

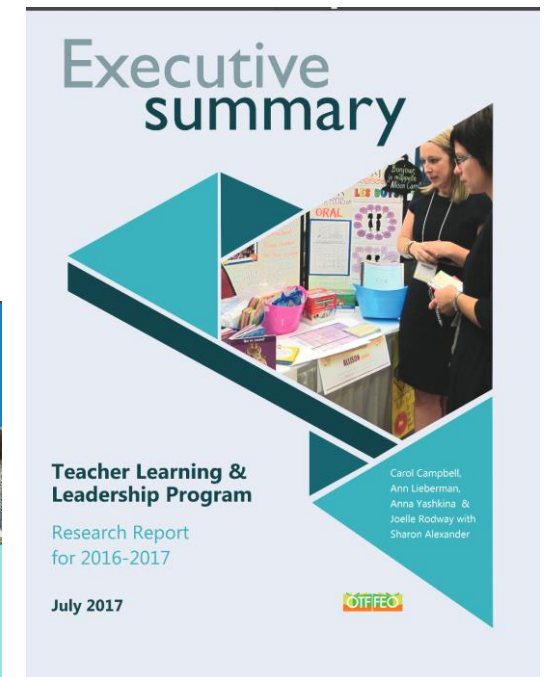
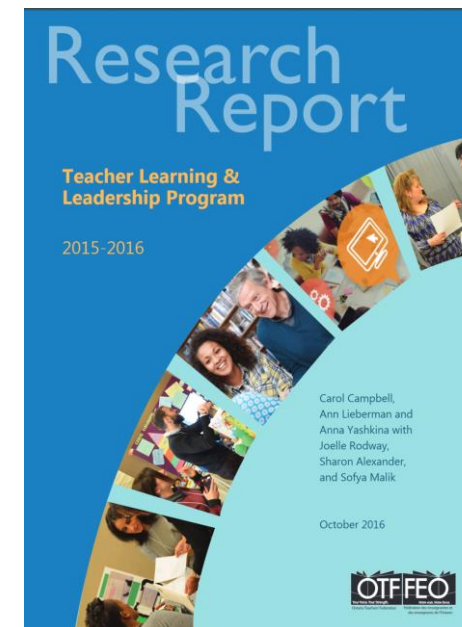
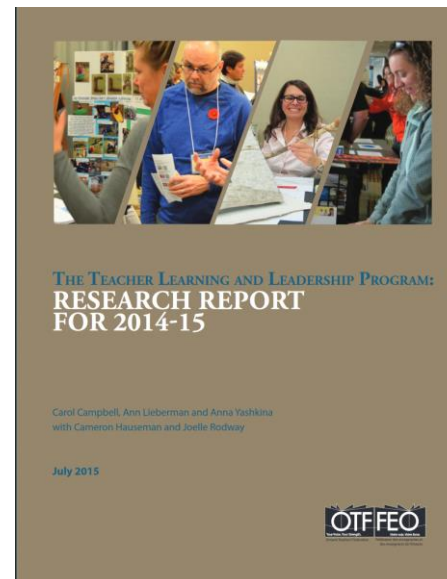
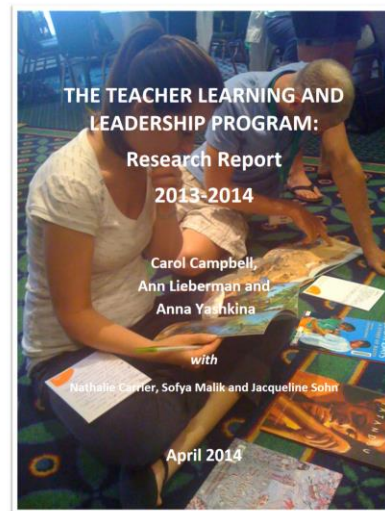
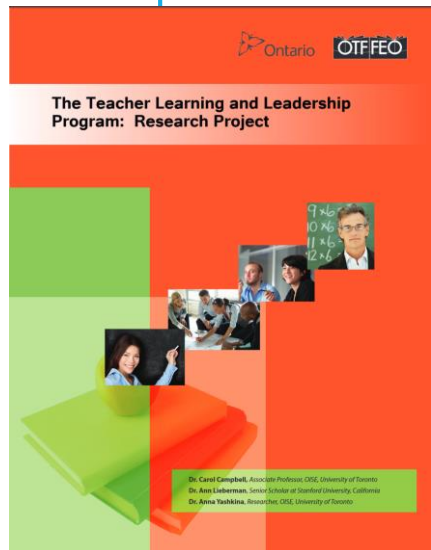
# ***THE SIGNIFICANCE OF THE TLLP FROM A RESEARCH PERSPECTIVE***



