

Leading professional learning into the future

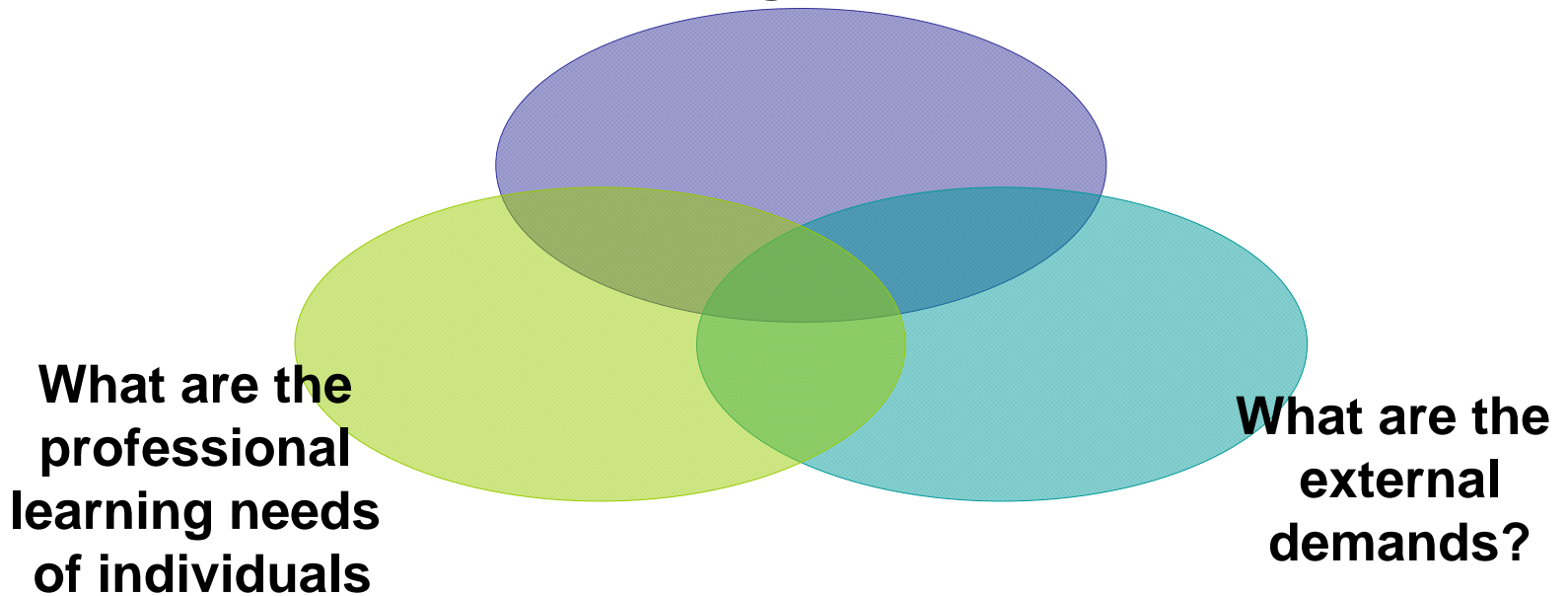
- Ronnie Woods
- Director, Enquire

What's in a name?

- INSET Co-ordinator
- CPD Co-ordinator
- Workforce Development Co-ordinator
- Leader of Professional Learning

Personalising Professional Development

What are the identified priorities of the Organisation?

