

TEACHERS' LEARNING AND LEADERSHIP: OF, BY AND FOR TEACHERS



UNIVERSITY OF TORONTO
OISE | ONTARIO INSTITUTE
FOR STUDIES IN EDUCATION

Carol Campbell
@CarolCampbell4

#WHATSWORTHFIGHTINGFORINSCOTTISHEDUCATION



Mr M @athole · Sep 9
pupil voice groups like digital leaders, H&W [#whatsworthfightingforinsscottisheducation](#) [vimeo.com/168133498](#)

← 1 ♡ 2 ⋮



“Play is the primary mechanism through which children engage and connect with the world, and natural environments are particularly attractive, inspiring and satisfying for kids. Something magical occurs when children and wild spaces mix.”
— Dr Martin Maudsley, Playwork Partnerships

David Hughes @HTdhughes · Sep 6
[#WhatsWorthFightingForInScottishEducation](#)
[#Rumi "Jump into experience..."](#)
[@CarolCampbell4](#)



SCOTTISH VALUES

- Wisdom

- Justice

- Compassion

- Integrity



1ST MEETING OF ICEA

- Capacity building in educational leadership and professional learning
- Building collaboration and collective responsibility in Scottish education
- What works educationally to close the equity gap



2ND MEETING OF ICEA

- Improving pedagogy for specific subjects, using clear evidence to identify what works in the classroom
- Developing effective leadership at all levels in Scottish education – unleashing untapped potential within the system
- Ensuring a culture of collaboration exists throughout Scottish education, at classroom, school, regional and national level.




3RD MEETING OF ICEA

- Putting learning and teaching at the heart of the Regional Improvement Collaboratives to ensure they provide the right level of support and expertise.
- Increasing and deepening collaboration, including ensuring students and parents are engaged and have a voice.
- Creating new professional pathways to inspire and build leadership at all levels in Scottish education.




PRIORITY THEMES

- Pedagogy
- Leadership
- Collaboration



Ask yourself what
is really important,
and then have the
wisdom and courage
to build your life
around your answer.



WWW.LIVELIFEHAPPY.COM

HONOURING AND DEVELOPING HUMANITY IN AND THROUGH PUBLIC EDUCATION

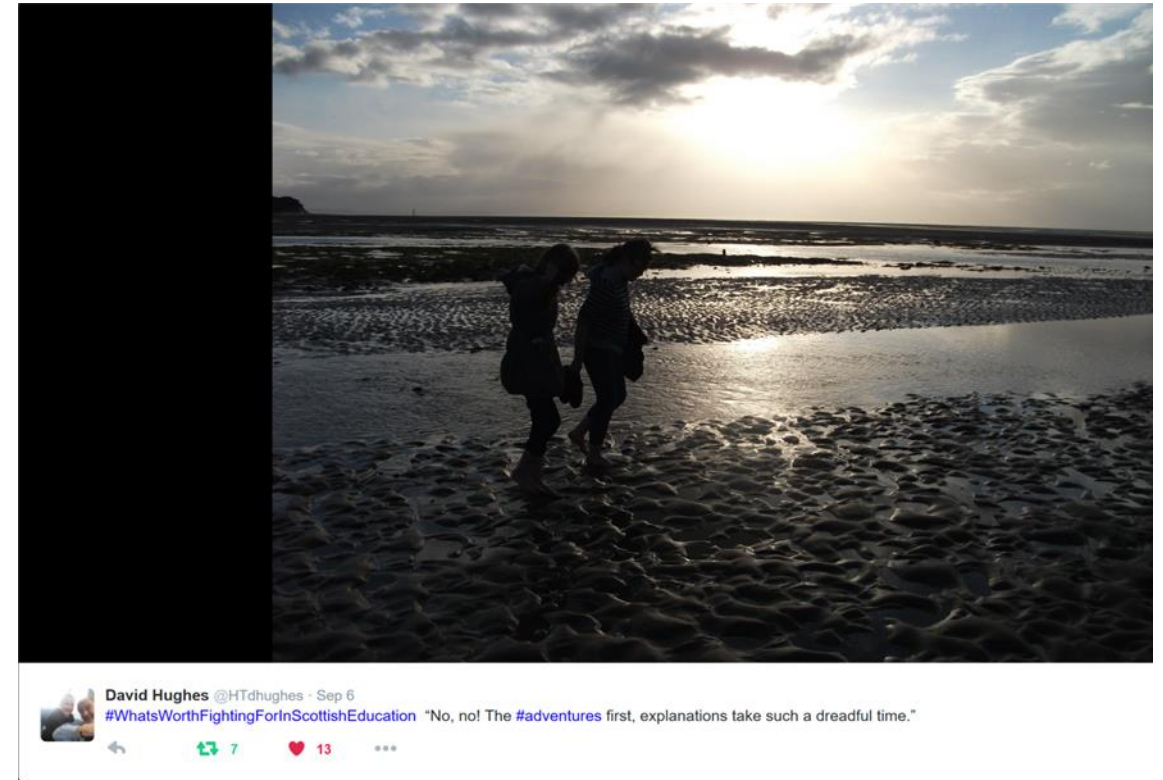
Humanity noun:

Human beings (collectively);

The state of being human;

The quality of being humane;

benevolence.



People and relationships at the heart of education



**EVERYONE HAS AN INVISIBLE SIGN
HANGING FROM THEIR NECK SAYING,
'MAKE ME FEEL IMPORTANT.'
NEVER FORGET THIS MESSAGE WHEN
WORKING WITH PEOPLE
- MARY KAY ASH -**

LEARNING LOCALLY AND GLOBALLY...



EDUCATIONAL LEADERSHIP

“...*leadership is defined as the exercise of influence...*”

(Leithwood,
2012: 3)

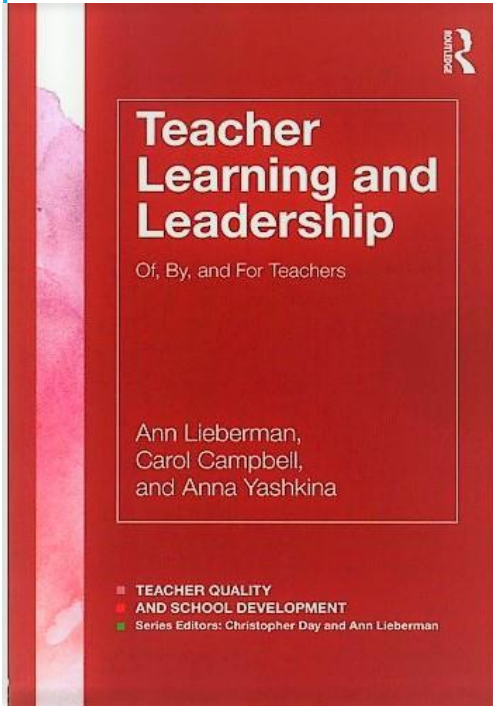
**“LEADERSHIP IS NOT
ABOUT TITLES,
POSITIONS OR
FLOWCHARTS. IT IS
ABOUT ONE LIFE
INFLUENCING
ANOTHER” JOHN C.
MAXWELL**

WHAT IS AN IMPORTANT REFLECTION ON YOUR JOURNEY AS AN EDUCATOR?