UNIVERSITY OF TORONTO  
OISE | ONTARIO INSTITUTE  
FOR STUDIES IN EDUCATION

Carol Campbell  
@CarolCampbell4

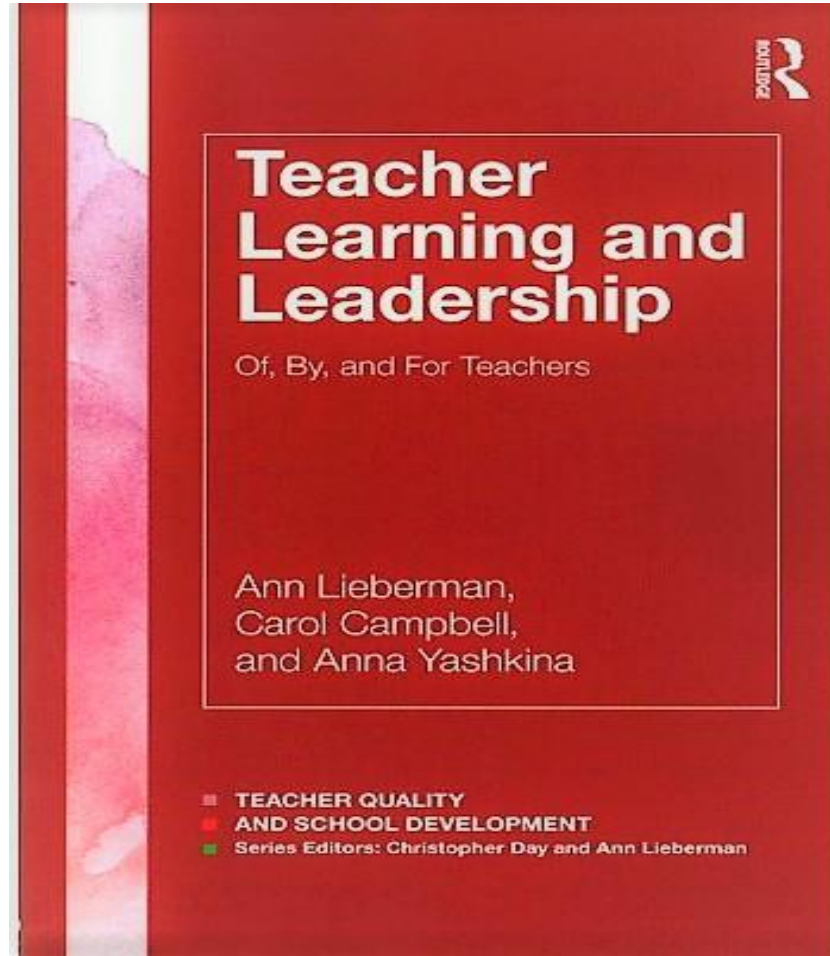
# [HTTPS://WWW.OTFFEO.ON.CA/EN/LEARNING/TEACHER-LEARNING-AND-LEADERSHIP-PROGRAM/](https://www.otffeo.on.ca/en/learning/teacher-learning-and-leadership-program/)



