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Teacher learning  
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program



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LEADERSHIP SKILLS FOR CLASSROOM TEACHERS

# Teacher Leadership and the Success of the TLLP

Carol Campbell, Ann Lieberman  
and Anna Yashkina



@CarolCampbell4  
@AnnaYashkina1

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Leadership is not about titles,  
positions or flowcharts.  
It is about one life  
influencing another.

John C. Maxwell

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Power pose time!



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THE ALPHA



THE WINNER



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# LEARNING LOCALLY AND GLOBALLY...





# Professional Capital

Teaching is at a crossroads: a crossroads at the top of the world. Never before have teachers, teaching, and the future of teaching had such an elevated importance. There is widespread agreement now that of the factors inside the school that affect children's learning and achievement, the most important is the teacher – not standards, assessments, resources, or even the school's leadership, but the quality of the teacher. Teachers really matter. And the good news is that there is now a sense of great urgency in politics, in the teaching profession, and also among the public about the need to get more high-quality teachers. More and more people care about the quality of teaching. And this is putting teachers and teaching at the forefront of change.

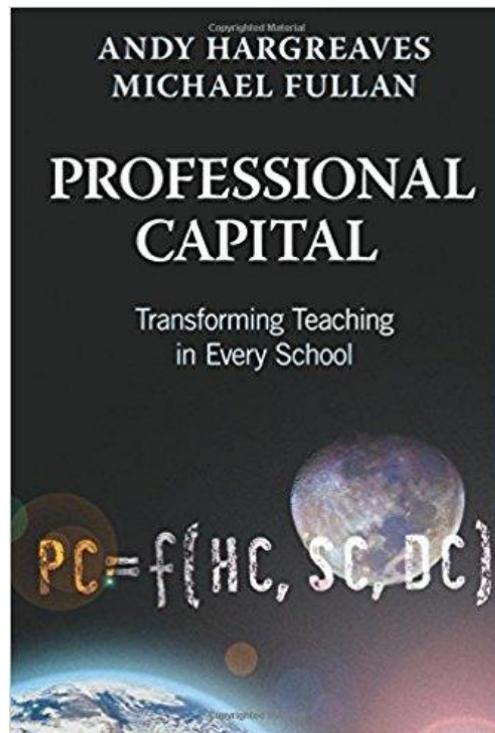
But alongside the urgency, or perhaps even because of it, there is a lot of argument and more than a little aggravation about what high-quality teaching looks like and what's the best way to get it and keep it. The crossroads are shrouded in a fog of misunderstandings about teachers and teaching, and if we take the wrong road forward, precipices are looming on many sides. (Hargreaves & Fullan, 2012)

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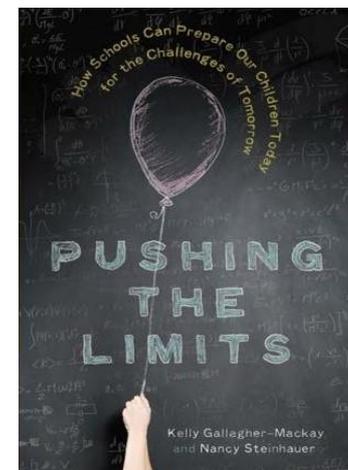
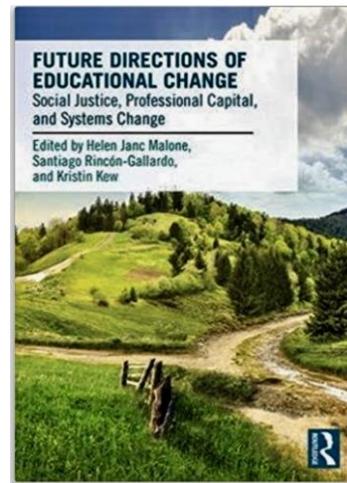
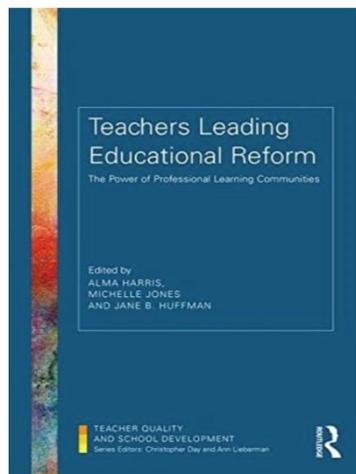
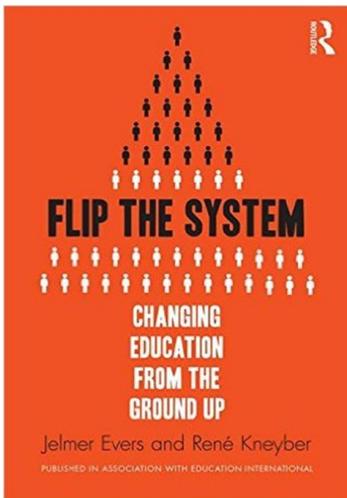
- Human capital
- Social capital
- Decisional capital

