

Introducing the TLLP

Lindy Amato

Director, Professional Affairs

Ontario Teachers' Federation

lindy.amato@otffeo.on.ca



@LindyAmato

A 3D rendering of Buzz Lightyear from the Toy Story franchise, standing in a confident pose with his hands on his hips. He is wearing his iconic white, green, and purple space suit. The background is a gradient of blue and black.

“To infinity and
beyond...”

Introducing the TLLP

Lindy Amato

Director, Professional Affairs

Ontario Teachers' Federation

lindy.amato@otffeo.on.ca



@LindyAmato

What if....?

“Every day in classrooms, there are miracles happening. Absolute miracles. Teachers are doing fantastic things. And the teacher in the classroom next door has no idea about the miraculous things that the teacher next to him or her is doing. The teacher in the next school doesn’t know it, and the teacher in the next district certainly doesn’t know it. How do we take those miracles and share them?”



What if....?

“What if... experienced teachers were supported to become leaders of learning – their own learning, the professional learning of other teachers and partners, and their students’ learning – what would these teacher leaders do and with what success and challenges?”

- Carol Campbell



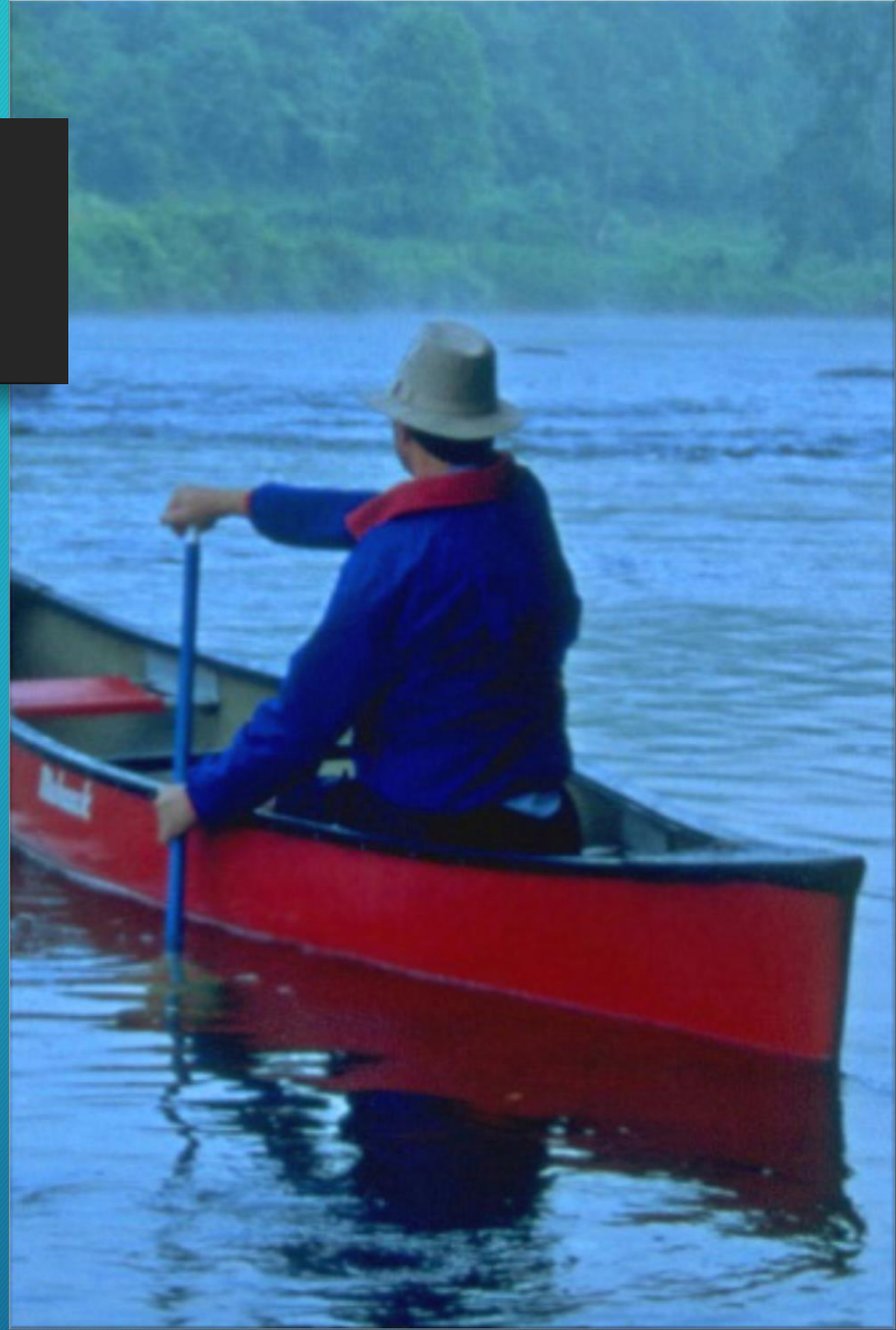
What if....?

What should authentic professional learning look like for experienced teachers?

How might experienced teachers be engaged and inspired to learn from and with each other?

