



המכון הישראלי למנהיגות בית ספרית
المعهد الاسرائيلي للقيادة المدرسية

הכנס הארצי הרביעי למנהלי בתי ספר ולמפקחים
כ"ב בחשוון התשע"ז 23.11.16



למעשה, למידה של אנשי מקצוע

פרופ' שרה הנסי

אוניברסיטת קיימברידג', אנגליה

Leadership for learning: supporting professional and classroom dialogues

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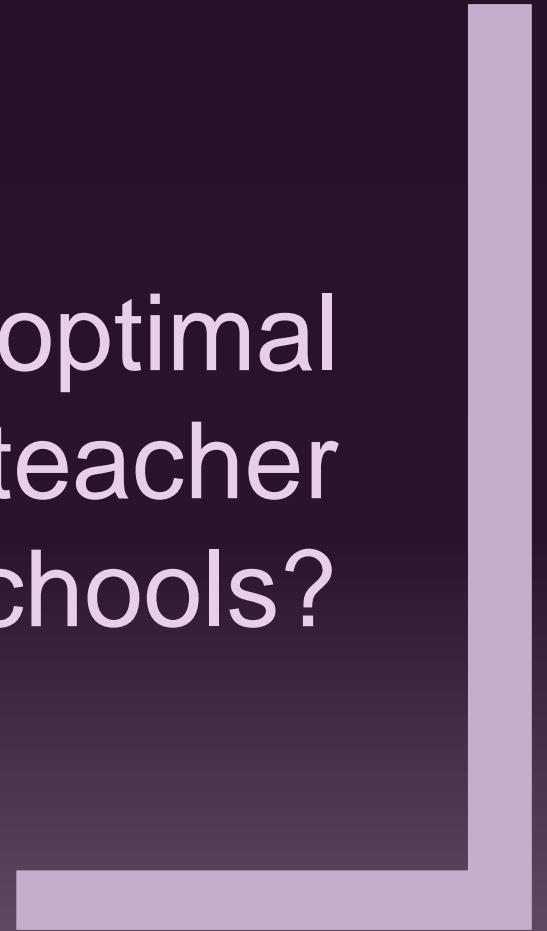


UNIVERSITY OF
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Faculty of Education

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Leadership Conference, Nov. 2016



What are the optimal conditions for teacher learning in schools?