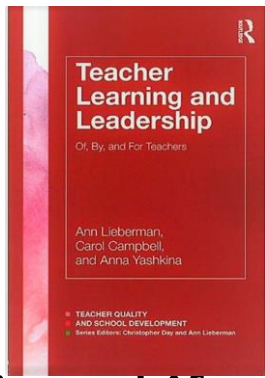
# SUSTAINABILITY (SAMPLE OF COHORT 9)

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%

# TEACHERS' PROFESSIONAL ORGANIZATIONS, GOVERNMENTS, TEACHERS AND RESEARCHERS



# 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.

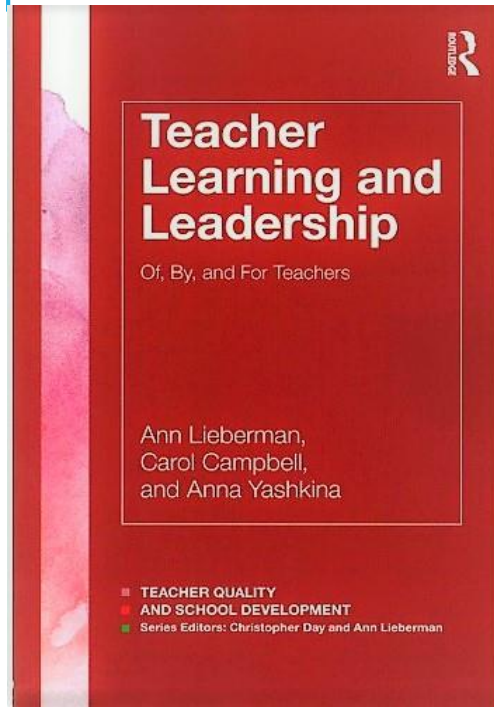
# ONTARIO: PPM 159

## THE VISION FOR 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.



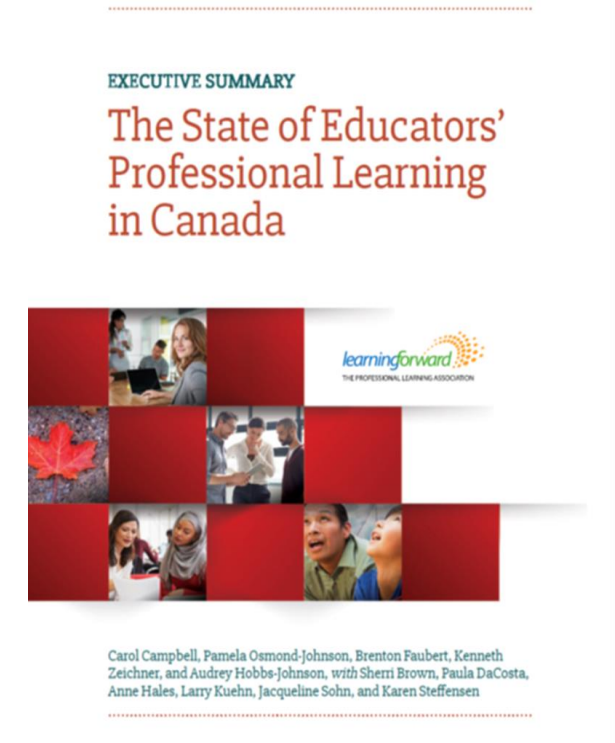
# TEACHER LEADERSHIP, EMPOWERED EDUCATORS AND PROFESSIONAL LEARNING



#TLLP



#EmpoweredEducators



#PLCanadaEd

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

<https://learningforward.org/publications/canada-study>





## FINAL RESEARCH REPORT

# 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

## EXECUTIVE SUMMARY

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## SOMMAIRE EXÉCUTIF

# L'état de l'apprentissage professionnel des éducateurs au Canada



Carol Campbell, Pamela Osmond-Johnson, Brenton Faubert, Kenneth Zeichner, et Audrey Hobbs-Johnson, avec Sherri Brown, Paula DaCosta, Anne Hales, Larry Kuehn, Jacqueline Sohn et Karen Steffensen

