

INVESTING IN TEACHER LEADERSHIP

The contribution of collaborative professionalism

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PROFESSIONAL CAPITAL

Transforming Teaching
in Every School



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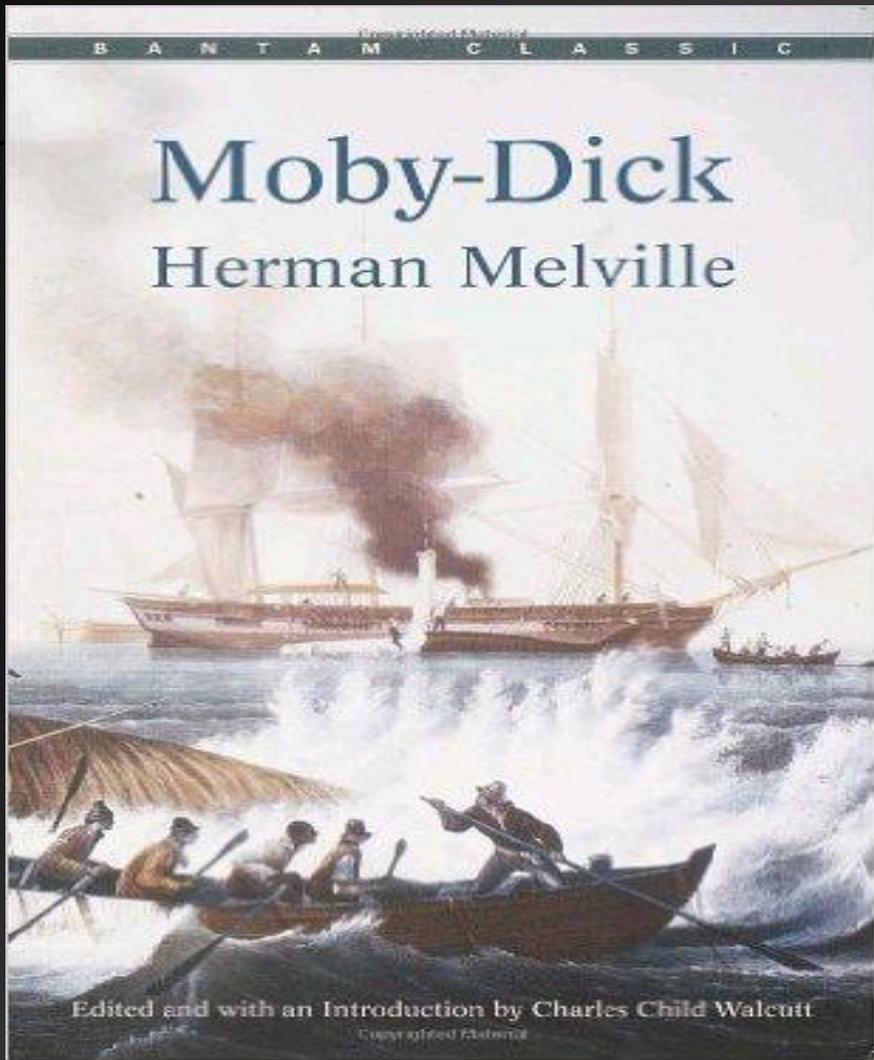


1. Human Capital
2. Decisional Capital
3. Social Capital

Why should we collaborate?

How should we collaborate?

What are different ways to collaborate that have value?



For the most part, the Commodore on the quarterdeck gets his atmosphere at second hand from the sailors on the forecastle.

He thinks he breathes it first; but not so.

In much the same way do the commonality lead their leaders in many other things, at the same time that the leaders little suspect it.

Five Phases of Collaboration

Absence.....teachers work by themselves

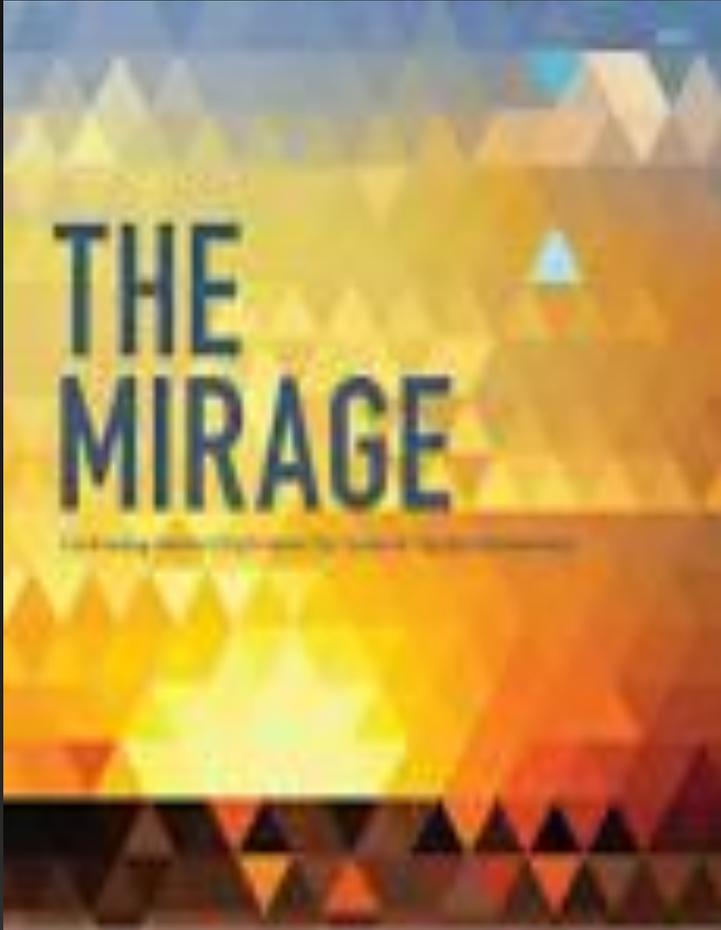
Emergence...research shows benefits of collaboration