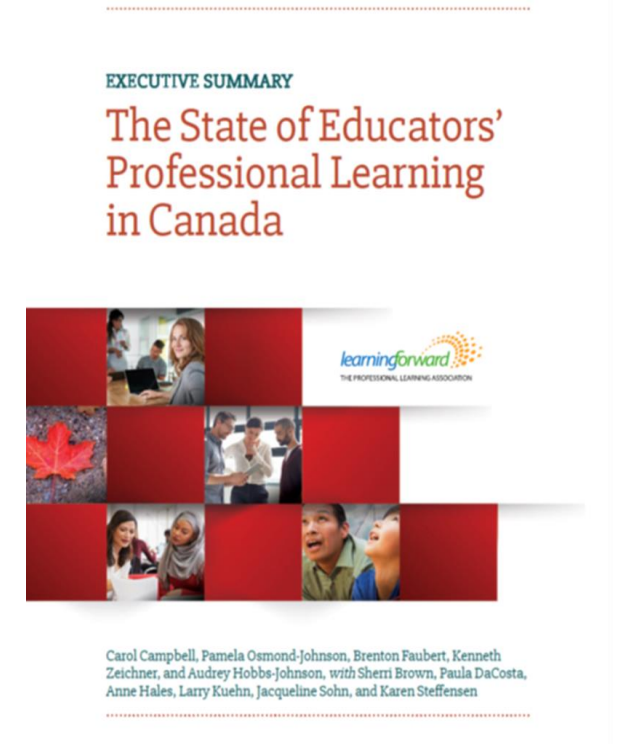
LESSONS FROM THREE PROJECTS



#TLLP



#EmpoweredEducators



#PLCanadaEd

RESOURCES

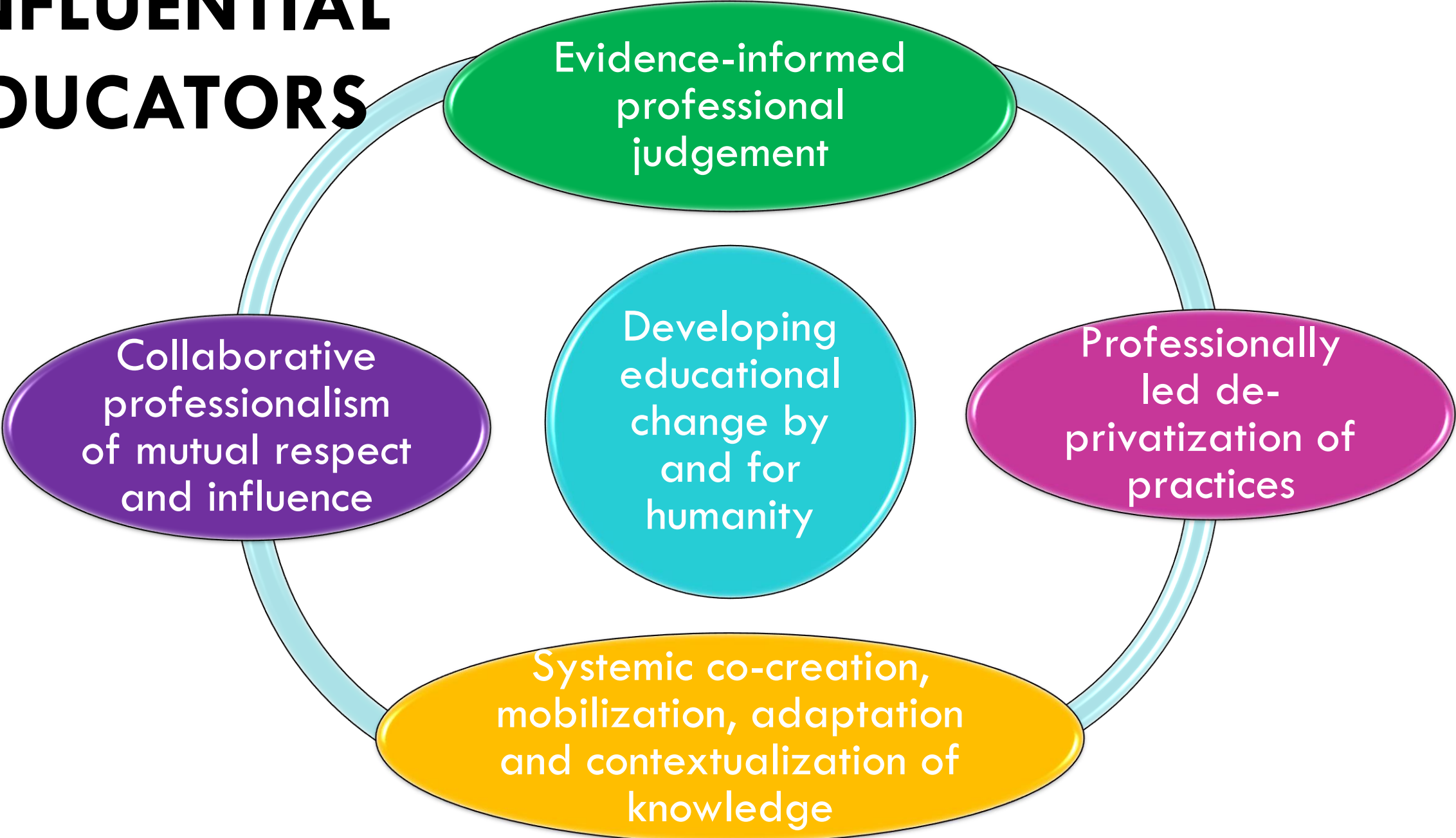
Empowered Educators: <http://ncee.org/empowered-educators/>

Educators' Professional Learning in Canada:
<https://learningforward.org/publications/canada-study>

Teacher Learning and Leadership Program:
<https://www.otffeo.on.ca/en/learning/teacher-learning-and-leadership-program/>

Carol Campbell: Twitter @CarolCampbell4
E-mail: Carol.Campbell@utoronto.ca

INFLUENTIAL EDUCATORS



WHAT CAN BE IDENTIFIED ABOUT THE EXPERIENCES OF EDUCATORS' ENGAGEMENTS IN PROFESSIONAL LEARNING?



EXECUTIVE SUMMARY

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



CASE STUDY

The State of Educators' Professional Learning in British Columbia

By Sherri Brown, Anne Hales, Larry Kuehn, and Karen Steffensen



BC Education Collaborative Contributors
BC Association of School Business Officials
British Columbia Ministry of Education
British Columbia Principals and Vice-Principals' Association
British Columbia School Superintendents Association
British Columbia School Trustees Association
British Columbia Teacher Federation
Federation of Independent School Associations in British Columbia
Learning Forward British Columbia



CALL TO ACTION

Bringing the Profession Back In

By Michael Fullan and Andy Hargreaves



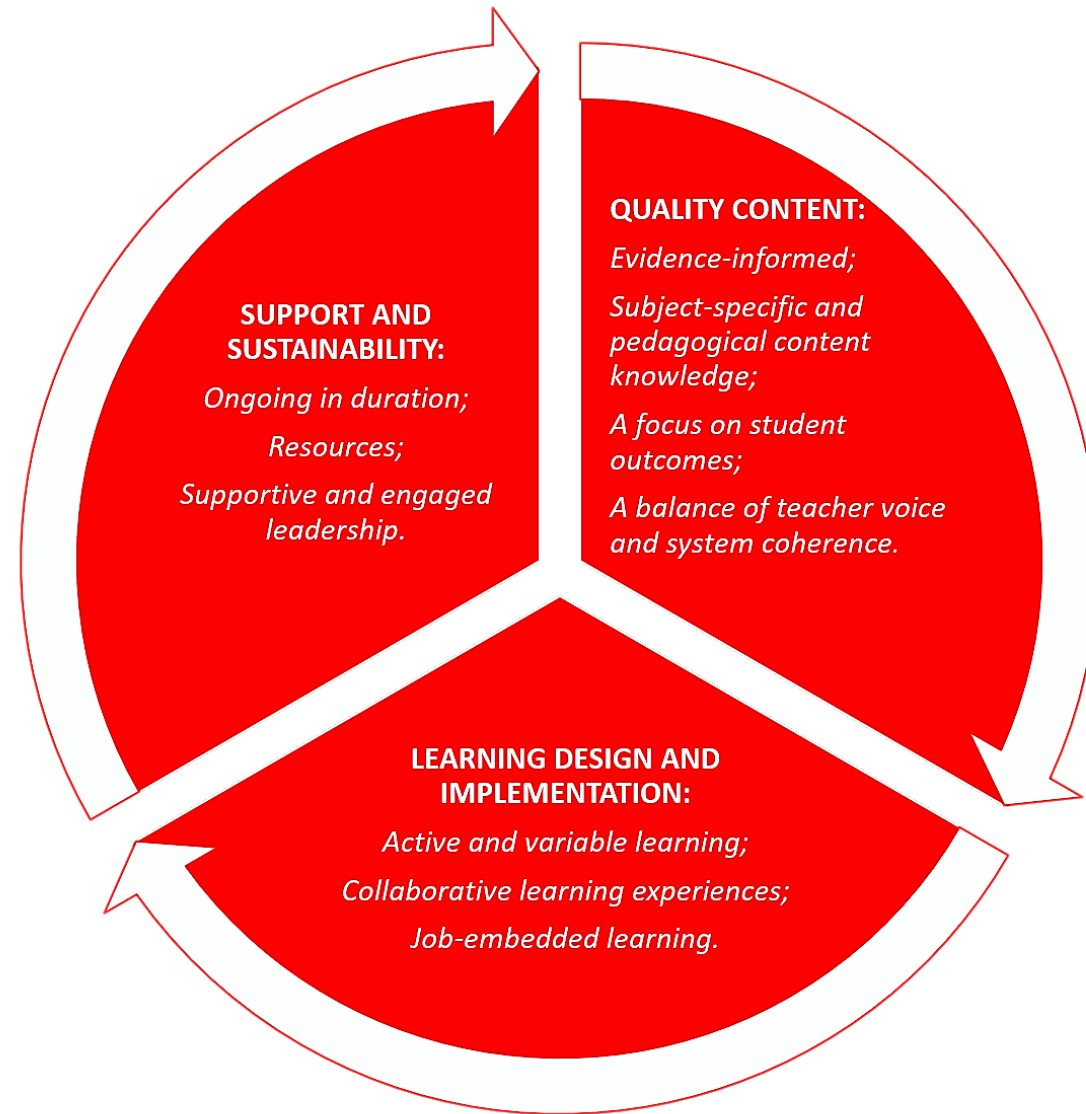
CASE STUDY

The State of Educators' Professional Learning in Alberta

By Pamela Osmond-Johnson, Ken Zeichner, and Carol Campbell



Key Components and Features of Effective Professional Learning Identified in Review of Literature



Evidence Informed

Finding:

Evidence, inquiry and professional judgement are informing professional learning policies and practices



Ontario Working Table on Teacher Development (2007)

Five features of effective professional development:

1. coherent;
2. attentive to adult learning styles;
3. goal-oriented;
4. sustainable; and
5. evidence-informed.