## CALL TO ACTION

# Bringing the Profession Back In

By Michael Fullan and Andy Hargreaves



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THE PROFESSIONAL LEARNING ASSOCIATION

## CASE STUDY

# The State of Educators' Professional Learning in Alberta

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



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



British Columbia 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 Teachers' Federation  
Federation of Independent School Associations in British Columbia  
Learning Forward British Columbia



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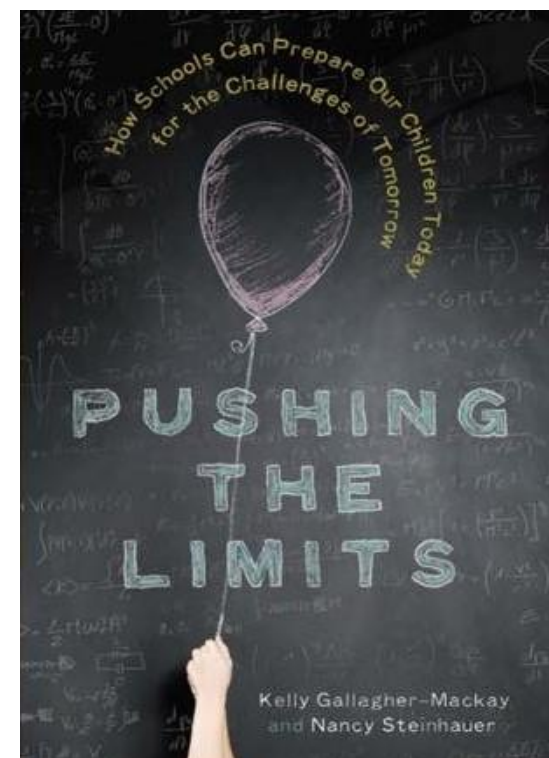
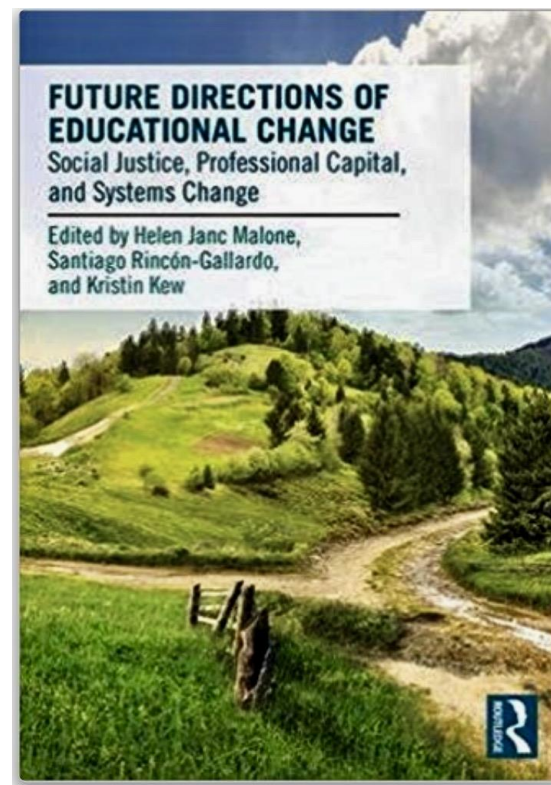
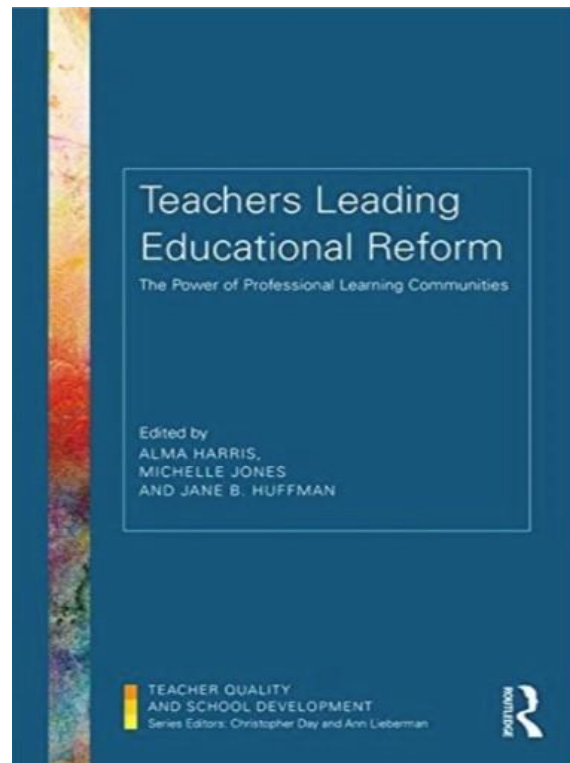
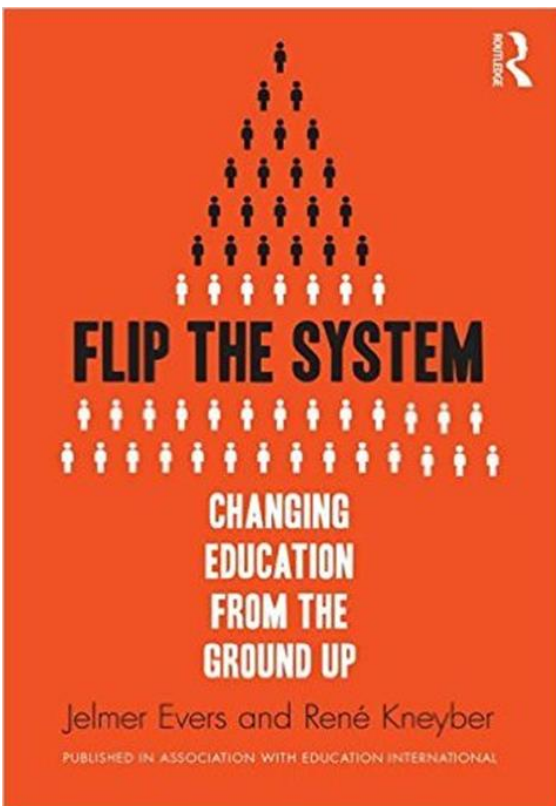
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**Table 1:**