Doubt.....some collaboration is weak or forced

Design.....models & protocols for collaboration are made

Opposition...collaboration is criticized for being ineffective

Transformation... movement to collaborative professionalism



Professional development & collaboration are:

- Expensive
- Ineffective
- A waste of money

FINAL RESEARCH REPORT

The State of Educators' Professional Learning in Canada



Carli Campbell, Pamela Demand Johnson, Stephen Fiebert, Kristel Zichner, and Katelyn Hubbs Johnson, with Shari Brown, Paula DaCosta, Anne Hales, Larry Kessler, Jacqueline Soler, and Karen Swanson



Professional Collaboration



Collaborative Professionalism



1. To articulate the theory of action of the CODE Consortium's Leading from the Middle projects.
2. To gather perceptions of the projects' strengths and limitations, impacts and effectiveness
3. To connect findings to evidence of other leadership models.
4. To share the interim and final results internally and externally to forge new forms of collaborative professionalism.

Collaborative Professionalism in Ontario is defined as professionals ... working together, sharing knowledge, skills and experience to improve student achievement, and the well-being of both students and staff.

Collaborative Professionalism values the voices of all and reflects an approach in support of our shared responsibility to provide equitable access to learning for all. All staff are valued and have a shared responsibility as they contribute to collaborative learning cultures.

Ontario Ministry of Education (2016). Collaborative professionalism
(Policy/Program Memorandum No. 159). Toronto, Ontario: Author.

values all voices

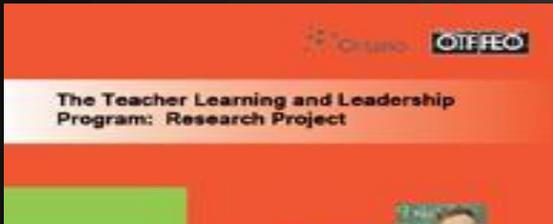
in a trusting environment of professional learning

that involves sharing ideas to achieve a common vision

involving formal and informal leadership

that includes opportunities for collaboration at all levels;

and communicates and shares exemplary practices



NEW PEDAGOGIES FOR DEEP LEARNING | A GLOBAL RESEARCH PROJECT

NEW PEDAGOGIES

STUDENTS
PARENTS
TEACHERS

EXPERTS
INDUSTRY
COMMUNITY

A focus of practice pedagogical practices and emerging innovative practices.

EMBRACING DIGITAL

ACCESS
PERSONALIZATION

CONNECTING & COLLABORATING
FEED THE DISCOVERY, FEEDBACK & REPORTING
ADAPTIVE & PERSONALIZED LEARNING CONTEXTS
CONNECTING THEIR OWN

Department of Education and Early Childhood Development • **CHANGE LEADERSHIP** • CAPST

Leading for All

Principal Investigators:
Andy Hargreaves and Henry Braun
The Code Special Education Project



Collective Autonomy

Collective Efficacy

Collaborative Inquiry

Collective Responsibility

Collective Initiative

Mutual Dialogue & Feedback

Joint Work

Common Meaning & Purpose

Collaborating with Students

Owning the Big Picture



Collaborative Professionalism is not about..

- * interminable meetings*
- * other people's mandates*
- * racing cycles of data analysis/intervention*
- * only sharing & learning*
- * collaborating against other schools*

Collaborative professionalism

*is about how teachers & other educators
transform teaching & learning together to
work with all students to develop fulfilling
lives of meaning, purpose, & success.*

Collaborative Professionalism

*is organized in an **evidence-informed**, but not data-driven, way through rigorous **planning**, deep & sometimes demanding **dialogue**, candid but constructive **feedback**, & continuous collaborative **inquiry**.*

Collaborative Professionalism

is embedded in the culture & life of the school, where educators actively care for & have solidarity with each other as fellow-professionals as they pursue their challenging work together in response to the cultures of their students, the society & themselves

Collaborative Designs



Open Class



What are do you see here about

- * teacher leadership?
- * professional learning?
- * vulnerability?
- * responsibility?