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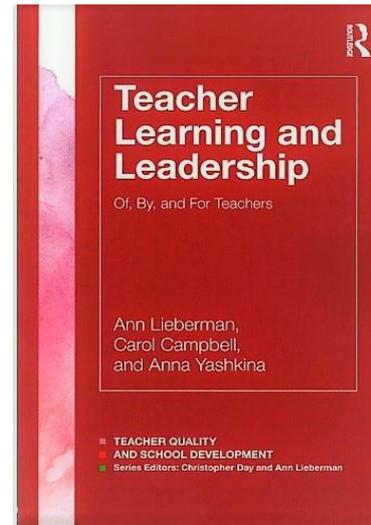
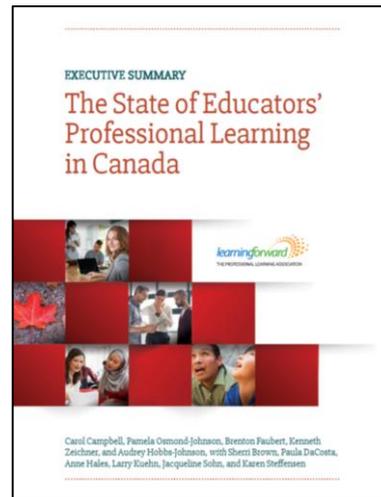
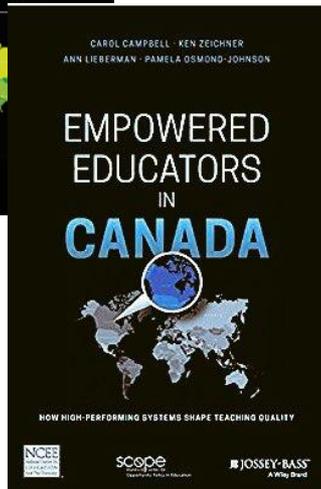
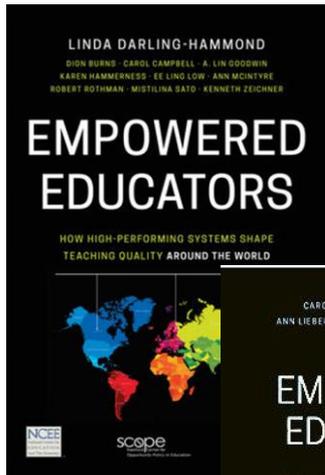
# Lessons from four projects

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#EmpoweredEducators

#PLCanadaEd

#TLLP

#KNAER



Knowledge Network for Applied Education Research  
Réseau d'échange des connaissances pour la recherche appliquée en éducation

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## 5 lessons

- ✓ Humanity at the core
- ✓ Collaborative professionalism
- ✓ Evidence-informed judgement
- ✓ De-privatization of practices
- ✓ Systems for knowledge co-creation, mobilization and use