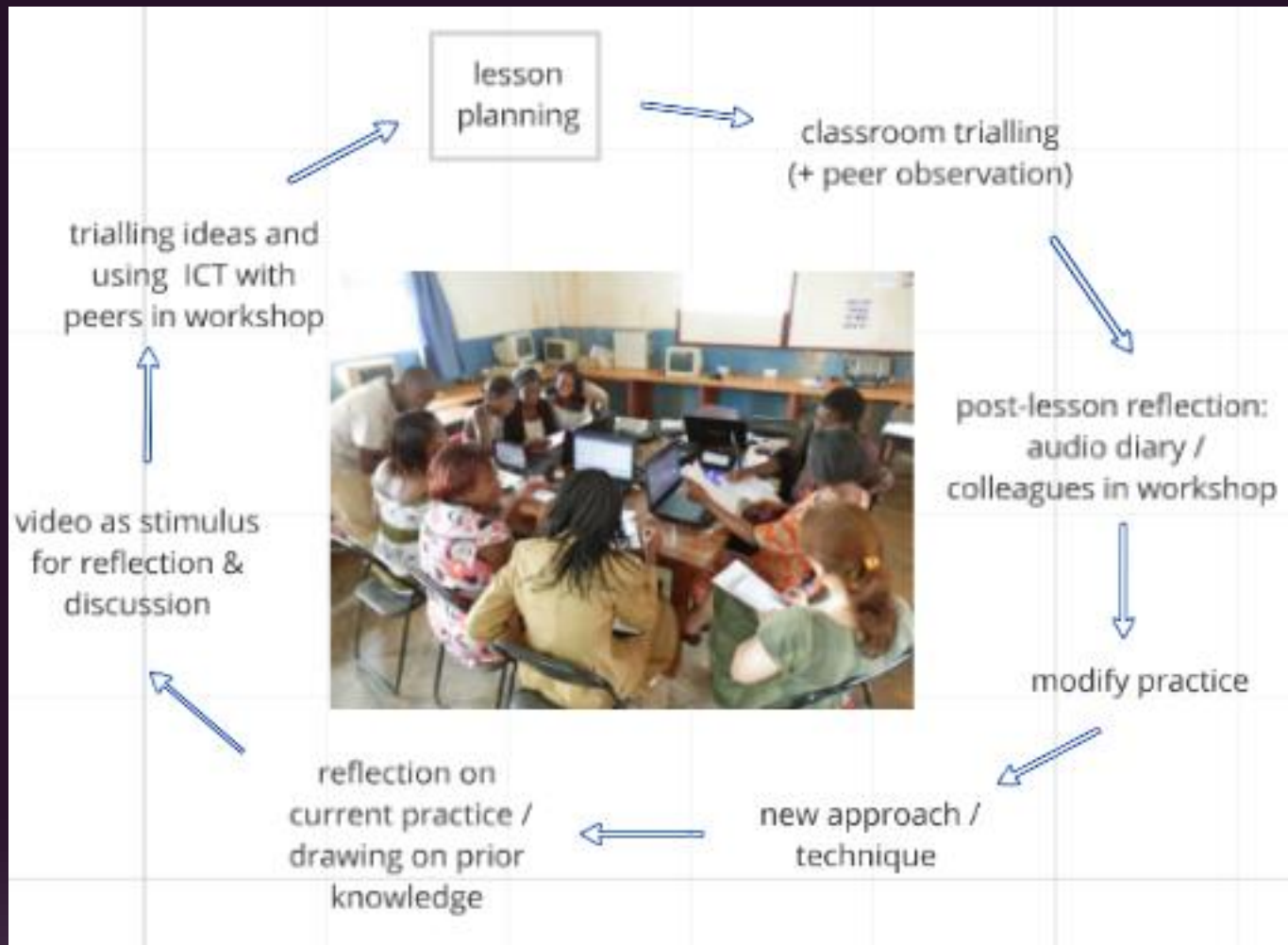




Collaboration
with teachers

Joint or peer
facilitation of
workshops





Common, workshop-based professional development cycle

Mindset

- Teachers construed as professionals, capable of critiquing and developing their practice
- Teacher-led pedagogic change is more feasible when teachers themselves are positioned as change agents, versus recipients and implementers
(Rainio & Hofmann, 2015)

Challenges:

- Disrupts traditional practices and hierarchical relationships
- *"Reflective practice in itself is for some a new way of working that must be learnt" (Schweisfurth, 2011)*

Culture in workshops



- Equitable contribution and democratic negotiation – valuing everyone’s complementary perspectives, theoretical and practical knowledge
- Culture of mutual respect and support for risk taking
- Professional dialogue in workshops and professional learning communities (PLCs) – incorporating each other’s viewpoints, posing new questions and making own reasoning and goals explicit

Focus/content



- Building on what teachers do, believe, know & need now – using resources to hand
- Locally contextualised (available resources; students; cultural and structural factors)
- Professional development is underpinned by research evidence and theory, which is itself open to critique
- Pedagogy-focused dialogue poses sensitive and structured challenges, focusing on pupils' learning needs, and raising expectations of their capabilities.

Mechanisms:

How do teachers learn in PLCs?

- Scaffolding through semi-structured, modular materials
- Collaborative critique of carefully selected external stimulus resources including research literature, video footage from teachers' own and other classrooms – supports risk taking
- In-depth reflection, including teacher diaries

These factors make 'hidden' practice more visible – stimulating questioning of underlying strategies, values and assumptions

Mechanisms:

How do teachers learn in PLCs?

- Experiential learning in workshops
- Iterative trialling-and-refinement of new approaches in own classroom
- Learning from, and with, facilitators/mentors and colleagues; discussing & tackling challenges; peer feedback on concrete examples of emerging practice and lesson plans



OER4Schools 1-year in-depth study of 12 teachers in Grades 4-6
Professional development for interactive teaching with and without
digital technology in primary schools in sub-Saharan Africa