在粉嶺慈恩書院裏

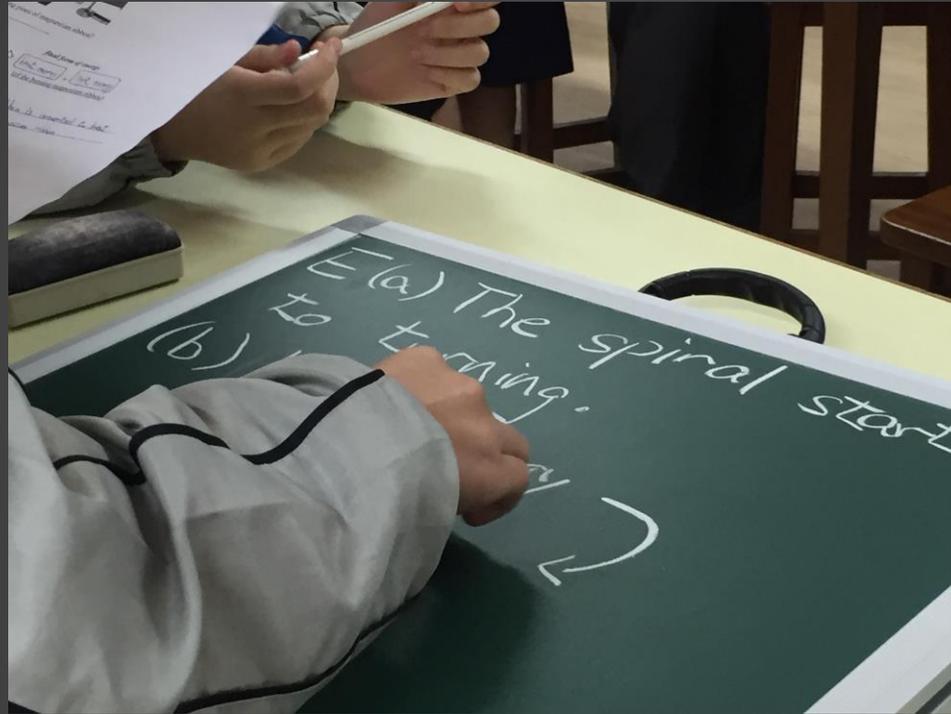
每個孩子都有尊嚴

每個孩子都可教導

每個孩子都可成功



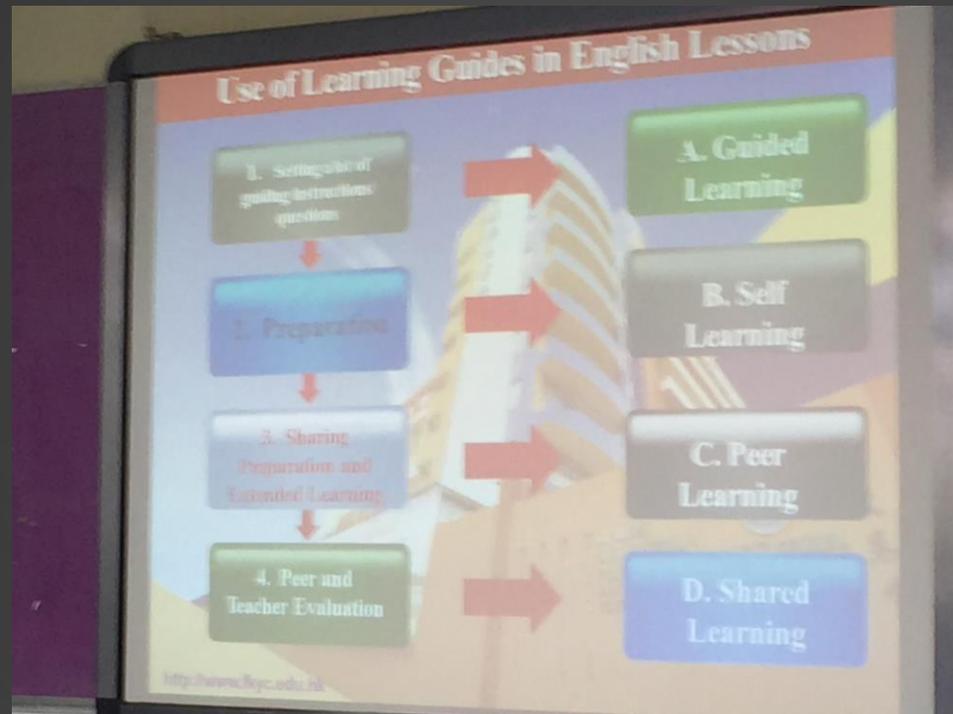
WRITING ON THE IBOARD



ENGLISH: STUDENTS SHARING



SHARING RATIONALE IN POST LESSON CONFERENCE



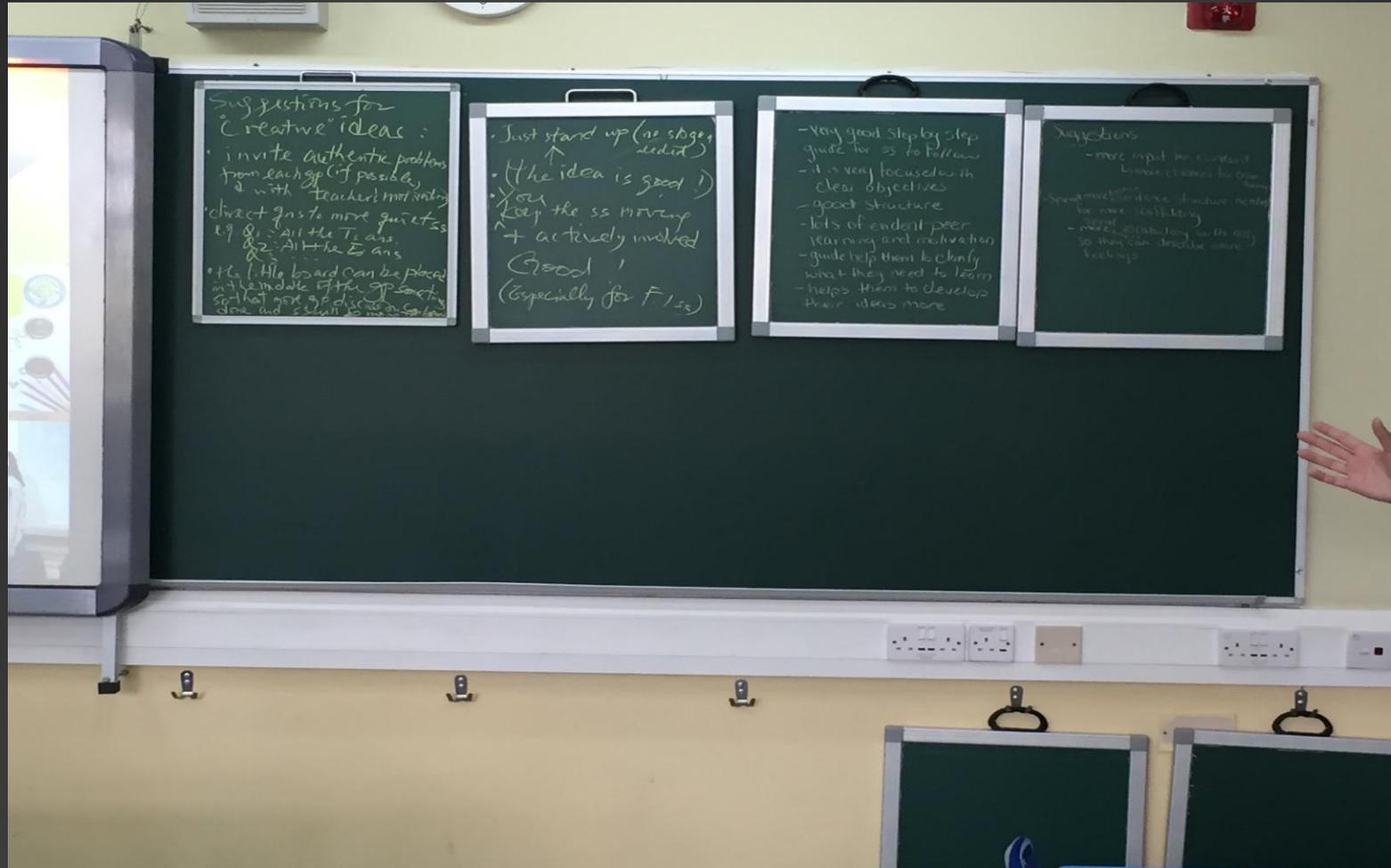
ENGLISH OPEN CLASS: LOTS OF VISITORS



SO MANY VISITORS: BUT THE STUDENTS ARE
STILL WORKING



FINAL PRODUCT FROM POST OPEN CLASS CONFERENCE!



Collaborative Pedagogical Transformation

ESCUELA NUEVA









What are do you see here about...

- * relationship between pupil & teacher learning and leadership?
- * spreading leadership & learning?
- * the ends of leadership & learning?

Professional Learning Communities

What are do you see here about...

- * teacher & principal leadership & learning?
- * professional culture and local culture?