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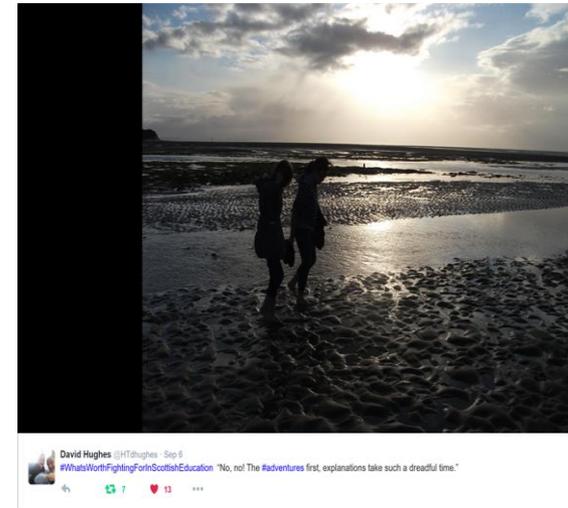
# HUMANITY AT THE CORE



# Honouring and Developing Humanity In and Through Education

## *Humanity* noun:

- Human beings (collectively);
- The state of being human;
- The quality of being humane; benevolence.



***People and relationships at the heart of education***

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## What is an important reflection on your journey as an educator?



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# COLLABORATIVE PROFESSIONALISM



# PPM 159 collaborative professionalism

## 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.*

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# EVIDENCE-INFORMED PROFESSIONAL JUDGEMENT

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EXECUTIVE SUMMARY

## The State of Educators' Professional Learning in Canada



Carol Campbell, Pamela Osmond-Johnson, Brexton Prueber, Kenneth Zochener, and Audrey Hobbs Johnson, with Sherri Brown, Paula Dacosta, Anne Hales, Larry Kuehn, Jacqueline Soto, and Karen Steffensen

CASE STUDY

## The State of Educators' Professional Learning in British Columbia

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



BC Education Collaborative Contributors  
Dr. Suzanne de Gooijer, Director of the Centre for Educational Research and Innovation, BC Education Collaborative  
Dr. Susan Moore Johnson, Director of the Centre for Educational Research and Innovation, BC Education Collaborative  
Dr. Kenneth Zochener, Director of the Centre for Educational Research and Innovation, BC Education Collaborative  
Dr. Pamela Osmond-Johnson, Director of the Centre for Educational Research and Innovation, BC Education Collaborative  
Dr. Carol Campbell, Director of the Centre for Educational Research and Innovation, BC Education Collaborative