ONTARIO: TEACHERS' CONTINUING PROFESSIONAL DEVELOPMENT

SUPPORTS FOR GROWTH

- Teacher Learning and Leadership Program (TLLP)
- Annual Learning Plan (ALP)
- Teacher Performance Appraisal (TPA)
- New Teacher Induction Program (NTIP)
- Initial Teacher Education (ITE)
- Building Futures (BF)



OPPORTUNITIES FOR LEADERSHIP

- TLLP Project Leader / Team Member
- Department Head / Chair
- Board Consultant / Coach
- NTIP Mentor
- Associate Teacher
- Community of Practice Member (face to face or online)

AUTHENTIC LEARNING

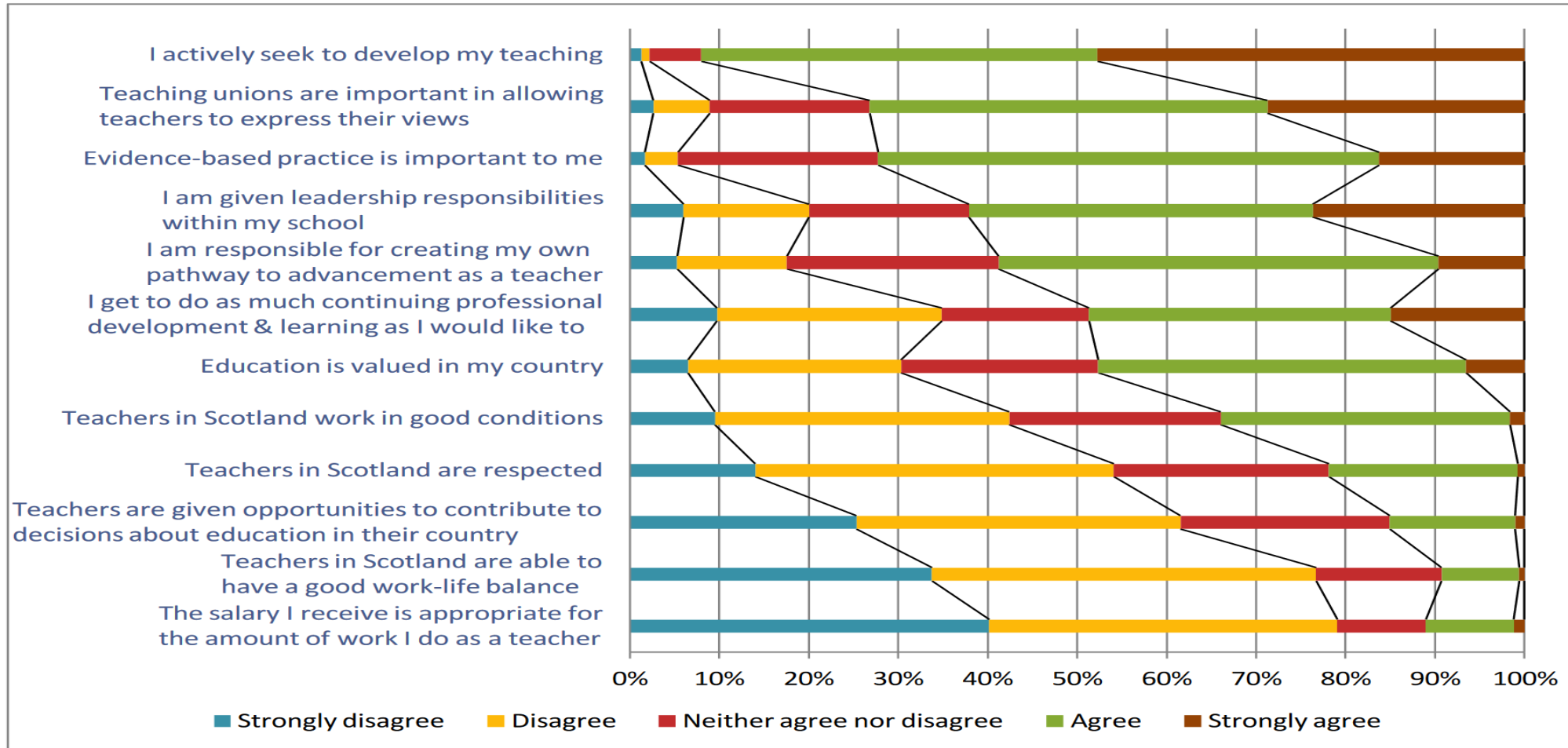
- Inside-Out Transformation
- Student-Centered
- Collegial Involvement in Planning
- Teacher-determined learning goals
- Collaborative construction of knowledge

Districts and schools using evidence and inquiry in professional learning content and processes

Fort McMurray Public Schools: Professional Learning Fridays

- 14 full-days where teachers gather together to collaborate and learn with and from one another.
- The work of the group evolves as they assess student needs and try out different approaches for improvement. After each networking session, teachers submit a report to their principal that summarizes the groups progress, sets goals for the next session, and outlines any support they need.

77% of teachers in Scotland do not feel they are able to have a good work-life balance



Subject-Specific and Pedagogic knowledge

Finding:

The priority area identified by teachers for developing their knowledge and practice is how to support diverse learners' needs



Area of greatest need for teachers' professional development: New Brunswick

1. Supporting diverse learning needs – 56% of respondents
2. Subject matter content – 36% of respondents
3. Instructional methods – 34% of respondents

- ✓ Pedagogical knowledge
 - ✓ Subject knowledge
 - ✓ Curricular knowledge
 - ✓ Technological knowledge
 - ✓ Cultural knowledge
-
- ✓ What specific professional development needs are identified varies by teacher, career stage and changing educational contexts

Focus on student outcomes

Finding:

A focus on a broad range of students' and professionals' learning outcomes is important



PRIORITY GOALS

2005 – 2014

Increased student achievement

Reduced gaps in performance

Increased public confidence

2014-

Achieving Excellence

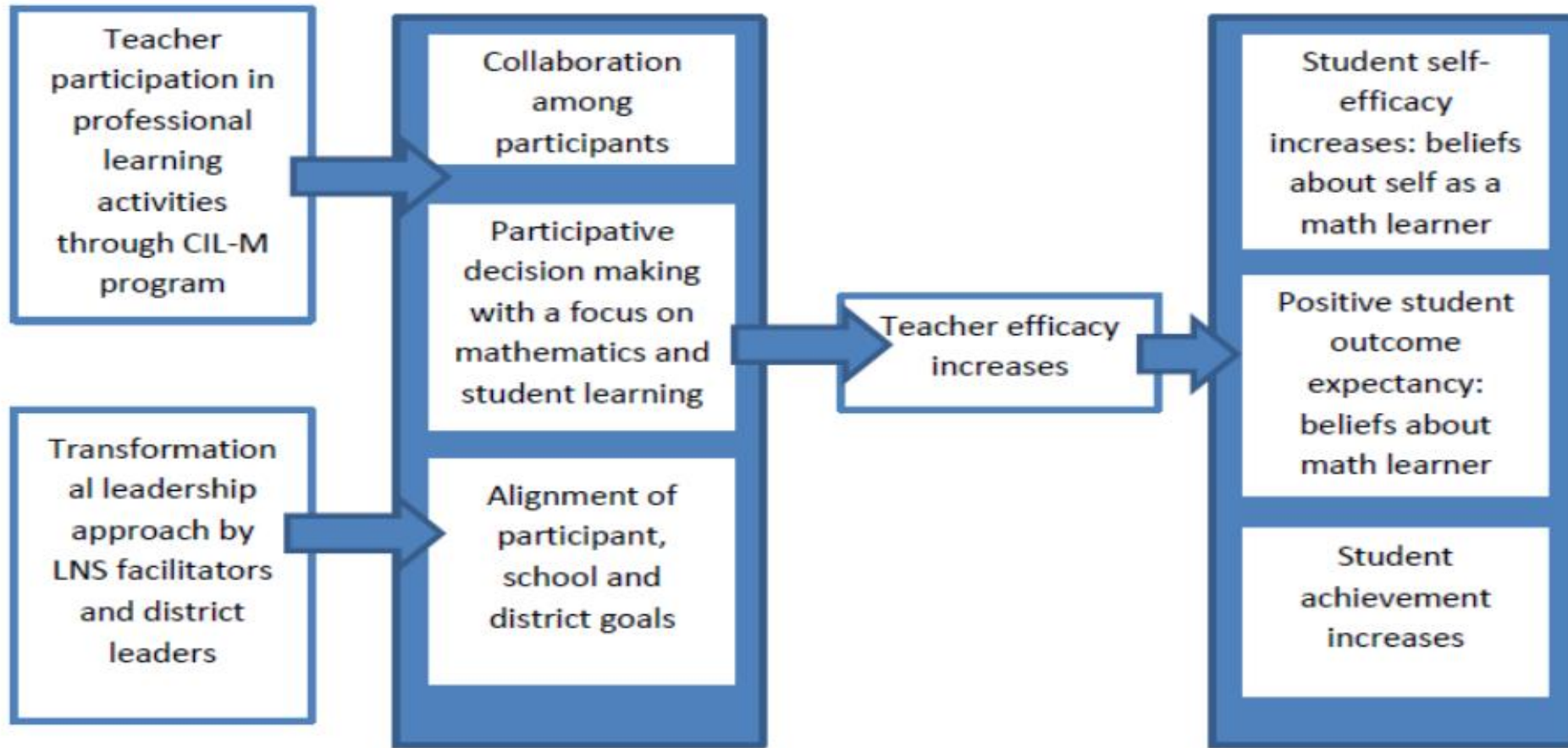
Ensuring Equity

Promoting Well-Being

Enhancing Public Confidence



And a focus on range of professionals' learning outcomes is valued and needed



Collaborative Inquiry in Mathematics, Ontario

Changing Results for Young Readers (CR4YR), British Columbia

A collaborative inquiry project intended to increase the number of children who are engaged, successful readers.