INDIGENEITY

Seven Sacred Grandfather Teachings





Calming Board

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20



Movement Board

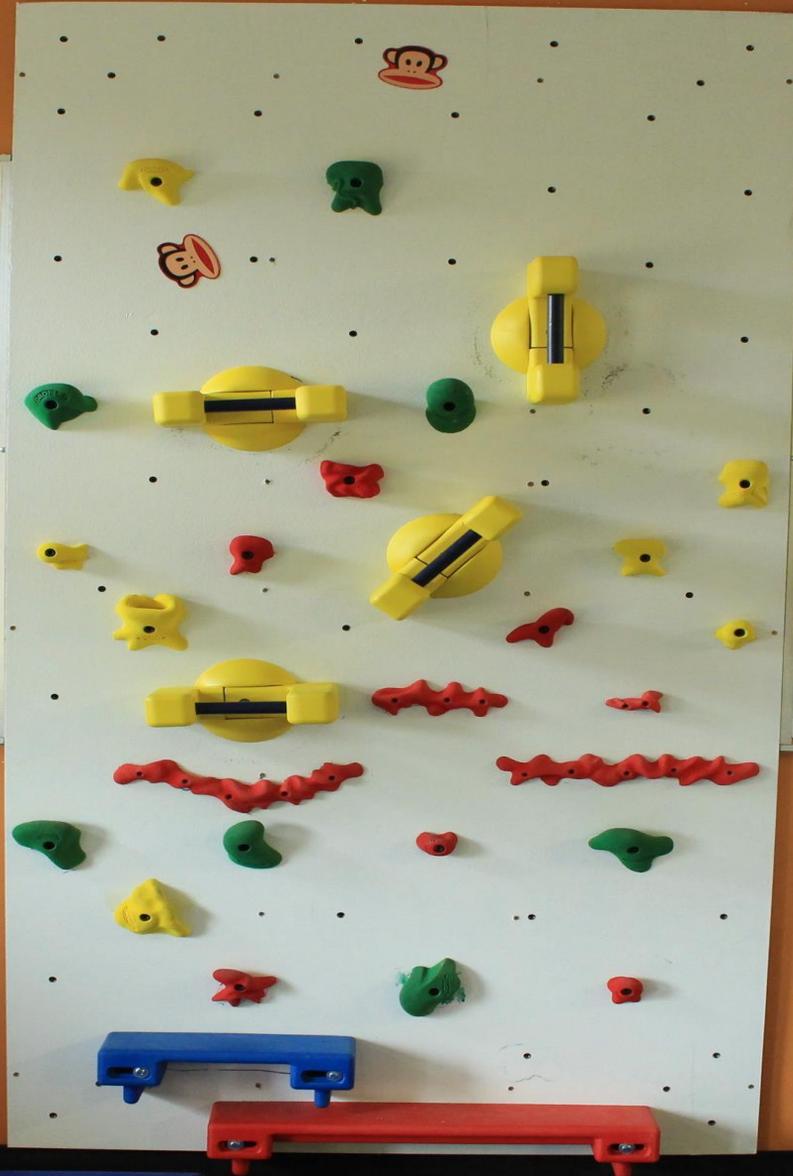
Movement Type	Picture	Name
Stretching		
Cardio		
Balance		
Strength		
Coordination		
Agility		
Flexibility		
Endurance		
Speed		
Balance		
Strength		
Coordination		
Agility		
Flexibility		
Endurance		
Speed		





Numbers 1 to 100

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



EVERLAST CLIMBING
CLIMBING WALL RULES

BEFORE CLIMB:
SUPERVISION IS REQUIRED
IF SAFETY HOOKS MUST BE IN PLACE
REMOVE ALL JEWELRY

DURING CLIMB:
CLIMB SAFELY, NO FEET ABOVE THE RED LINE, IF APPLICABLE
STEP DOWN FROM THE WALL - NO JUMPING
HAVE FUN

AFTER CLIMB:
STEP AWAY FROM THE WALL AFTER COMPLETION OF YOUR CLIMB
REPORT ANY DAMAGED EQUIPMENT TO THE WALL SUPERVISOR

SUPERVISOR GUIDELINES:
CLIMBERS SHOULD BE SUPERVISED AT ALL TIMES
THE SUPERVISOR IS RESPONSIBLE FOR THE SAFE OPERATION OF THE CLIMBING WALL
REGULARLY INSPECT CLIMBING WALL, ITS COMPONENTS, AND PROTECTIVE CUSHIONING
TO ENSURE THEY ARE IN GOOD CONDITION
PREPARE UNPAGESHARED CLIMBERS WITH AN ACCESS PREVENTION PLAN