CALL TO ACTION

## Bringing the Profession Back In

By Michael Fullan and Andy Hargreaves



learningforward



CASE STUDY

## The State of Educators' Professional Learning in Alberta

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



learningforward



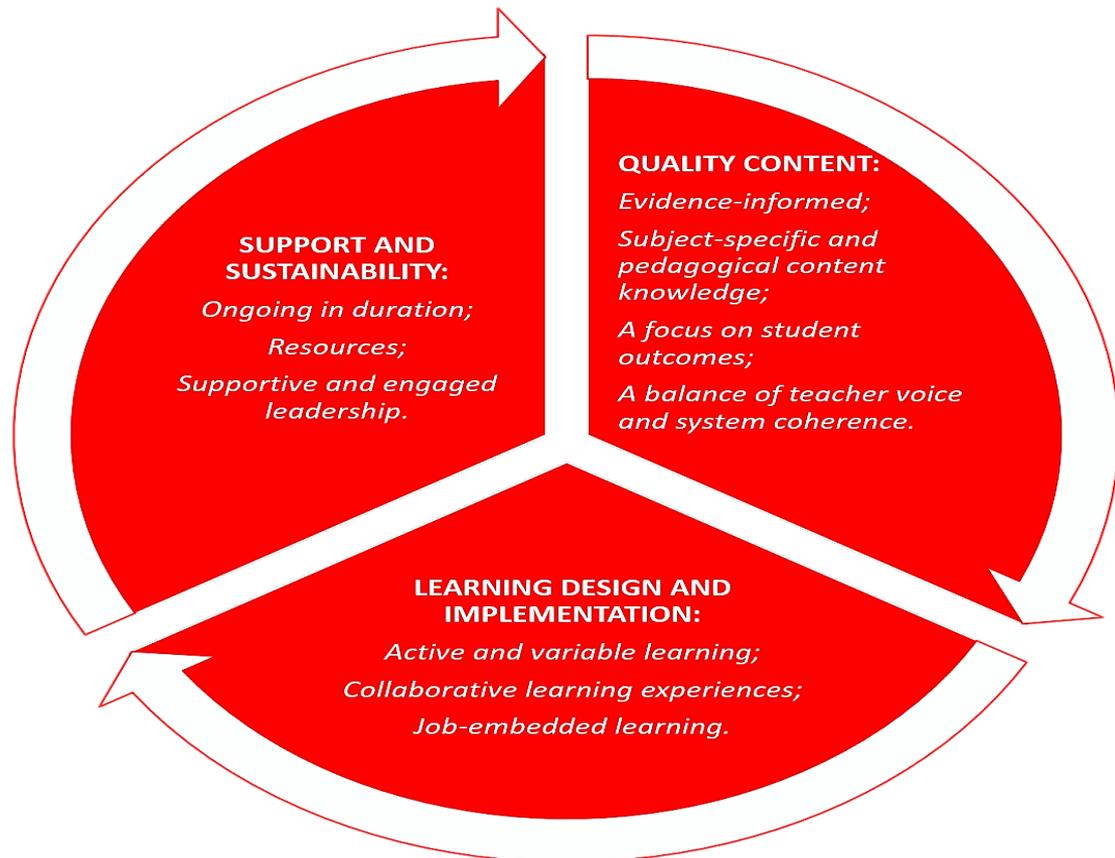
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# Key Components and Features of Effective Professional Learning Identified in Review of Literature





# Evidence Informed

- Finding:
- Evidence, inquiry and professional judgement are informing professional learning policies and practices





# Subject-Specific and Pedagogic knowledge

- **Finding:**
- The priority area identified by teachers for developing their knowledge and practice is how to support diverse learners' needs





# Focus on student outcomes

- **Finding:**
- A focus on a broad range of students' and professionals' learning outcomes is important





# Active and variable learning

- **Finding:**
- There is “no one size fits all” approach to professional learning; teachers are engaging in multiple professional learning and inquiry with differentiation for their professional needs





# Collaborative learning experiences

- **Finding:**
- Collaborative learning experiences are highly valued and prevalent within and across schools and wider professional networks





# Job-embedded learning

- Finding:
- 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





# Ongoing in duration

- Finding:
- Time for sustained, cumulative professional learning integrated within educators' work lives requires attention





# Funding

- Finding:
- Inequitable variations in access to funding for teachers' self-selected professional development are problematic





# Supportive and engaged leaders

- **Finding:**
- System and school leaders have important roles in supporting professional learning for teachers and for themselves





# 5 lessons

- ✓ Humanity at the core
- ✓ Collaborative professionalism
- ✓ Evidence-informed judgement
- ✓ De-privatization of practices
- ✓ Systems for knowledge co-creation, mobilization and use



# Teacher Learning and Leadership

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, how would they develop their learning and practices, what would be the successes and challenges, what would be learned and with what benefits for students, teachers and other partners?

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## TLLP Goals

1. To support **experienced teachers who undertake self-directed advanced professional development** related to improved student learning and development.
2. To help **classroom teachers develop leadership skills** for sharing learning and exemplary practices on a board-wide and/or provincial basis.
3. To facilitate **knowledge exchange** for the spread and sustainability of effective and innovative practices.



# Our TLLP Research

## Phase 1: 2012-2013

- What is the value of TLLP for teachers?
- To what extent have the overall goals of TLLP been realized?
- What lessons can be learned so far?