- 96% of the vulnerable students showed growth in reading for meaning;
- Over 60% of students had progressed more than one year during the 8-month project.
- broader student learning, well-being and equity processes and outcomes are also important to focus on and develop
 - *increasing student confidence (75%);*
 - *personal responsibility and motivation (72%).*

A balance of teacher voice and system coherence

Finding:

The appropriate balance of system-directed and self-directed professional development for teachers is complex and contested



Teachers engage in system, school and self-directed professional learning

Saskatchewan

- 95% of teachers reported participating in employer-directed professional development
- 79% reported participating in teacher-led professional development

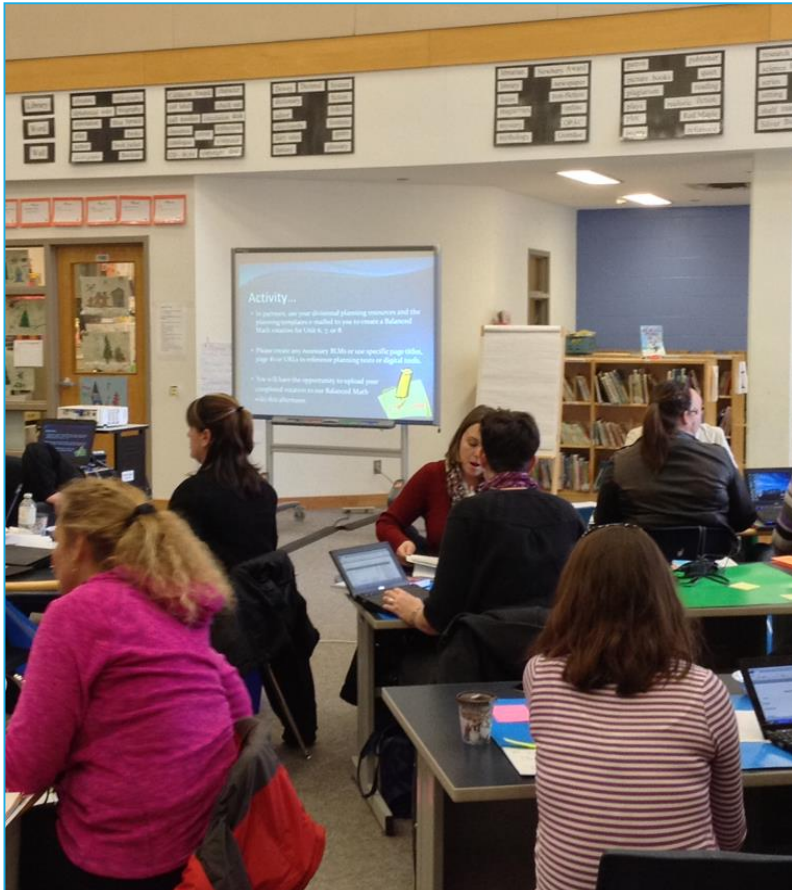
Combination of teacher, school and system led professional learning

Pan-Canadian (CTF, 2014)

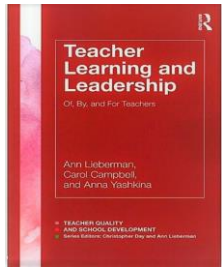
Majority of teachers (55.5%) have significant or somewhat ability to exercise professional judgement over their professional development.

Majority of teachers (53.5%) of teachers perceived their autonomy to have decreased somewhat (28%) or significantly (24.5%).

ONTARIO'S TEACHER LEARNING AND LEADERSHIP PROGRAM (#TLLP)



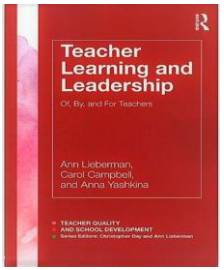
1. To support experienced teachers who undertake self-directed advanced professional development related to improved student learning and development.
2. To help classroom teachers develop leadership skills for sharing learning and exemplary practices on a board-wide and/or provincial basis.
3. To facilitate knowledge exchange for the spread and sustainability of effective and innovative practices.



LESSONS FROM TLLP APPROACH

(LIEBERMAN, CAMPBELL & YASHKINA, 2017)

1. Developing teachers' learning and leadership of, by and for teachers requires changes in the substance and the style of policy-making.
2. Teachers and teaching are vital to educational improvement for excellence and equity; however, teachers need to be enabled as the agents in the middle of the action not simply as the subjects of external reform alone.
3. This is as much about a new way of developing and implementing policy as it is about content of policies and practices; it requires a new form of collaborative professionalism engaging educators and leaders throughout the education system.

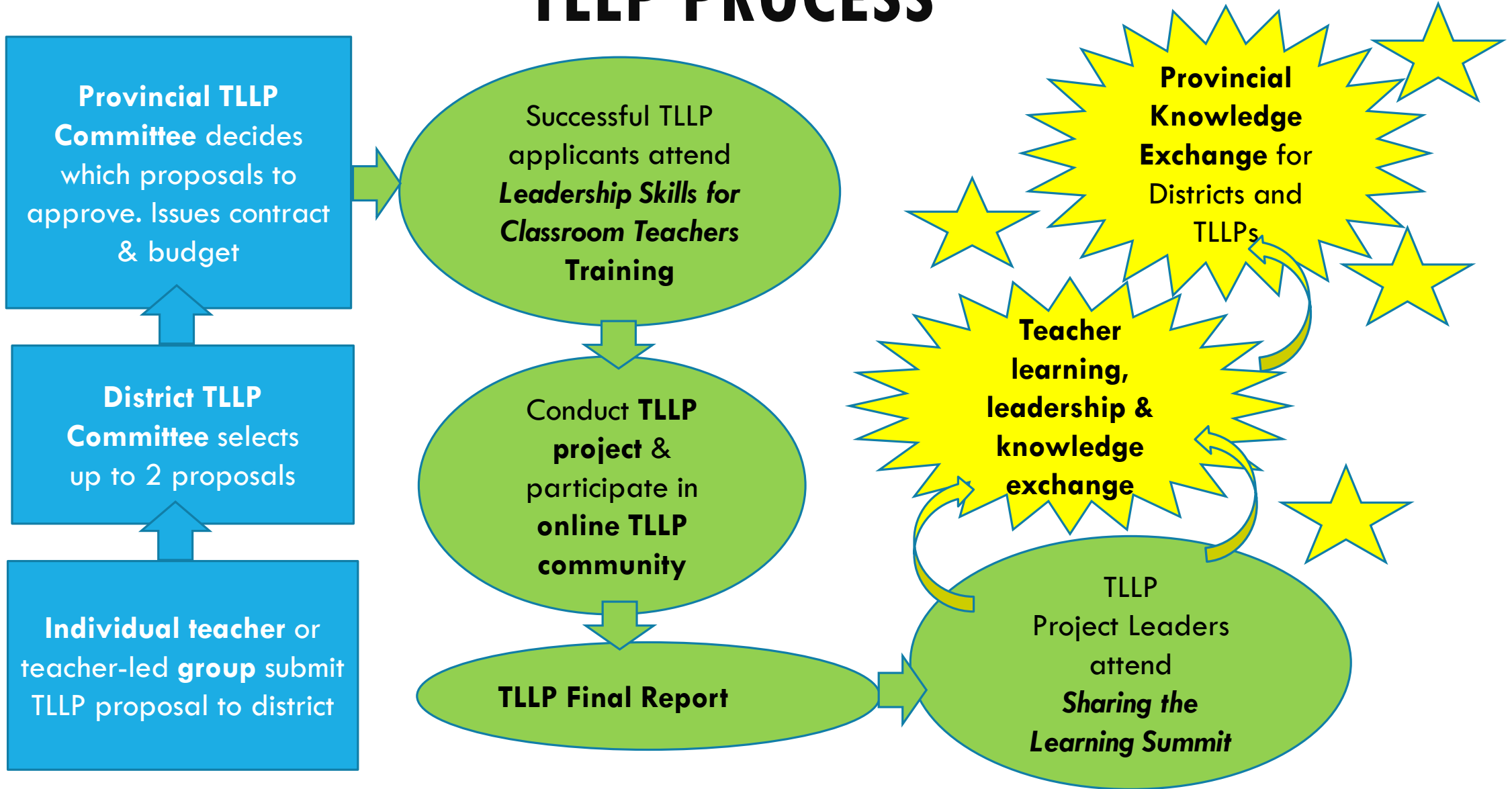


LESSONS FROM TLLP APPROACH

(LIEBERMAN, CAMPBELL & YASHKINA, 2017)

4. If the focus is on teachers' practices, teachers themselves are important in sharing, developing and increasing understanding of teachers' work.
5. This requires moving from outside professional development to opportunities for communities of professional learning within and across schools linked to teachers' work, needs and experiences and their classroom contexts and students' priorities.
6. Teacher leadership encompasses opportunities for formal leadership and importantly the emergence of informal leadership of professional learning, knowledge and practices where leadership is learned by doing leadership!