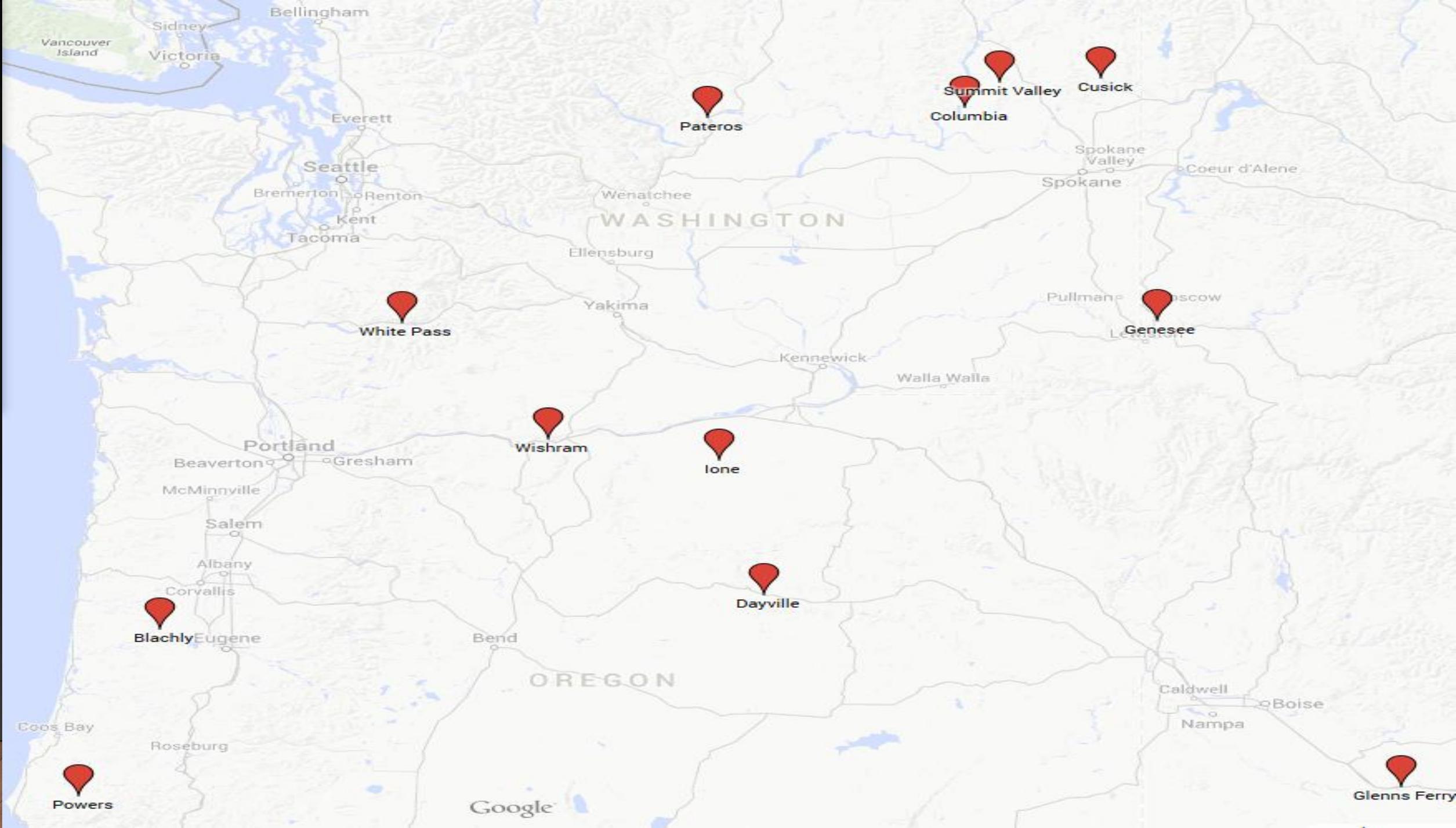
Indigeneity



Collaborative Planning Networks

What are do you see here about...

- * collaboration in rural environments?
- * professional networks?