Features of Professional Learning and Key Findings from *The State of Educators' Professional Learning in Canada* study

Key Components and Features of Effective Professional Learning Identified in Review of Research Literature		Key Findings from Study of Educators' Professional Learning in Canada
<b>Quality Content</b>	Evidence-informed	Evidence, inquiry, and professional judgement are informing professional learning policies and practices
	Subject-specific and pedagogical content knowledge	The priority area identified by teachers for developing their knowledge and practices is how to support diverse learners' needs
	A focus on student outcomes	A focus on a broad range of students' and professionals' learning outcomes is important
	A balance of teacher voice and system coherence	The appropriate balance of system-directed and self-directed professional development for teachers is complex and contested
<b>Learning Design and Implementation</b>	Active and variable learning	There is no "one-size-fits-all" approach to professional learning; teachers are engaging in multiple opportunities for professional learning and inquiry with differentiation for their professional needs
	Collaborative learning experiences	Collaborative learning experiences are highly valued and prevalent within and across schools and wider professional networks
	Job-embedded learning	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
<b>Support and Sustainability</b>	Ongoing in duration	Time for sustained, cumulative professional learning integrated within educators' work lives requires attention
	Resources	Inequitable variations in access to funding for teachers' self-selected professional development are problematic
	Supportive and engaged leadership	System and school leaders have important roles in supporting professional learning for teachers and for themselves