TLLP PROCESS



A Collaboration Between the Ontario Ministry of Education, the Ontario Teachers' Federation and Teachers

TLLP PROJECTS

Led by teachers, for teachers

Vary in size:

- 1 – 60 people per project
- \$2,000 - \$100,000 CDN per project
- Average: 2-4 people, \$16,000 CDN Vary in focus:

- Literacy, Mental Health, Technology, transitioning
- Develop new strategies and skills, connect with the community, develop professional collaborations, raise awareness,...

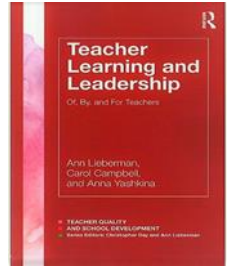


PROFESSIONAL LEARNING IN THE TLLP

Professional Learning Activities	% of Projects
Teacher collaborative learning	95%
Working with content experts	70%
Literature reviews/Research	65%
Online learning	60%
Conferences	55%
Training/Courses	40%

PROFESSIONAL LEARNING IN THE TLLP

Impact on TLLP Leaders as Teachers	Projects
Improved knowledge and understanding	95%
Improved teaching practices	90%
Improved technological skills	50%
Improved collaboration skills/practices	35%
Inspiration/enthusiasm	30%
Increased self-efficacy	25%



LESSONS FOR TEACHERS' PROFESSIONAL LEARNING

(LIEBERMAN ET AL., 2017)

1. Teachers should be provided with an opportunity to learn and innovate in the area of their choice, provided it can also benefit their students.
2. Teachers should be encouraged to engage in critical inquiry, professional dialogue, and collaborative learning.
3. Teachers should be supported in their professional learning with necessary time, resources, training, and access to appropriate expertise as needed.

TEACHER LEADERSHIP IN THE TLLP

- Learning leadership by doing leadership
- Learning how to organize and run a project
- Building a new vision and gaining commitment
- Building a team and developing relationships
- Learning to share leadership
- Learning to go public with their teaching
- Overcoming leadership challenges
- The power of leadership learning

VOICES OF TLLP PARTICIPANTS

“this project empowered me and my team to drive what we were doing; we had control of it. I think that was huge, that in this day and age”

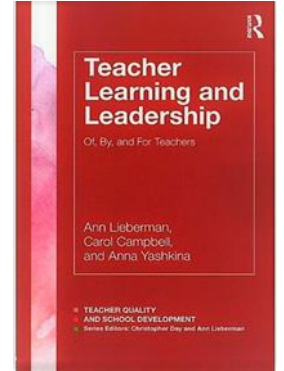
“The opportunity to participate in the TLLP was an amazing experience that has forever changed our practice and how we function as a team.”

“Professionally engaging, and professionally rejuvenating”

“I feel an incredible sense of pride about how far we have come in our work and I know that the skills I gained will transfer into my teaching and collaboration with colleagues for years to come.”

LESSONS FOR TEACHER LEADERSHIP

(LIEBERMAN ET AL., 2017)



1. With teachers' unions' and government support, teachers can be enabled to lead professional development efforts.
2. To develop as teacher leaders, learning to collaborate appears to be critical in learning teacher leadership whether formally or informally.
3. As well as in person collaboration and connections, technology helps teachers learn how to communicate and develop professional learning and student learning in new ways.

SHARING OF LEARNING & PRACTICE IN THE TLLP

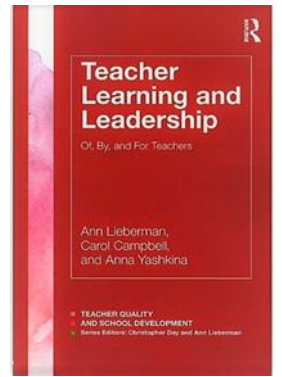
Method for Sharing	% of Projects
Online	85%
Working with other teachers in their classroom	85%
Workshop	65%
Conference presentation	20%
Community event	15%

SHARING OF LEARNING & PRACTICE IN THE TLLP

Level of Sharing	% of Projects
Within own school(s)	95%
Within own school district	95%
With other school districts	40%
Community/Public	25%
Provincial/National	10%

LESSONS FOR TEACHERS' KNOWLEDGE EXCHANGE AND SHARING PRACTICES

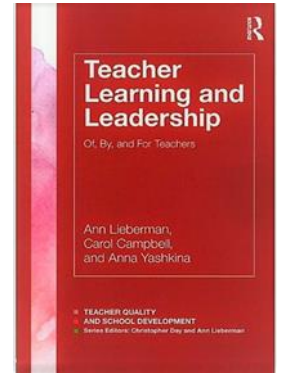
(LIEBERMAN ET AL., 2017)



1. TLLP flips the idea that teachers are mainly the recipients of 'external' expertise for new knowledge; instead teachers can be the leaders and mobilizers of interactive (co)development and sharing of knowledge and practices.
2. While TLLP involves teacher-led change, system supports are helpful for providing training, resources, and access to online and in-person opportunities to facilitate mobilizing knowledge more widely.
3. Sharing knowledge requires development for: individuals' making their tacit knowledge explicit and de-privatizing practices; the formation of teacher-initiated groups working as teams and to share knowledge among and between other groups of teachers; and the development of relationships and interactions for professional networks that extend knowledge and practices beyond individual classrooms and schools.

LESSONS FOR TEACHERS' KNOWLEDGE EXCHANGE AND SHARING PRACTICES

(LIEBERMAN ET AL., 2017)

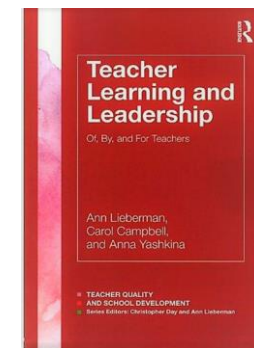


4. Approaches to knowledge exchange involve attention to collaboration for professional learning and to communication to share information in person, online, and in print.
5. The substance of knowledge exchange counts. The development and sharing of quality content integrated into actionable resources, particularly classroom materials, supports the application and adaptation of knowledge and practices by and for other teachers.

SUSTAINABILITY

Project Sustainability	Projects
Continuing innovation implementation	100%
Continuing learning in the area	75%
Responding to interest from others	55%
Continuing collaboration/networking	50%
Sharing online	45%
Expanding the area of innovation implementation	30%
Forthcoming conference presentations	20%
Applying/considering another TLLP	20%

OVERALL LESSONS FROM TLLP



1. Prioritizing teachers' learning and leadership of, by and for teachers requires shifts in the substance and style of policy making and educational changes for teachers' work.
2. Professional collaboration benefits from appropriate partnerships and an enabling system with conditions and support for teachers' learning and leadership.
3. Valuing and supporting teachers taking charge of their own professional learning is integral.
4. Developing teachers as leaders of their peers' learning and educational improvements is vital.
5. Enabling teachers as developers and mobilizers of actionable knowledge is powerful for sharing and spreading improvements in practices.

Active and variable learning

Finding:

There is “no one size fits all” approach to professional learning; teachers are engaging in multiple professional learning and inquiry with differentiation for their professional needs



Most participated in professional development: New Brunswick

Respondent choices	Responses
Workshop (one day/one topic)	84%
Collaborative inquiry/action research (school-based, with colleagues)	51%
Individual research/inquiry on a topic of self-interest	50%
Conference	48%
Professional network/learning community (external to your school)	35%
Mentoring/coaching	29.5%
Institute (multiple days/one topic)	20%
University course work (master's or doctoral level)	14%
Observation visits to other schools	13%
Other	5%

Types of PD perceived to have most impact for teachers' practice: New Brunswick

Models of PD	Most impact	Least impact
Workshop (one day/one topic)	61%	19%
Collaborative inquiry/action research	44%	15%
Individual research/inquiry	38%	13%
Professional network/learning community (external to your school)	36%	19%
Observation visits to other schools	33%	13%
Mentoring/coaching	30%	16%
Conference	27%	30%
Institute	24%	22%
University course work	12%	34%

Collaborative learning experiences

Finding:

Collaborative learning experiences are highly valued and prevalent within and across schools and wider professional networks



ONTARIO THEORY OF ACTION

2005 –

1. Focus: identification of key priorities for improvement
2. Tri-Level Reform: system-wide coherence and alignment
3. Support and Positive Pressure: capacity building with a focus on results
4. Shared Leadership: respect for professional knowledge and practice
5. Professional Accountability: results without rancor or ranking

2016 –

Collaborative Professionalism:

- *values all voices and is consistent with our shared responsibility to transform culture and provide equitable access to learning for all;*
- *takes place in and fosters a trusting environment that promotes professional learning;*
- *involves sharing ideas to achieve a common vision of learning, development and success for all;*
- *supports and recognizes formal and informal leadership and learning;*
- *includes opportunities for collaboration at provincial, district and school levels;*
- *leverages exemplary practices through the communication and sharing of ideas to achieve a common vision.*

Universities, professional organizations and community partners can contribute to collaborative learning and networks extending beyond individual schools or districts.