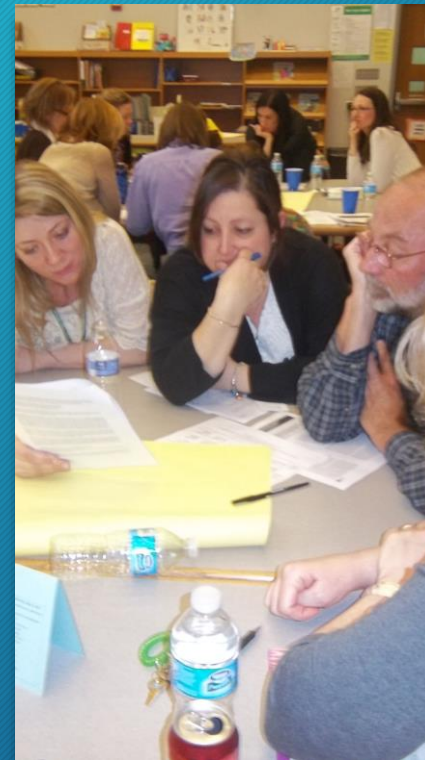
How could classroom practice become deprivatized and shared beyond the four walls of individual classrooms?

How might this type of intentional sharing of knowledge and practice foster teacher leadership?



Working Table on Teacher Development Recommendations, May 2007

1. Five characteristics of effective professional learning:
 - Coherent
 - Attentive to adult learning styles
 - Goal-oriented
 - Sustainable
 - Evidence-informed
2. Coordination of professional learning
3. Opportunities for experienced teachers to share exemplary practice



TLLP: Three Goals

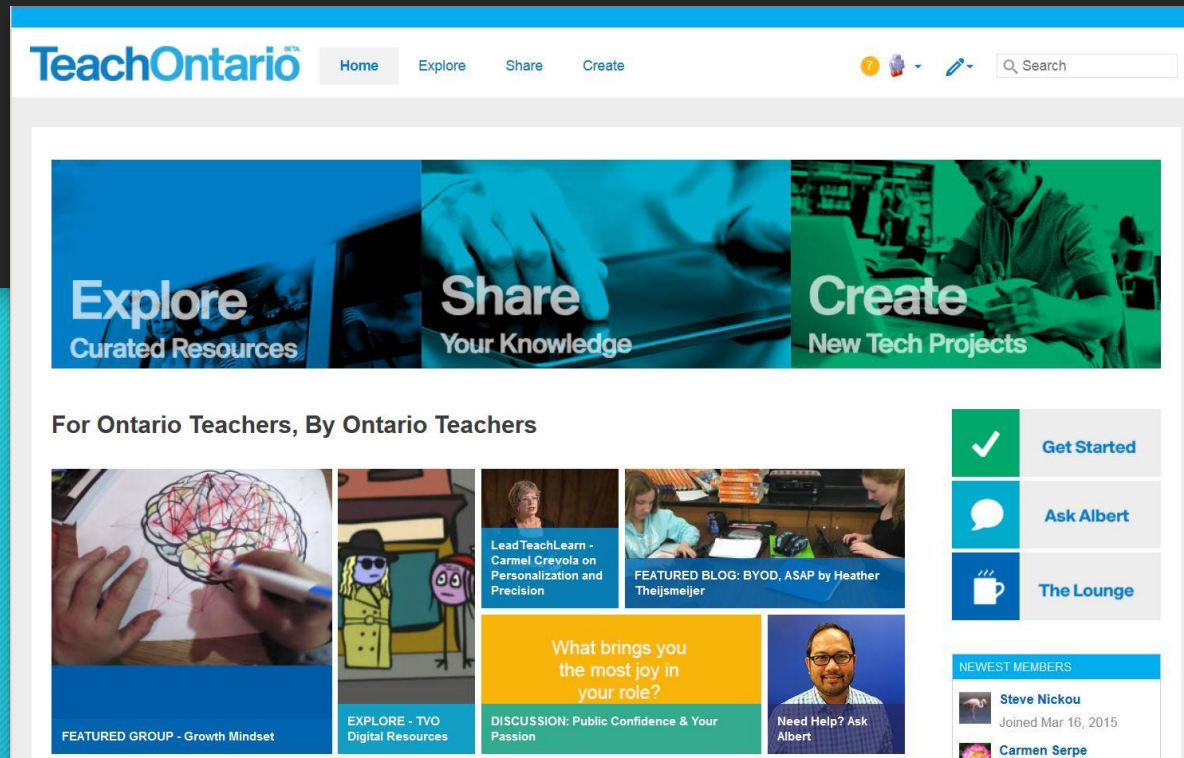
- To support self-directed learning of experienced teachers;
- To develop teachers' leadership skills; and
- To facilitate knowledge exchange to spread the use and sustainability of innovative and self-reflective practices with peers within and beyond their schools.