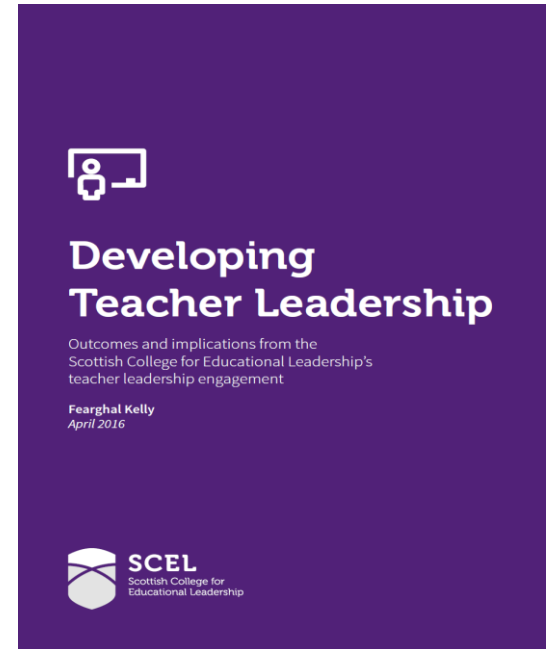


# TEACHER LEADERSHIP IN SCOTLAND

[HTTP://WWW.SCELSOTLAND.ORG.UK/WHAT-WE-OFFER/TEACHER-LEADERSHIP/SCEL-TEACHER-LEADERSHIP-PROGRAMME/](http://www.scelscotland.org.uk/what-we-offer/teacher-leadership/scel-teacher-leadership-programme/)

