



# The Stockholm Summit

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## Breathing life into professional learning



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# What we talked about in 2008

- A serious student achievement problem in reading literacy
- Our solution
  - Inquiry practices via
    - National Literacy Professional Development Program 300 schools
    - Horizontal learning networks 200 schools
  - Connecting national PD and learning networks

## Results since 2008 in 2400 schools

- Excellent gains from national PD
  - Bottom 20% 3-4 times expected rate of progress (Timperley, 2010)
- Moderate gains from learning networks
  - Low quality achievement data but most networks are making some gains (Lai et al, 2010)
- So
  - Made some progress but still a serious reading literacy problem

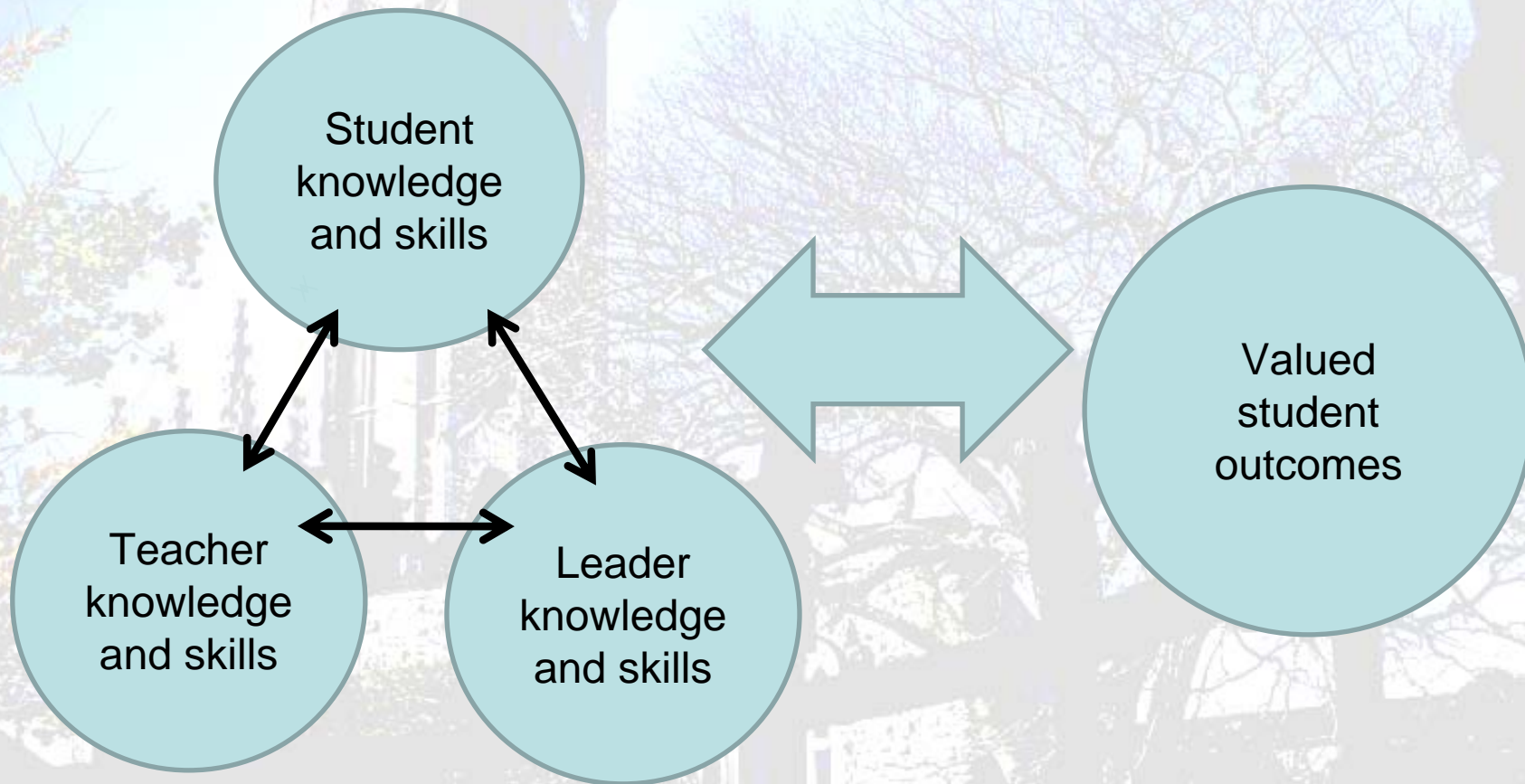


# Other things since 2008

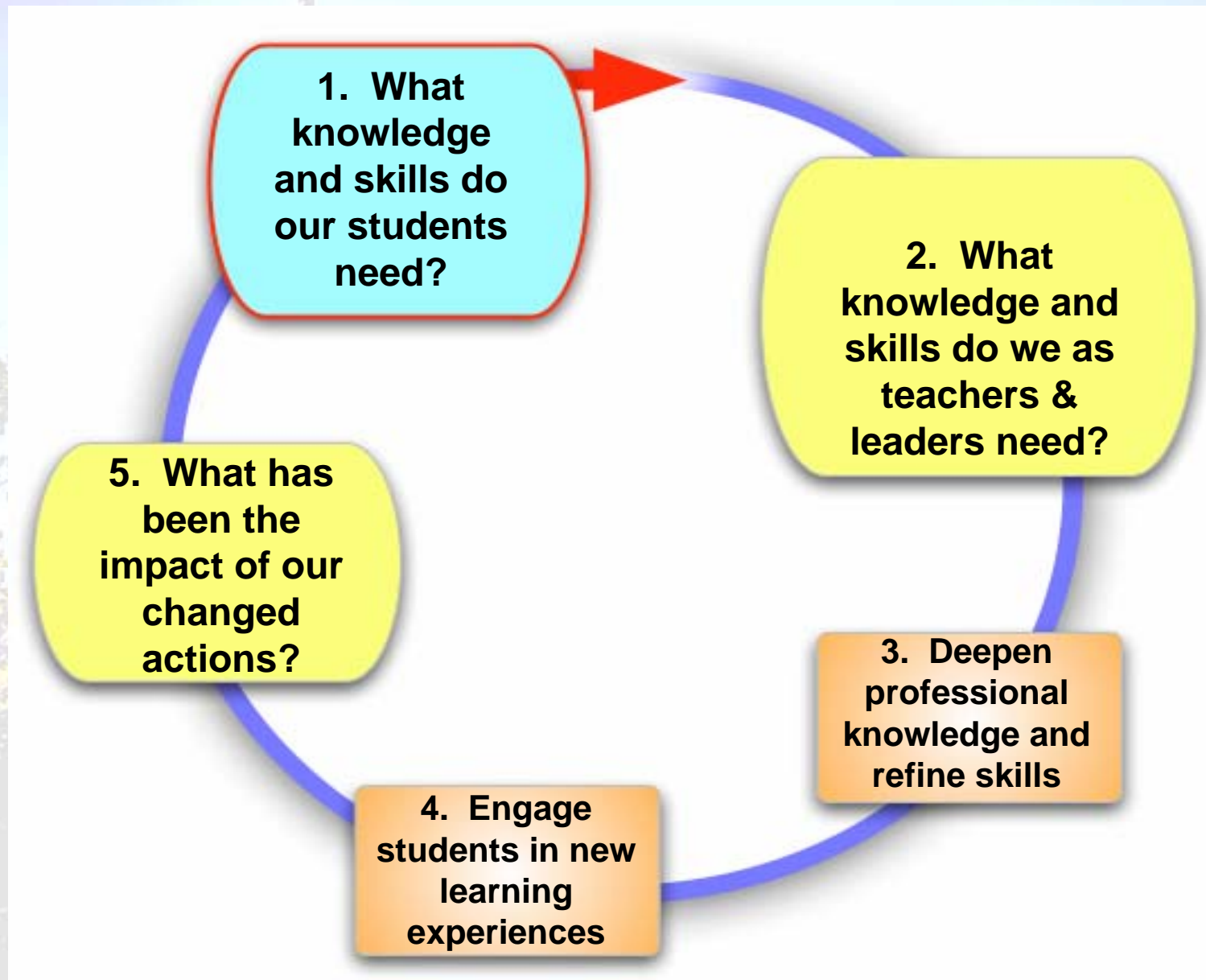
- A sharp focus on professional learning
- Integrated research into professional learning tools