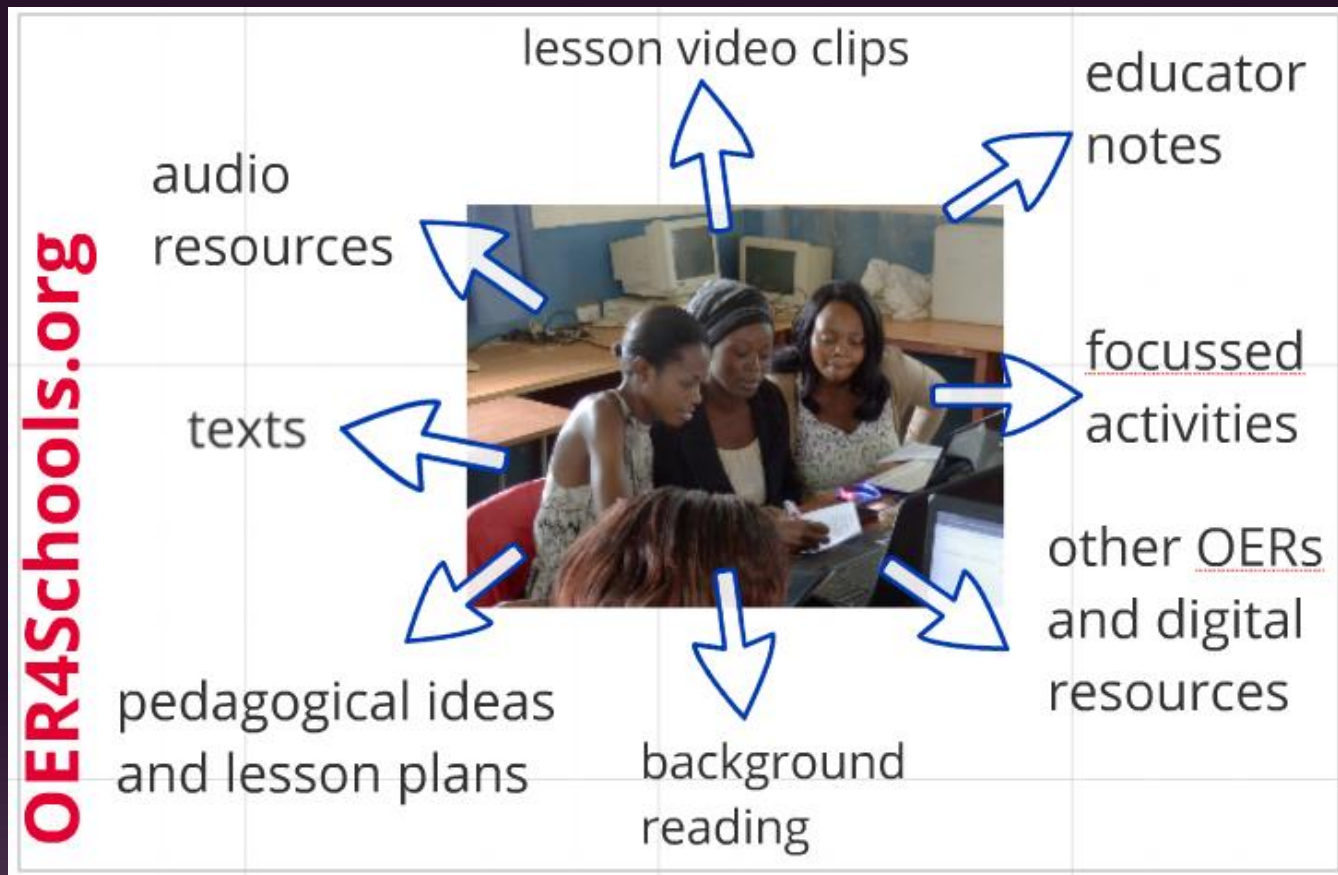
Sara Hennessy & Bjoern Hassler



www.OER4schools.org



Components of the multimedia resource



Modules: Interactive teaching, Group work, whole class dialogue & questioning, enquiry, Assessment for Learning


- OER4Schools is based on debate and critical reflection not prescription: empowering teachers/facilitators to make informed choices and devise own activities appropriate for their learners/colleagues and settings...
- PLUS sharing knowledge / practices from other contexts: what new ideas do teachers feel comfortable with?

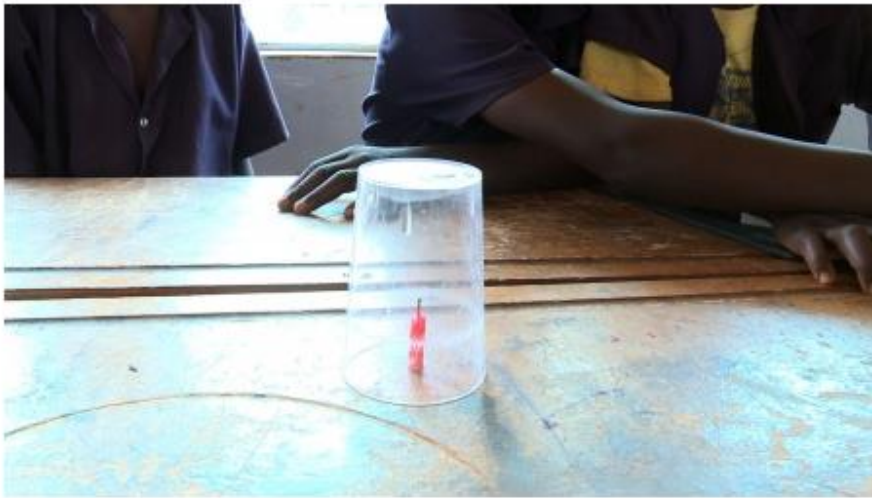
- Exemplar enquiry activities exploiting local resources, requiring minimal travel and resourcing



5.2.3 Posing Real and Productive Questions

In this section, we introduce the idea that it is important students know what a good enquiry question is and are willing to pose them. We suggest that it is very important for the teachers in the first stage of an enquiry-based lesson to help students to pose **real questions and productive questions** i.e. *questions that are worth answering*. Ultimately, these will be questions that when answered will move the student's learning forward and deepen their understanding.