## Phase 2: 2013-2018

- What are the impacts of TLLP projects for teacher learning, practice, and leadership?
- How is learning being shared beyond the TLLP project team?
- What longer-term impacts of participating in TLLP projects can be identified?



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## Research on TLLP



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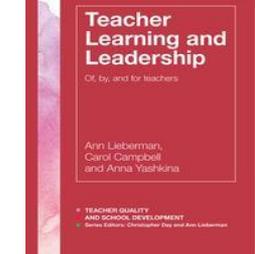
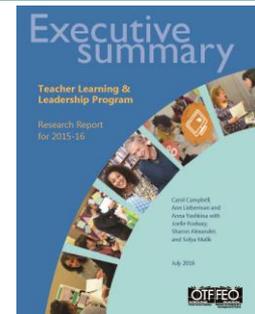
**Campbell, Lieberman, Yashkina, A. & Rodway with Alexander (2017).**

**Campbell, Lieberman & Yashkina with Rodway, Alexander, and Malik (2016)**

**Campbell, Lieberman & Yashkina with Hauseman & Rodway (2015)**

**Campbell, Lieberman & Yashkina with Carrier, Malik & Sohn (2014)**

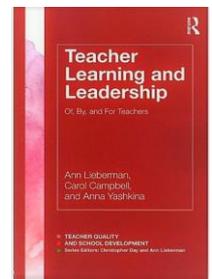
**Lieberman, Campbell & Yashkina. *Teachers' Learning and Leadership: Of, By and For Teachers*. Routledge (2017).**





# 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.





# Goal 1: Teacher Professional Learning

Benefits identified:

- Teacher-led, self-directed learning
- By, with and for experienced teachers
- Focused on teachers' professional learning
- Empowering, making practice public
- Collaborative, shared learning

Professional Learning Activities	Projects	
	#	%
<b>Teacher collaborative learning*</b>		
• Collaborative inquiry	19	95%
• Observation with colleagues	17	85%
• Community of practice	15	75%
• Professional Learning Community	14	70%
• Lesson study	13	65%
• Study group	5	25%
	2	10%
<b>Working with content experts</b>	14	70%
<b>Literature reviews/Research</b>	13	65%
<b>Online learning</b>	12	60%
<b>Conferences</b>	11	55%
<b>Training*/Courses</b>	8	40%

# Teacher Learning in the TLLP

Effects on Teacher Learning and Practice	#	%
Improved knowledge/understanding	189	77.8%
Improved instructional practice	182	74.9%
Improved collaboration between teachers	177	72.8%
Greater energy/inspiration	140	57.6%
Increased self-efficacy	132	54.3%
Improved technological skills	121	49.8%
Improved assessment skills	117	48.1%
Improved classroom management skills/practice	79	32.5%
Improved research skills	56	23.0%
Other	19	7.8%



# Goal 2: Teacher Leadership

## Benefits

- Leadership grounded in authentic expertise
- Teacher leaders influencing school and system improvement
- Being recognized as a teacher leader
- Developing teachers' leadership skills
- Developing teachers' leadership experiences
- Developing teachers' leadership roles
- Supported as a teacher leader by the system

# Effects on Teacher Leadership

What kind of effect did your involvement in the TLLP project have on your leadership skills?	#	%
<b>Improved facilitation and presentation skills</b>	179	73.7%
<b>Improved project management skills</b>	171	70.4%
<b>Improved communication/listening skills</b>	132	54.3%
<b>Improved interpersonal skills/relationship building skills</b>	129	53.1%
Improved trouble-shooting/problem solving skills	115	47.3%
Improved change leadership skills	96	39.5%
Improved conflict resolution skills	57	23.5%
Other	9	3.7%
None	7	2.9%

*Multiple responses were allowed, thus resulting in more than the number of total respondents (243) or 100%.*