- Growing Innovation in Rural Sites of Learning in BC
- FINAL and NORCAN in Alberta
- STF Facilitator community in Saskatchewan
- OECTA's collaborative learning communities in Ontario
- TIA in Newfoundland

Job-embedded learning

Finding:

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



Relevant and practical learning beyond the school

Professional networks

Conferences

Workshops

Institutes

Professional organizations

Graduate studies

Qualifications/courses

Social media

Online platforms

- Mentoring and induction can be powerful but require further development:
 - Only Ontario and North West Territories require induction
 - Informal in all other jurisdictions
 - 71% of respondents in Kamanzie, Riopel and Lessard's (2007) survey of teachers across Canada had not been offered any mentoring activities.

Peer Coaching

Dr. Donald Massey school, Alberta

Peer mentors observe each other teacher and offer coaching.

Intentional use of cross-grade peer mentoring.

Mentors paired for school year.

Release time for classroom visits and debriefing sessions.

Video taping of classroom visits.

Expansion of mentoring from one-to-one to team collaboration.

Ongoing in duration

Finding:

Time for sustained, cumulative professional learning integrated within educators' work lives requires attention



Time engaged in professional learning

- Average of 2 hours per week
- Average of 76 hours per school year
- Needs to be sustained + cumulative + quality professional learning

Creating time...

- In Edmonton Public West 6 network, the school schedules now include a 1pm dismissal every Thursday.
- One Thursday a month is used for school staff meetings and two others are used for School Specific Learning (SSL).
- Once a month, teachers also gather to work in inter-school teams called Planning and Sharing Networks (PSNs).

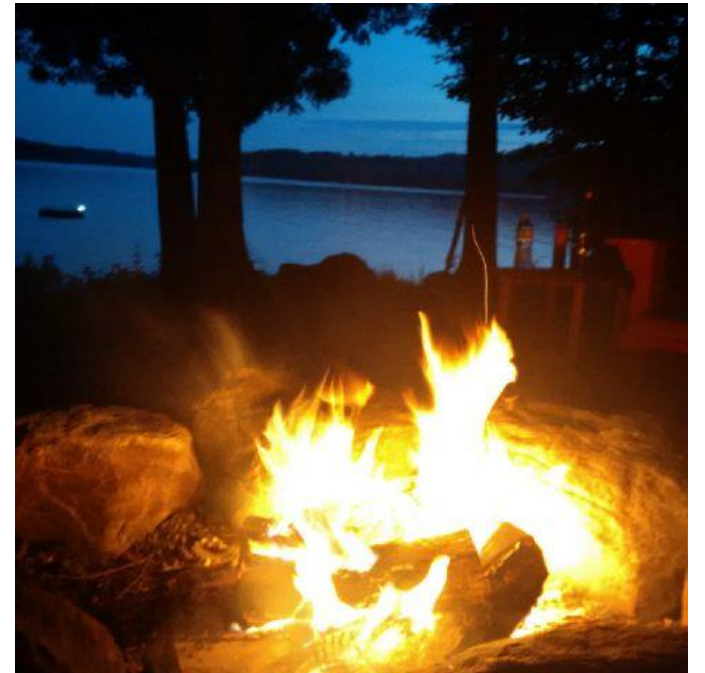
Time integrated into work day/week

- Teachers and principals report work weeks from 45 hours upwards...55 hours commonly reported
- TALIS average of 38 hours
- Prince Edward Island: Teachers spend triple time on professional development before or after school day compared to within school day
- Alberta: ATA (2015) survey: 18% respondents reported no scheduled time for collaborative professional communities during school day
- Need to provide time, therefore need to reduce time on other activities – can't absorb into work intensification
- Importance of professional development days and funding for release time/leaves

Funding

Finding:

Inequitable variations in access to funding for teachers' self-selected professional development are problematic



Variability in local professional development funds for self-directed learning

- Every teacher organization has negotiated provision for professional development in their collective agreements
- Level of funding for available to individuals varied markedly: from under \$100 to \$2500
- Issues of cost of professional development, travel and supply cover
- Particular issues for teachers in rural or remote areas, beginning teachers, and teachers without a permanent contract

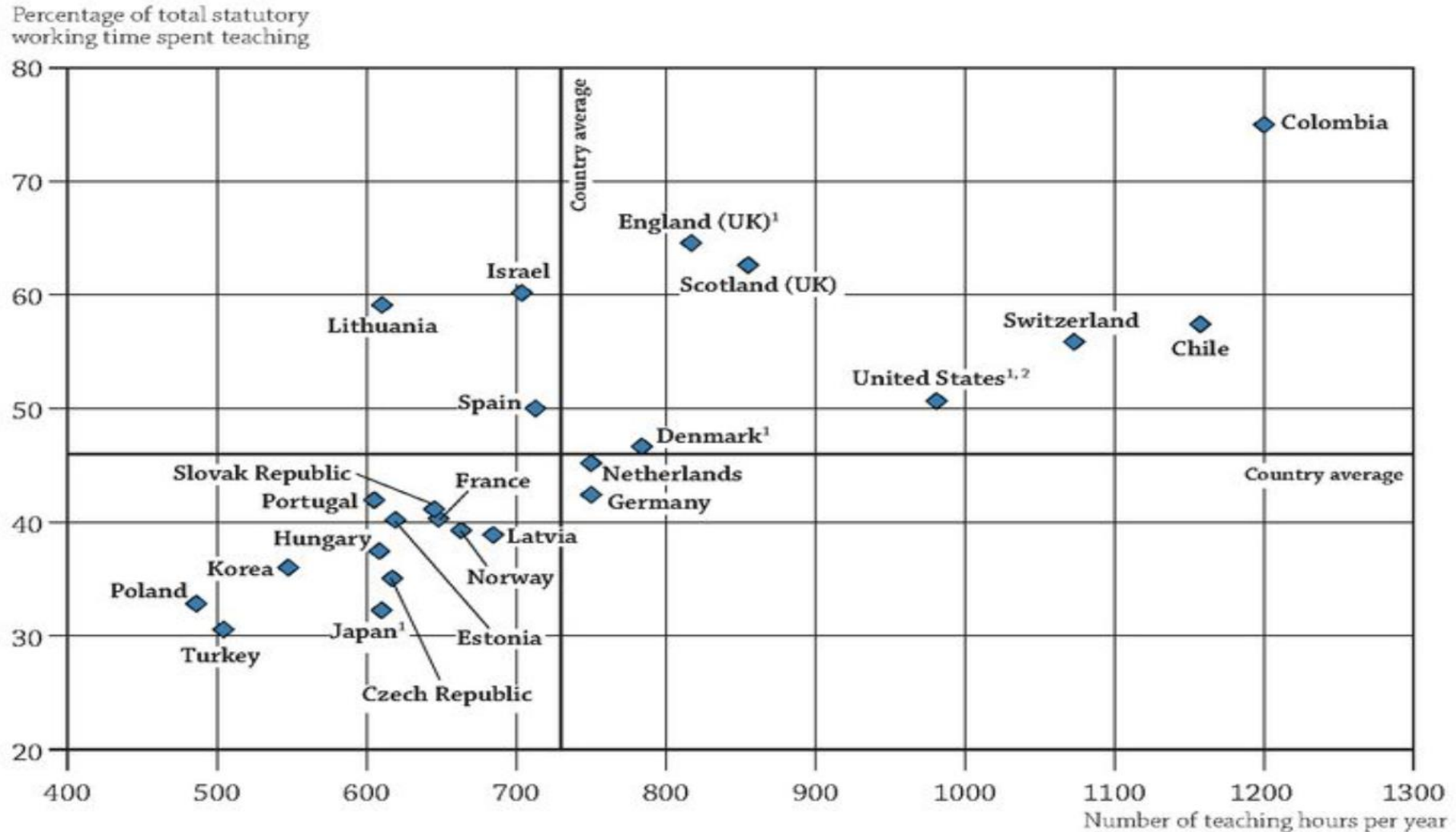
Use of targeted funding and grants

Ontario subsidies for Additional Qualifications in Mathematics

- ✓ 96% of participants were influenced by the subsidy to decide to take AQ
- ✓ 32% would not have taken AQ without subsidy

