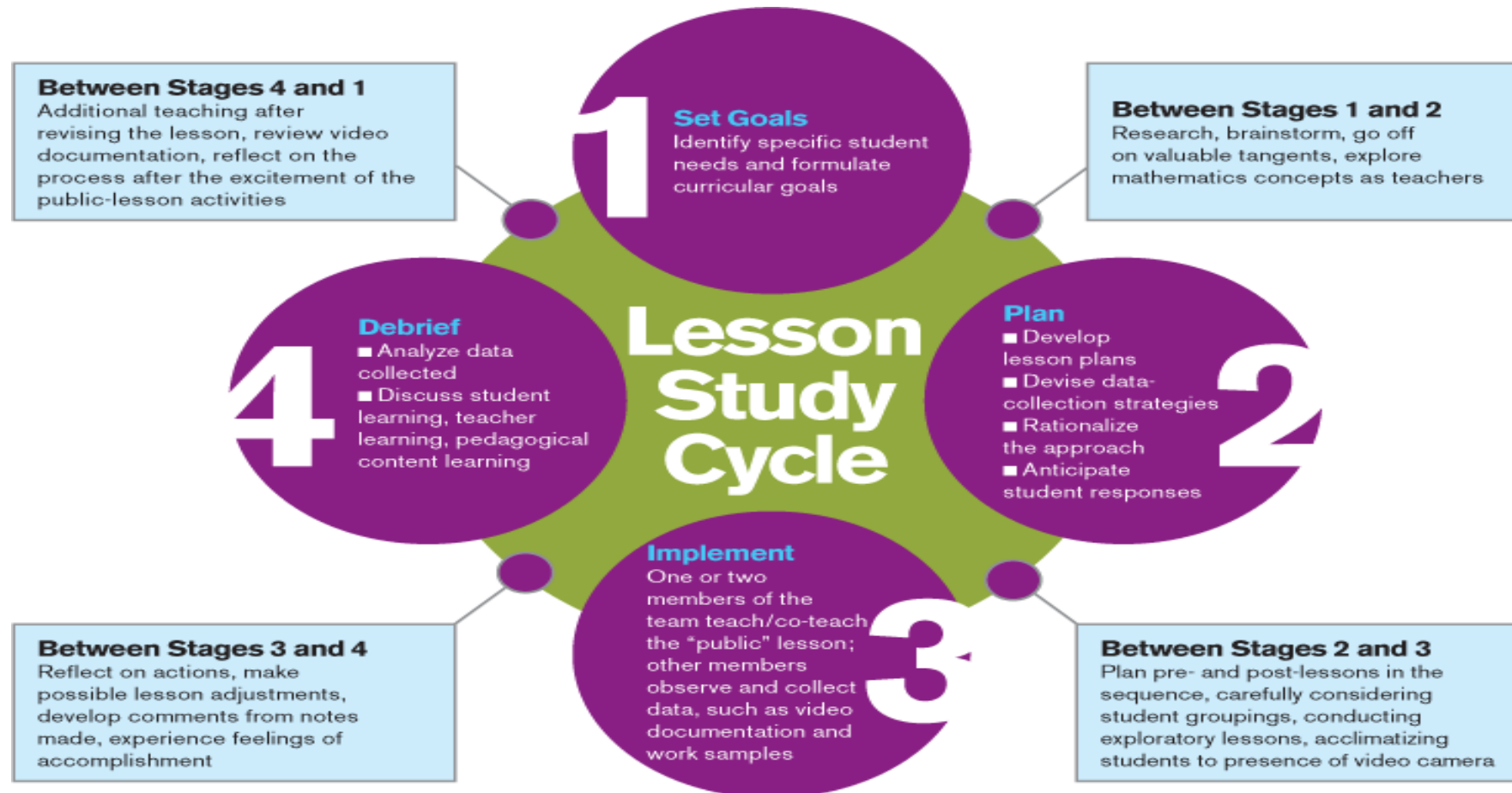
- It is focused on improvement – not just moving practice from one person to another or one place to another
- It is designed to create opportunities for teachers to challenge their own and others’ practice

Joint Practice Development (JPD)

It has three characteristics:

- Involves interaction and mutual development related to practice
- Recognises that each person in the interaction has something to offer
- assumes mutual beneficial learning
- Informed by evidence and research – so can involve activities like lesson study, collaborative enquiry and action research

Lesson Study



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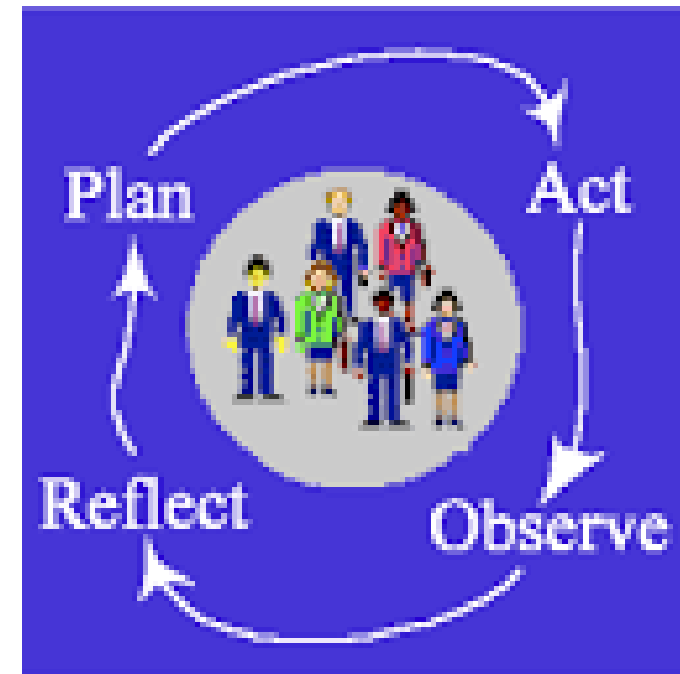


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Action Learning

Working with colleagues to identify a teaching and learning issue to investigate, gathering information through observing lessons, talking to pupils and/or reviewing books / materials.

Reflecting on evidence gathered to identify and inform future improvements.



Thank you

Thank you for all your contributions today

We look forward to seeing you at Webinar 4
March 14th at 14.00