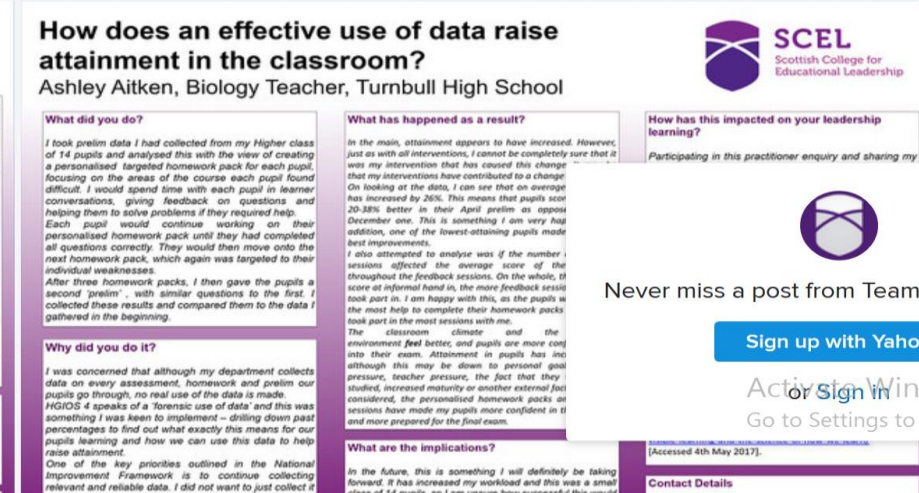
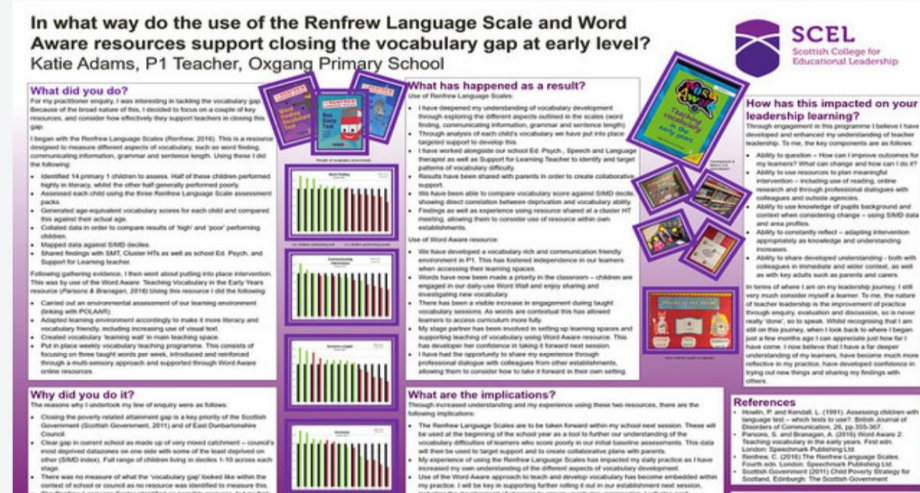
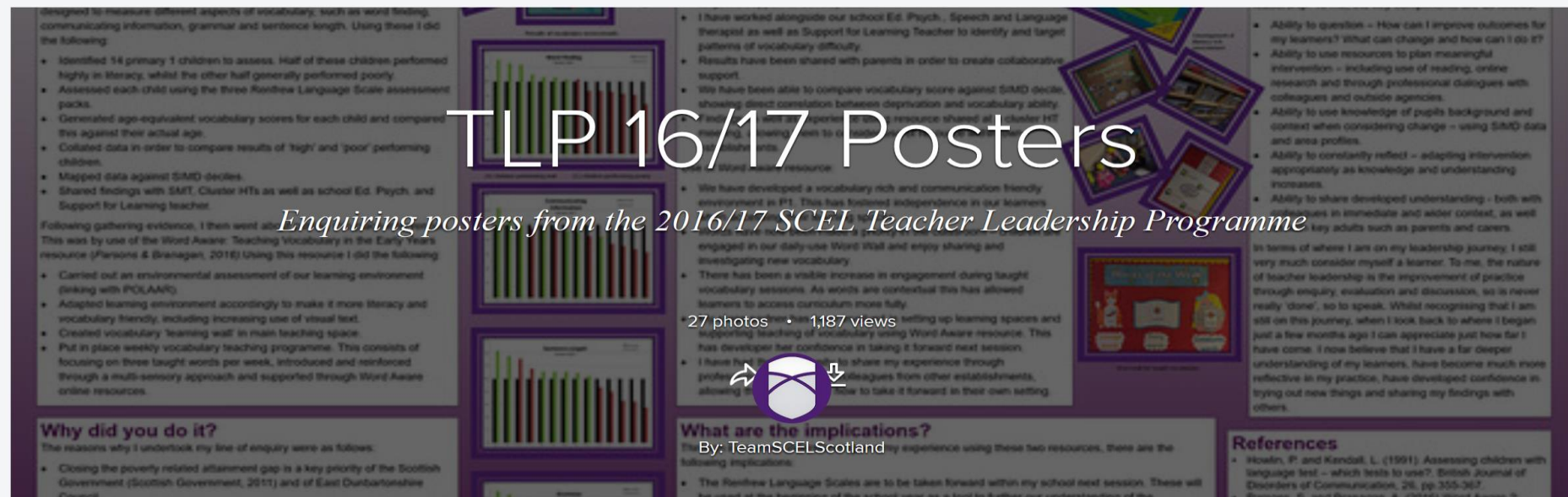
Teacher leaders are passionate about learning and teaching. They are ambitious for the success of children and young people and in their pursuit and delivery of diverse and creative pedagogy.

Through informed and innovative practice, close scrutiny of pupils' learning needs and high expectations teacher leaders play a fundamental role in improving outcomes for children and young people. Teacher leaders are effective communicators who collaborate with colleagues, demonstrate integrity and have a positive impact on their school community. They are able to develop and sustain high-quality relationships with children and young people, parents and carers, colleagues and external partners. They self-evaluate regularly and instinctively, and they demonstrate accomplished and developing skills in critical reflection, inquiry, the use of research, pedagogy, and leadership.



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HERE'S TO THOSE  
WHO INSPIRE US  
AND DON'T  
EVEN KNOW IT.

THE ONES  
WHO ARE  
CRAZY ENOUGH  
TO THINK THEY  
CAN CHANGE  
THE WORLD

ARE THE ONES  
THAT DO