TLLP: Achievements

- Ann Lieberman calls the TLLP “**the best example of a successful professional learning and leadership program**” she has seen in her 45-year career!
- What the TLLP has achieved:
 - Teachers learning from each other: Developing shared solutions, “evidence based”
 - Explosion of knowledge mobilization/sharing activities/de-privatization of practice.
 - Growing teacher leaders
 - Joining practice and research
 - Informing and influencing policy
 - Promoting trust and cooperation between government and unions





TLLP: Achievements

TLLP...

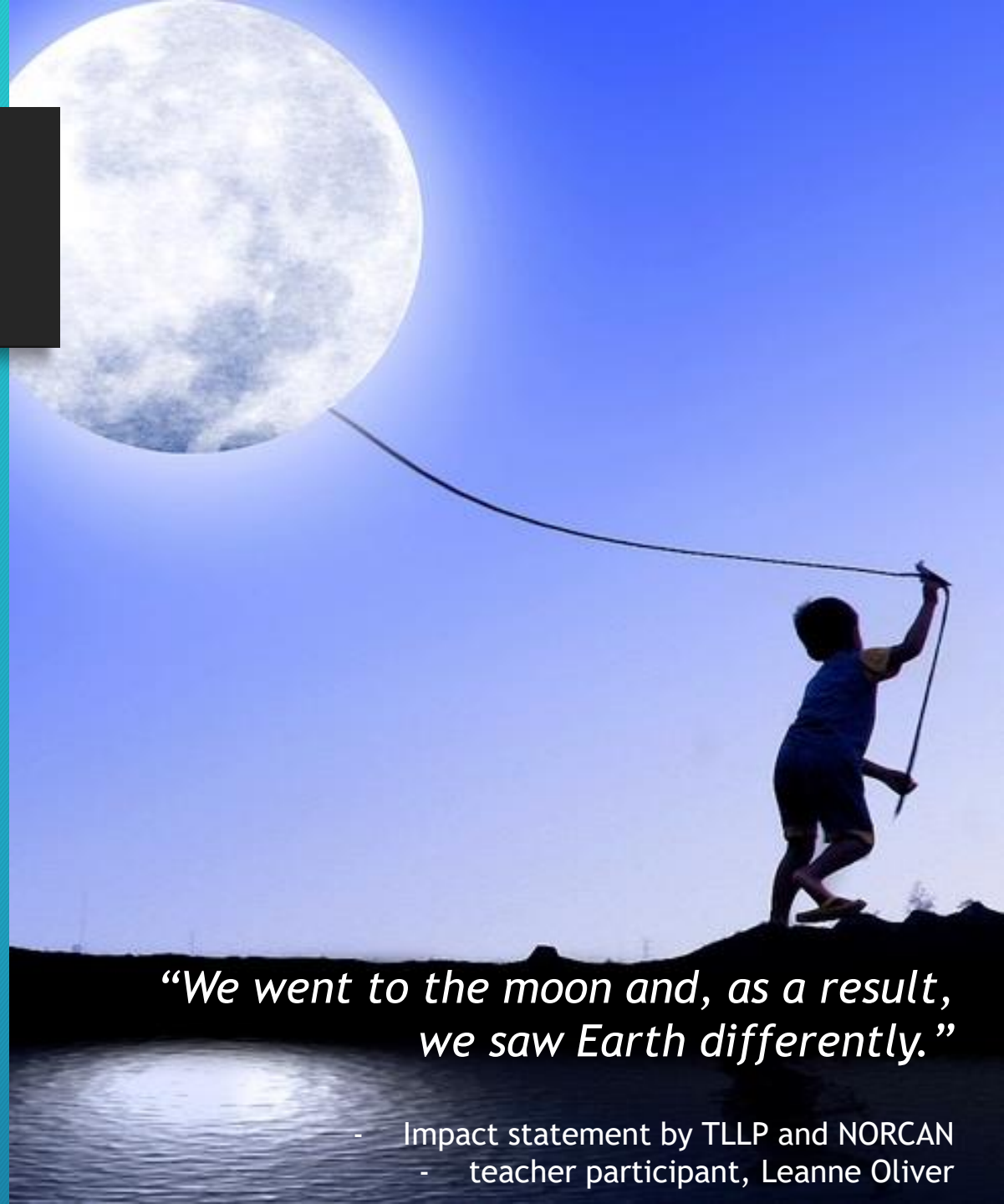
“Look at all the expertise we have in this room, never mind across the province. And this expertise, if we can mobilize it and get it out there, not only will these people learn more from that experience, but think of the other teachers they can impact.”

- Paul Anthony, Ontario Ministry of Education



TLLP: Growing teacher leaders who impact policy and practice and are levers of true educational change

- [Zoe Branigan-Pipe](#), Livescribe Pen poster child;
- [Colleen Rose](#), Northern Art Teacher, diving into inquiry from Red Rock to Japan;
- [Michelle Cordy](#), Grade 3 teacher, body pose expert and keynote speaker, hacking the classroom and falling in and out of love with her ideas;
- [Leanne Oliver](#), Apple Distinguished Educator, transforming students' growth mindset through Ultimate Potential (UP) Math.
- **YOUR NAME HERE....**



“We went to the moon and, as a result, we saw Earth differently.”

- Impact statement by TLLP and NORCAN
- teacher participant, Leanne Oliver