Sidney
Victoria

Bellingham

Vancouver Island

Everett

Pateros

Summit Valley

Cusick

Columbia

Seattle

Wenatchee

Spokane Valley

Coeur d'Alene

Bremerton

Renton

Kent

Tacoma

Ellensburg

Spokane

Yakima

Pullman

Scow

White Pass

Genesee

Kennewick

Walla Walla

Portland

Wishram

Lone

Beaverton

Gresham

McMinnville

Salem

Albany

Corvallis

Blachly Eugene

Dayville

Bend

OREGON

Caldwell

Boise

Nampa

Coos Bay

Roseburg

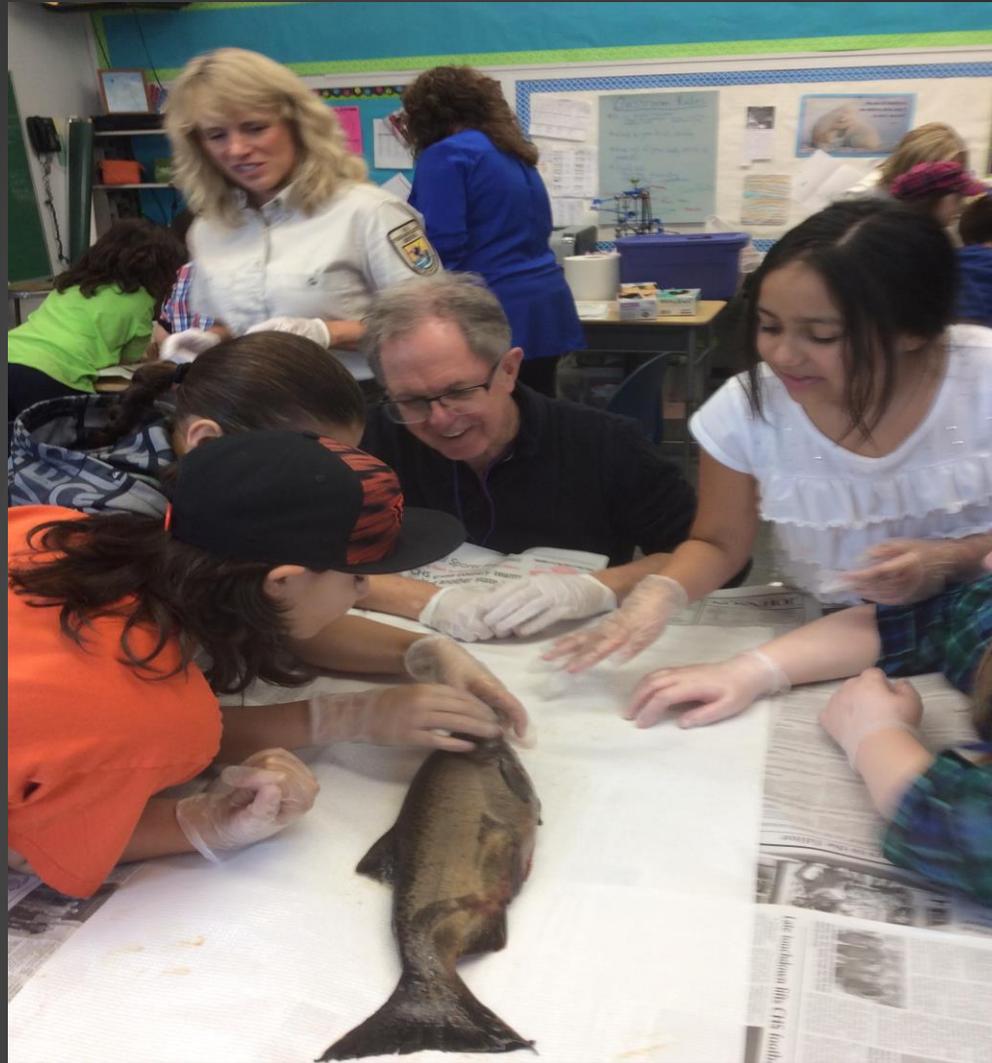
Powers

Google

Glenns Ferry

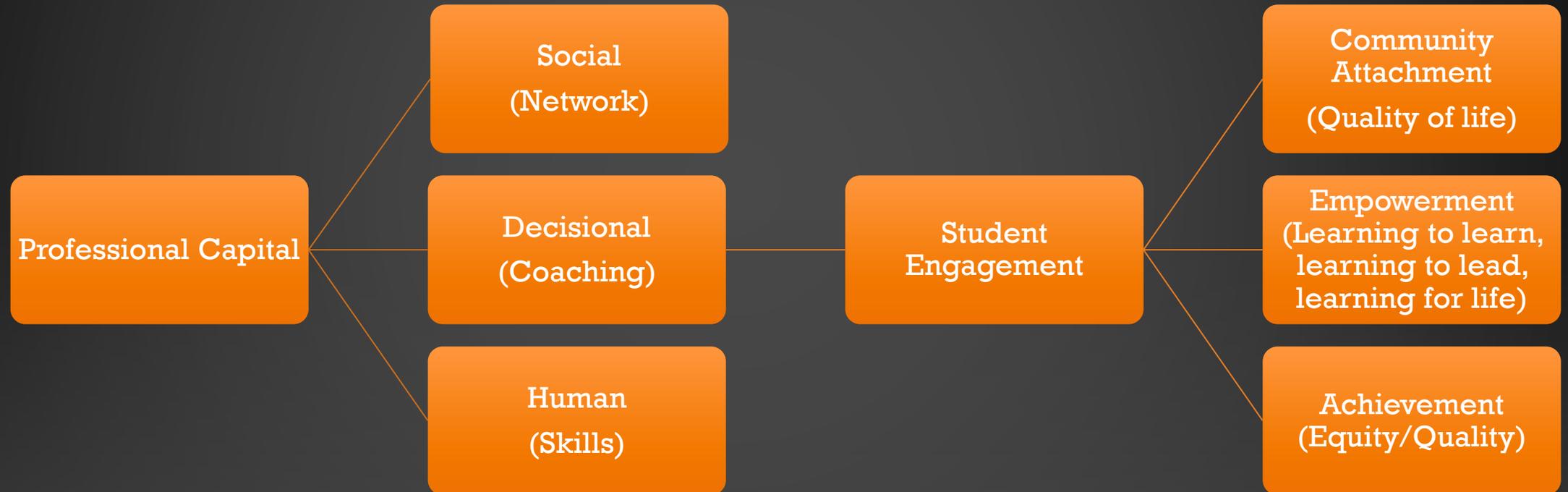








THE NW RISE NETWORK FOCUS



NETWORKS

Shared goals

Site selection/recruitment

Activities

Focus

Leadership and steering

Resources

Citizenship

Dissemination

Cooperative Learning and Teaching







arc

www.atlanticrimcollaboratory.org



Founding organizations include the Ministries of Education of **Scotland, Iceland, Ireland, Finland, Aruba** and the Canadian province of **Ontario**, the Office of the Secretary of Education in **Vermont**, and the **California** Board of Education.