 **Whole class brainstorm** (5 min) *on asking questions*. Look at the following image and come up with as many enquiry type questions as you can relating to it. (Hint - think about the variables.) Record the questions on the blackboard/on a large piece of paper/on ether pad for use later:



Activities focus on how to pose an authentic enquiry question, how to conduct enquiries

Educator note

The facilitator should make use of the opportunity to discuss with the participants what are some challenges in making use of EBL. It may be the case that some participants would choose to focus on the negatives - lack of suitable venues, managing students, lack of time, unwilling to plan for lessons that will span across days. It will be helpful to discuss their concerns while at the same time to direct their attentions to the possibilities and strengths of EBL.

- Educator notes build in guidance for facilitators, e.g. “...discuss with participants what are some challenges in making use of enquiry learning....”
- Teachers see examples of enquiries filmed in Zambia & South Africa...



Aggie: lung capacity – analysing how it varies with height/sex / pulse rate / chest circumference



[IN EACH EXAMPLE AND YOUR OWN ENQUIRIES]

What level of enquiry does this promote?

How can the enquiry be extended / differentiated?

How engaging will it be for students?

How authentic and productive is the enquiry question?

How relevant is it to your curriculum?

Ask students: How / Why / What questions?

Outcomes: creating a more inclusive and collaborative classroom environment

Shifting focus from teaching to learning



Supporting participation of *all* students

Exploring and adapting
to children's levels of
understanding ...raised
expectations



Deeper
understanding of
subject matter...

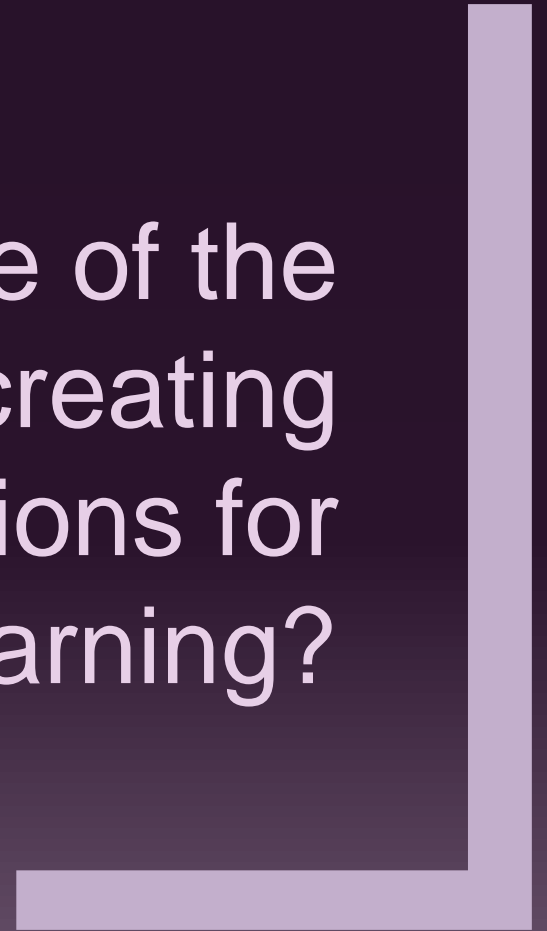


actively participating in
learning & inquiry

...children share
ideas & solve
problems



What is role of the principal in creating optimal conditions for teacher learning?



Leadership support



- Invest time in understanding goals and processes; tolerate and encourage new approaches
- Review/facilitate alignment with curriculum and policy
- Encourage teacher agency and leadership
- Whole school initiative and action plan for new ways of working and cross-subject/grade *teacher collaboration*

Practical leadership support

- A designated PD coordinator with time to support colleagues
- Release time – critical mass of teachers with regular, *sustained* involvement in a professional learning community
 - flexible scheduling (weekly? fortnightly?)
 - peer observation?
- Assess resource levels
- Offer space (and technology system: intranet/server?) for sharing outcomes with colleagues
- Accreditation / career progression / remuneration

Further info

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Info & publications:

www.educ.cam.ac.uk/people/staff/hennessey

Professional learning resources & videos:

<http://dialogueiwb.educ.cam.ac.uk/resources/>

<http://t-media.educ.cam.ac.uk/>

QUESTION

Which of these supportive factors for teacher learning are in place? What measures can be taken concerning the others?