OECD (2017) Education at a Glance

Figure D4.3. Percentage of lower secondary teachers' working time spent teaching (2015)
Net teaching time (typical annual number of hours) as a percentage of total statutory working time



Supportive and engaged leaders

Finding:

System and school leaders have important roles in supporting professional learning for teachers and for themselves

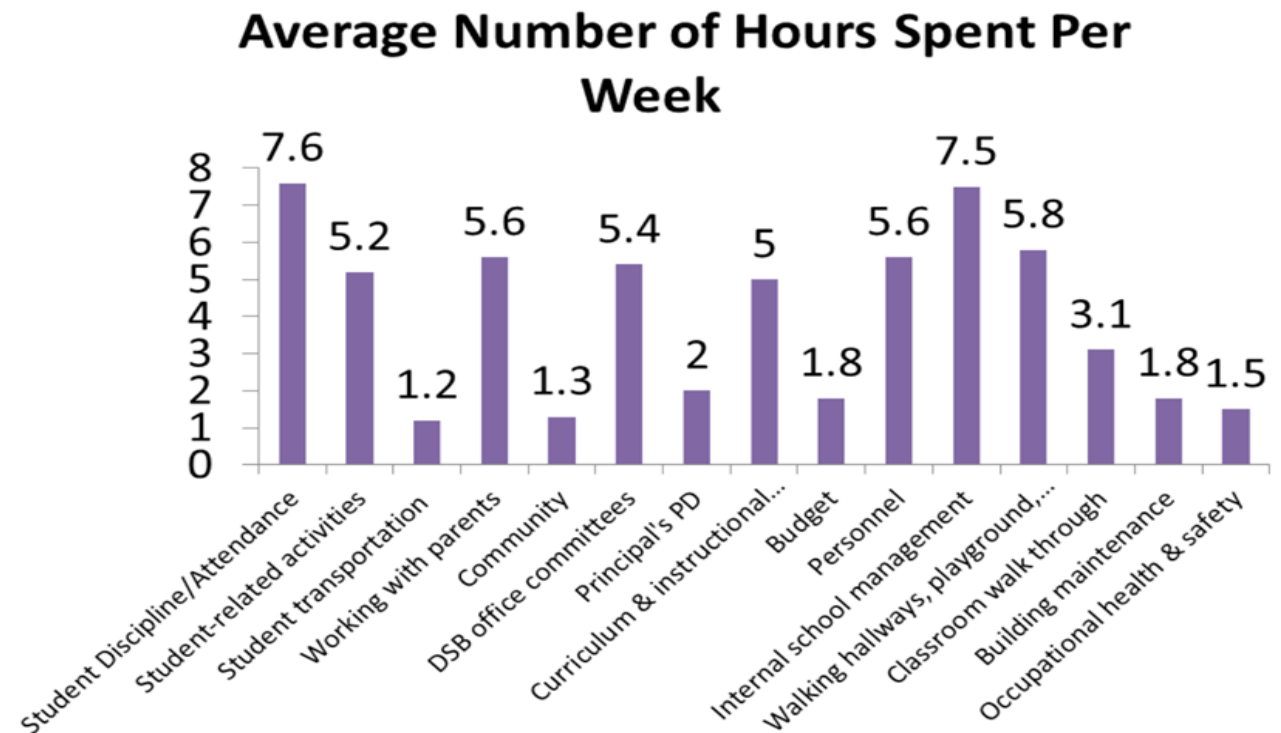


System and school leaders supporting professional learning matters

- Professional development is considered to be a legal right and responsibility in Canada
- Professional associations for formal leaders engaged in supporting and providing professional learning opportunities
- Teachers appreciate when formal leaders support their professional learning and champion their work
- But tensions in conceptualization and practice....
- Facilitating, co-learning, enabling or controlling....

System and school leaders' *own* professional learning matters

- Engagement in relevant, collaborative, varied and sustained professional learning matters for leaders also
- But challenges of workload and work intensification also



Source: Pollock et al. (2014) *The Changing Nature of Principals' Work*

What are the enabling conditions for supporting best practices for professional learning?

- ✓ Socio-cultural
- ✓ Professional
- ✓ Political
- ✓ Economic
- ✓ Emotional



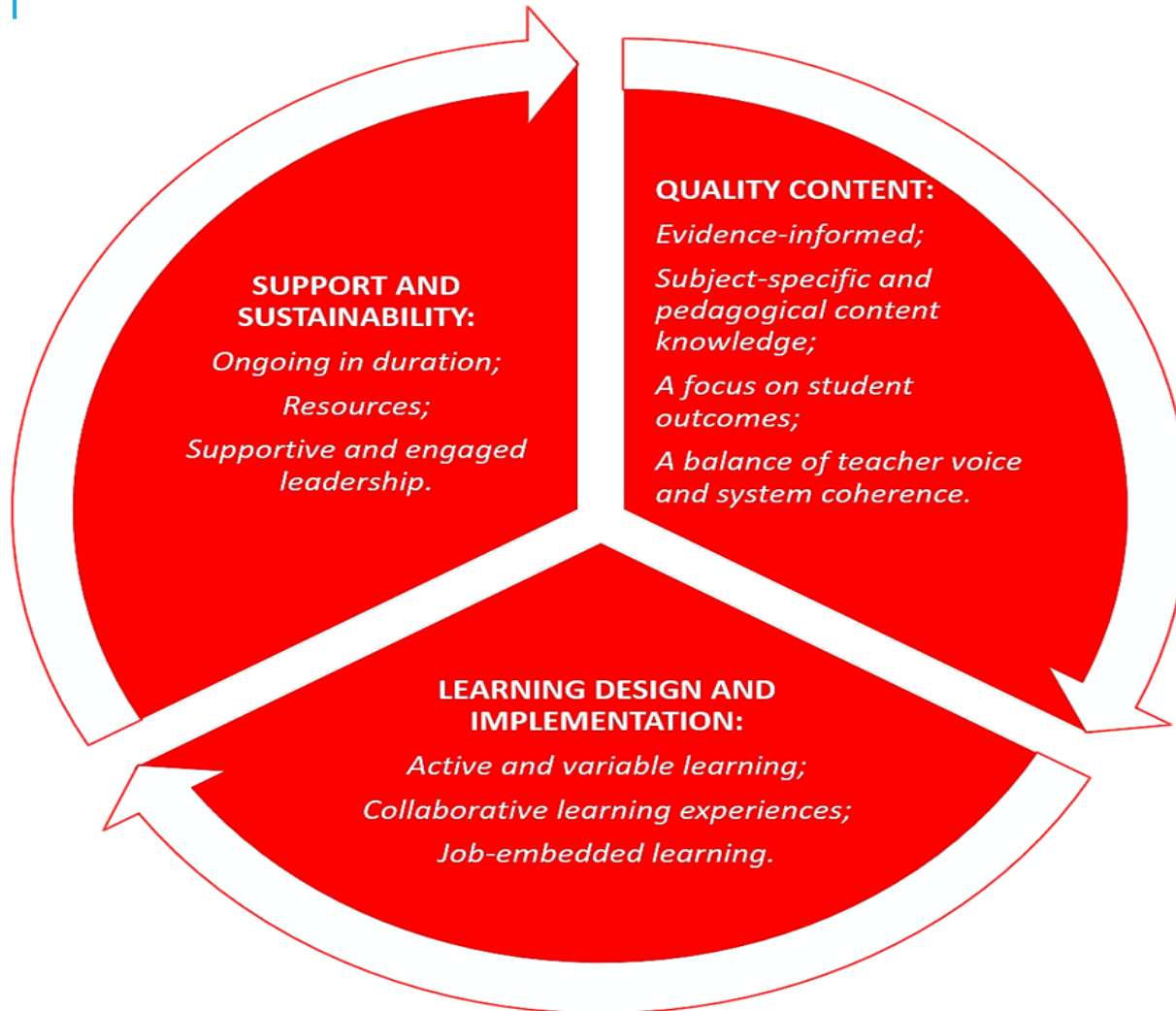
There is “no one size fits all” approach and nor should there be

- Professional learning is a mosaic of diverse experiences, opportunities, activities, and outcomes in Canada.
- Canada is a highly diverse country—our students and communities are diverse and have changing needs in a local, national, and global context, and our educators require a repertoire of professional knowledge, skills, and practices to be developed through a wide range of differentiated professional learning experiences throughout their careers.
- **This variation is appropriate, professional, beneficial, and positive.**

While variation can be appropriate; inequities in access, resources, opportunities and outcomes are not

- We identified considerable inequities of access, resources, experiences, and/or outcomes for educators' professional learning (and for the students they serve).
- Variations in access, available time, and funding for professional learning opportunities between and among provinces and territories, districts, professional associations, local units of associations, geographical communities, anglophone and francophone systems, career stage or subgroups within the education professions, schools, and communities.
- **This type of variation is not inevitable, not desirable, and highly negative.**

WHAT IS THE CURRENT STATE OF EDUCATORS' PROFESSIONAL LEARNING IN SCOTLAND?