# Focus of professional learning



# Professional learning inquiry and knowledge cycle (Timperley, 2008)





# Learning networks

(Annan, Wootton & Timperley, In Press)

## Diagram of networks

Version 1 – A network with a technical focus on students outcomes

Version 2 - A network with challenging connections focused on student outcomes



# Best of learning networks

(Lai, McNaughton & Timperley, 2008)

## Five attributes

- Test interpretations of data
- Access new knowledge
- Develop shared meaning
- Develop collective responsibility
- Focused on effectiveness



# Research in professional learning tools

- Typical approach – no tools  
(Annan, Wootton & Timperley, In Press)
  - Gather data from the network
  - Analyse data at University
  - Hand over lengthy reports to leaders
  - Leave network leaders to work out next steps



# New approach

- Stop writing lengthy reports
- Build capability by transferring evidence into tools
- 5 steps in the process



# 5 steps to mobilise knowledge

(Timperley & Parr, Edited Book, In Press)

1. A knowledge bank about optimal schooling improvement
2. A tool to measure capability
3. Routines to use the tool
4. Brief report about capability and coherence
5. Differentiated professional development



# Capability continuum tool

<http://nzcurriculum.tki.org.nz/National-Standards/Self-review-tools>

Question	Basic	Developing	Integrated
Students' strengths and learning needs			
Our professional strengths and learning needs			
Engagement in professional learning			
Engagement of students in new learning			
Impact of our changed actions on students			



# Routines for use of tool

## Evaluators assess capability

- Interview teachers
- Interview leaders
- Interview network leaders
- Check for coherence across levels
- Agree on capability and coherence
- Write a brief report confirming agreements



## Routines for use of tool cont.

### Grow capability among network leaders

- Train them to use the tool
- Assess capability of colleagues
- Agree on capability and coherence across network schools
- Agree on next steps
- Design differentiated professional learning program



## Intended positive consequences

1. Confirmed worth of network's new way of working
2. Showed network leaders a way to assess next steps in professional learning
3. Engaged local Ministry official in learning conversations with school leaders

# Positive unintended consequence

Cluster leaders did more than expected in the evaluative process

- Developed practitioner-evaluators
- E.g. A lead teacher with 3 teachers developed a tool to assess capability in “feedback”



# Research-rich tools effective feedback

(Glenda Stewart, Rata Street School NZ)

	Limited	Some	Strong
<b>Linked to Learning intention</b>			
<b>Feedback / feed forward</b>			
<b>Appropriateness</b>			
<b>Student Understanding / Involvement</b>			
<b>Consistent Systems</b>			



# Implications

- Networks become vibrant when they assess and grow capability of members
- Formal reviews/inspections of schools could have
  - inspectors/reviewers teach schools to assess their own performance
  - schools assess their performance
  - moderate their ratings with like schools
  - inspectors/reviewers verify their ratings



# Typical leadership conference

- Organisers develop themes
- Keynote addresses
- Workshops
- People choose what they listen to
- Assume leaders learn something
- A little change



# New conference approach

- Organisers assess capability of leaders
- Conference themes to build capability
- Keynotes provide theory on themes
- Leaders go to workshops relevant to capability need
- Workshops help leaders develop tools and learning plans