From

Talk or Action

Narrow Achievement Goals

Episodic Meetings

Administratively Imposed

Comfortable or Contrived

Conversation

For Students



To

Talk and Action

Learning with Meaning & Purpose

Embedded Cultures

Teacher Led

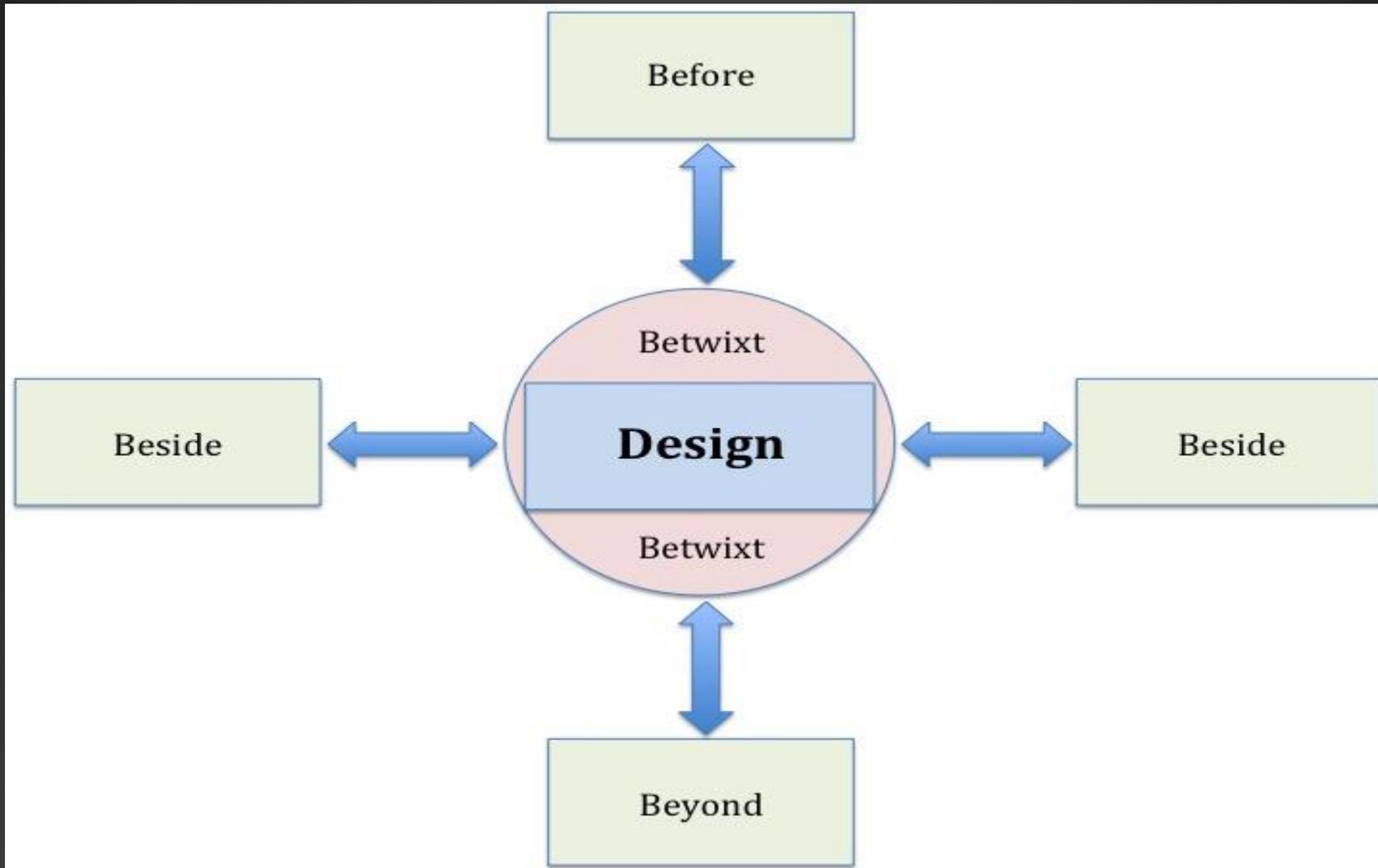
Genuine & Respectful

Dialogue

With Students

The Four Bs

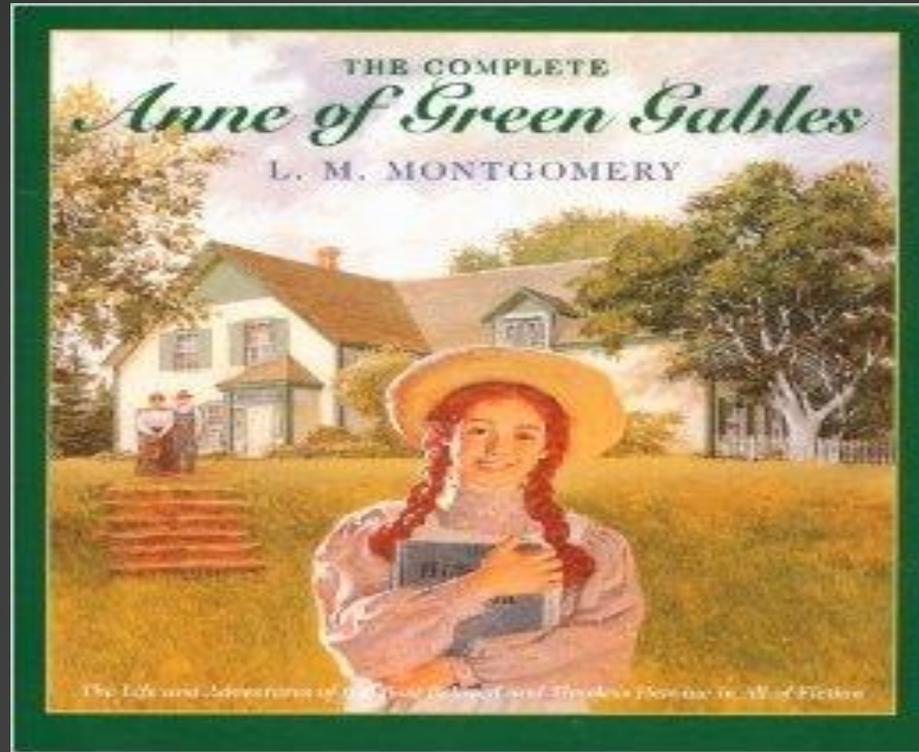












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Coming to a school near you



Thank you