Campbell, C., Osmond-Johnson, P. & Faubert, B. (2016)
Developing teachers as the learning profession: Findings from the state of educators' professional learning in Canada study. *Scottish Educational Review* 48(2), 3-23.



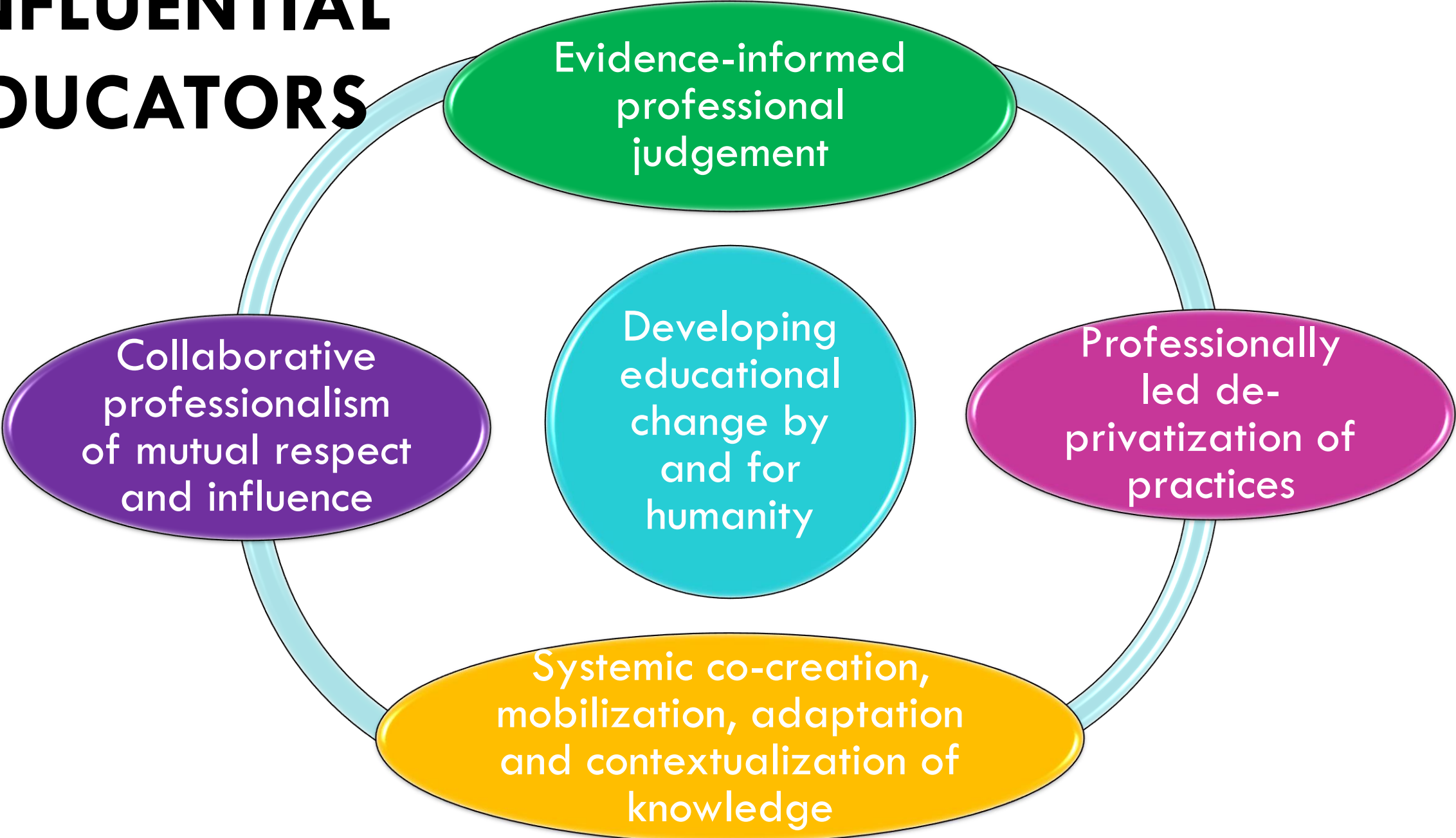
YOU CAN DO ANYTHING,
BUT NOT EVERYTHING

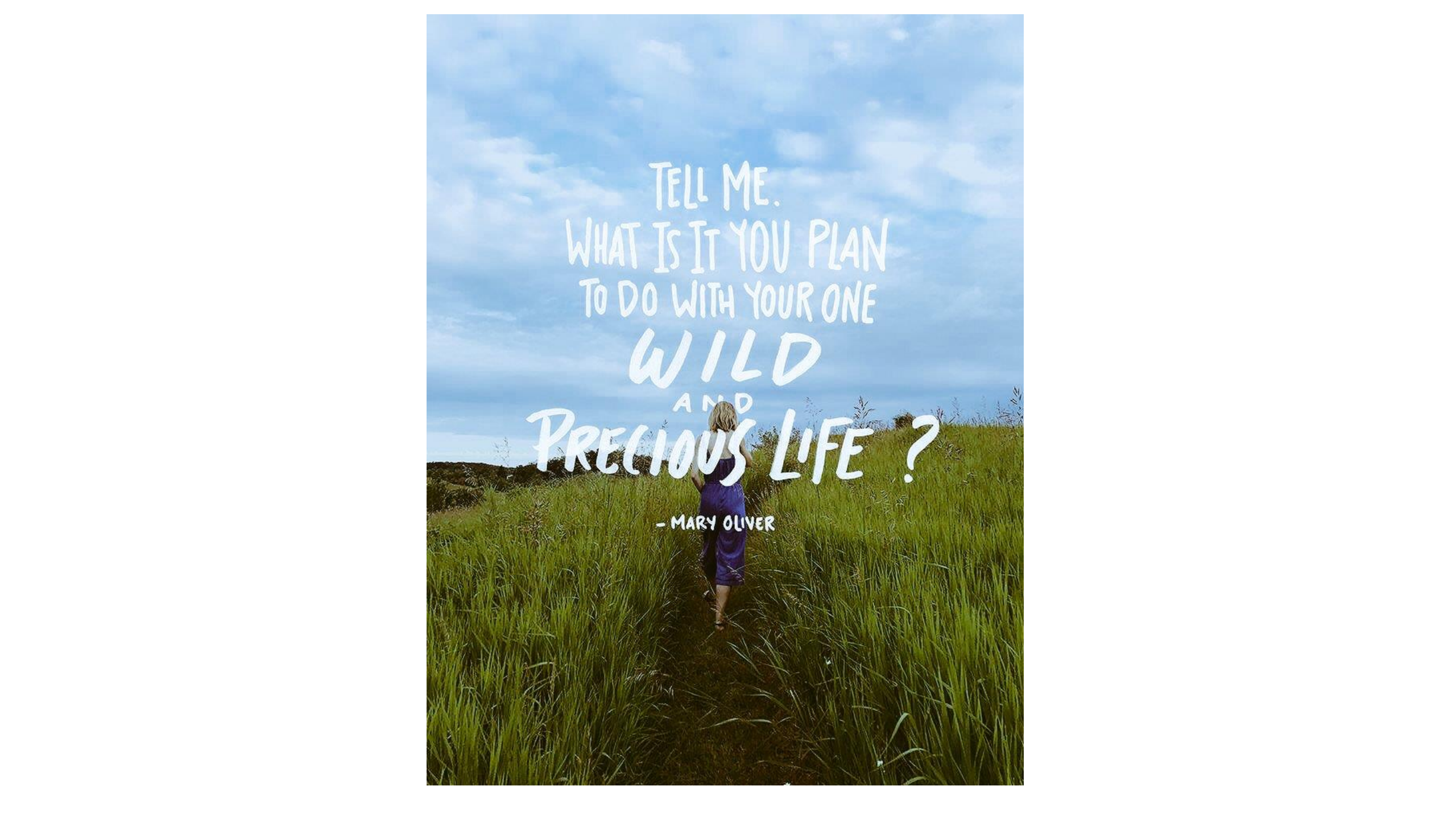
© SUGARANDCLOTH

START WHERE
YOU ARE. USE
WHAT YOU
HAVE. DO WHAT
YOU CAN.

www.jinghuo.com

INFLUENTIAL EDUCATORS



A person with blonde hair, wearing a purple dress, is walking away from the camera through a field of tall, green grass. The sky is blue with scattered white clouds. The text is overlaid on the image in a white, handwritten-style font.

TELL ME.
WHAT IS IT YOU PLAN
TO DO WITH YOUR ONE
WILD
AND
PRECIOUS LIFE ?

- MARY OLIVER

RESOURCES

Empowered Educators: <http://ncee.org/empowered-educators/>

Educators' Professional Learning in Canada:
<https://learningforward.org/publications/canada-study>

Teacher Learning and Leadership Program:
<https://www.otffeo.on.ca/en/learning/teacher-learning-and-leadership-program/>

Carol Campbell: Twitter @CarolCampbell4
E-mail: Carol.Campbell@utoronto.ca