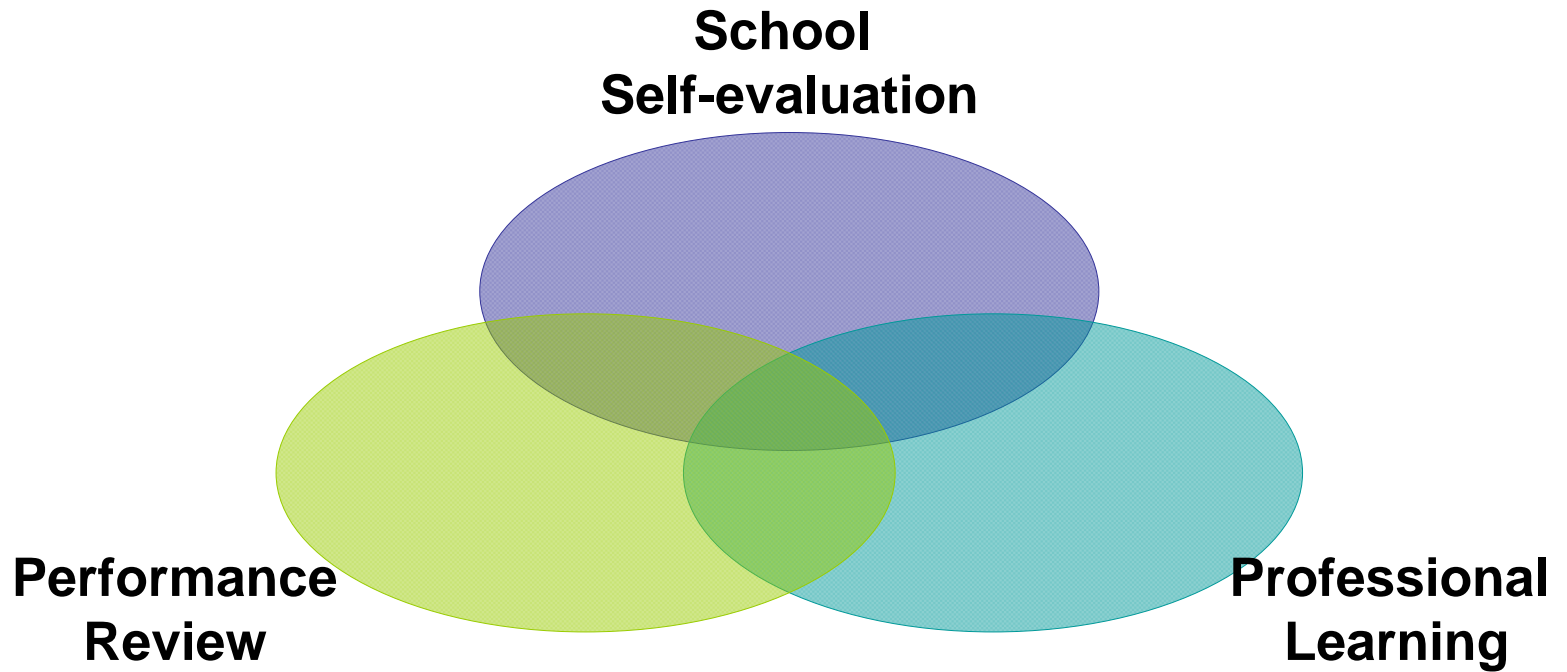


What are the professional learning needs of individuals

What are the external demands?

- **Personalising professional development is built upon the collective intelligence the organisation holds about the learning needs of each member of it's community. It requires both:**
 - **Observation for accountability**
 - **and**
 - **Observation for learning**

Personalising Professional Development



Professional Communities of Practice

- Focus on student learning
- Deprivatization of practice
- Collaboration
- Shared norms and values
- Reflective dialogue

- **Karen Seashore Louis**

Facilitative leadership

- Gather colleagues together with a purpose
- Establish effective ground rules for gatherings
- Enforce the ground rules by identifying behaviours consistent and inconsistent with them
- Enable colleagues to share information freely with one another
- Help them to attend fully to one another's perspectives
- Help them make a collective commitment to the choices the group may make

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Joseph P. McDonald

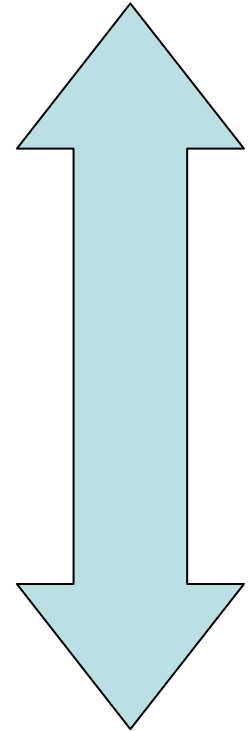
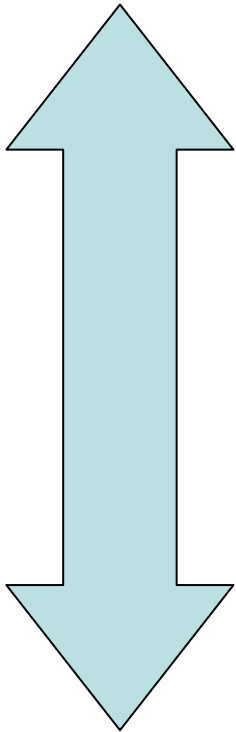
- Where does the expertise in the design of professional learning lie in your school?

How does adult learning differ from children's learning?

- In many ways but in many ways what we know as a profession about high quality teaching and learning for children applies equally well for adults.
- A key difference is that adults bring their preconceptions to the table

The Art of Conversation

- Raw debate
- Polite discussion
- Skilled discussion
- Dialogue



Bespoke Professional Development

- **Purpose** – what do you want to change
- **People** – who needs to be involved
- **Process** – what learning processes will they be involved in
- **Provision** - what programme needs to be created
- **Structure** – how will we organise to ensure it makes a difference

Leading Professional Learning

- To build understanding of powerful professional learning that makes a difference to practice and outcomes for children, young people and families
- To provide a blended learning opportunity including face to face days, online learning and in school development opportunities
- To develop the use of usable tools and processes to underpin professional learning in schools and other settings
- To understand the emerging national agenda for professional learning and develop the skills and tools for the strategic leadership of CDP within the context of integrated services
- To develop collaborative practice across schools, services and settings

Leading Professional Learning

- Developing your school to as a professional learning community?
- Understanding how adults learn?
- Becoming a research based school
- Developing coaching to increase the expertise of practitioners
- Using collaborative enquiry to develop and transfer effective practice
- Developing a workforce that ensures Every Child Matters?

A protocol for a learning conversation

- Preparation time
- 5-10 minutes presentation
- 10-15 minutes conversation
- 2 minutes to present next questions
- 5-10 minutes inviting contributions
- Recording of Action points

- What conversations do you need to engineer, with whom, about what?

*An opportunity to share
practice through
facilitated Learning
Conversations*

- **What are the issues in successfully
'Personalising CPD'?**