Areas of Leadership Growth	Projects	
	#	%
Collaborative problem solving	20	100%
Communication	18	90%
Facilitating sharing of learning	17	85%
Collaborative decision making	16	80%
Presentation skills	14	70%
Team building	14	70%
Empowering others	13	65%
Facilitating adult learning	13	65%
Organizational skills	13	65%
Project management	13	65%
Administrative skills	12	60%
Mentorship	12	60%
Building trust	11	55%
Research skills	11	55%
Managing the change process	10	50%
Co-teaching	9	45%
Listening	9	45%
Conflict resolution	5	25%
Debriefing	5	25%

# Learning Leadership By Doing Leadership!

Challenges	Projects	
	#	%
Time	15	75%
Project management	10	50%
Project scope	8	40%
Communication	7	35%
Funding	6	30%
Technology	5	25%
Resources	4	20%
Logistics*	4	20%
Sharing challenges*	3	15%
Relationships	2	10%

# Analyses of Changes in TLLP Teachers' Leadership Confidence

**Statistically Significant Differences in Confidence in:**

✓ **Implementing practices**

✓ **Sharing practices**

✓ **Leading professional learning**

✓ **Being a Teacher Leader**

✓ **Leading team**

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## Goal 3: Knowledge Exchange & Sharing Learning

1. Own TLLP team
2. TLLP community across Ontario
3. Own school(s)
4. Across schools
5. Own district(s)
6. Local community
7. Across district
8. Province
9. National/international

Method for Sharing	Projects	
	#	%
<b>Online*</b>	17	85%
• Blogs	9	45%
• Social Media	6	30%
• Project website	5	25%
• Online educational/sharing platform*	5	25%
• Video conferences	2	10%
• Webcasts	1	5%
• School board website	1	5%
<b>Working with other teachers in their classroom</b>	17	85%
<b>Workshop</b>	13	65%
<b>Conference presentation</b>	4	20%
<b>Community event*</b>	3	15%

# Resource Materials Developed & Shared by TLLP Projects (Cohorts 1-4)

Resource Material Developed and Shared by TLLP Project	Rank order
Sample lessons/lesson plans	1 <sup>st</sup>
Providing list/advice on recommended resources	2 <sup>nd</sup>
Communication tools (e.g. blogs, websites)	3 <sup>rd</sup>
Assessment tools and methods	4 <sup>th</sup>
Instructional materials for use in classrooms	5 <sup>th</sup> =
Tutorials	5 <sup>th</sup> =
Development of framework/program materials	5 <sup>th</sup> =
Research tools	8 <sup>th</sup>
Book	9 <sup>th</sup>



# Knowledge Exchange and Sharing Practices

- **Knowledge development:** individuals, groups and networks
- **Knowledge exchange:** professional learning collaboration plus communication strategies (in person, online and in print)
- **Sharing practices:** De-privatization of practice and (co)development of quality content in actionable resources



# Benefits for Student Learning

- Student Learning
- Student Engagement
- Development as Learners & Leaders
- Student Achievement/Attainment

# 98% of previous TLLP projects indicate elements of sustainability

What aspects of your TLLP project sustained after the end of the TLLP funding?	#	%
<b>Implementing the learning/strategies/tools</b>	198	81.5%
<b>Learning</b>	182	74.9%
<b>Collaborating with colleagues to develop and/or improve teaching practices</b>	170	70.0%
<b>Sharing the learning/strategies/tools</b>	160	65.8%

*Multiple responses were allowed, thus resulting in more than the number of total respondents (243) or 100%.*



# What is Value of TLLP?

- **Professional Value: Self-Directed, Experienced Teacher-Led:**

*"... it was a wonderful time in our career to have that ability to kind of research or try new ideas in the classroom. It was just so rejuvenating."*

- **Educational Value: Innovative & Effective Practices:**

*"The impact of the TLLP is much greater than a regular professional development because you do something that you believe in and then you get to try and say well is it doing what I think it is, and when it does it's an unbelievable feeling."*

- **Financial Value:** Average of \$14,000 per project.

*"Lives were changed, tears shed, friendships made, seeds were planted and walls were taken down".*

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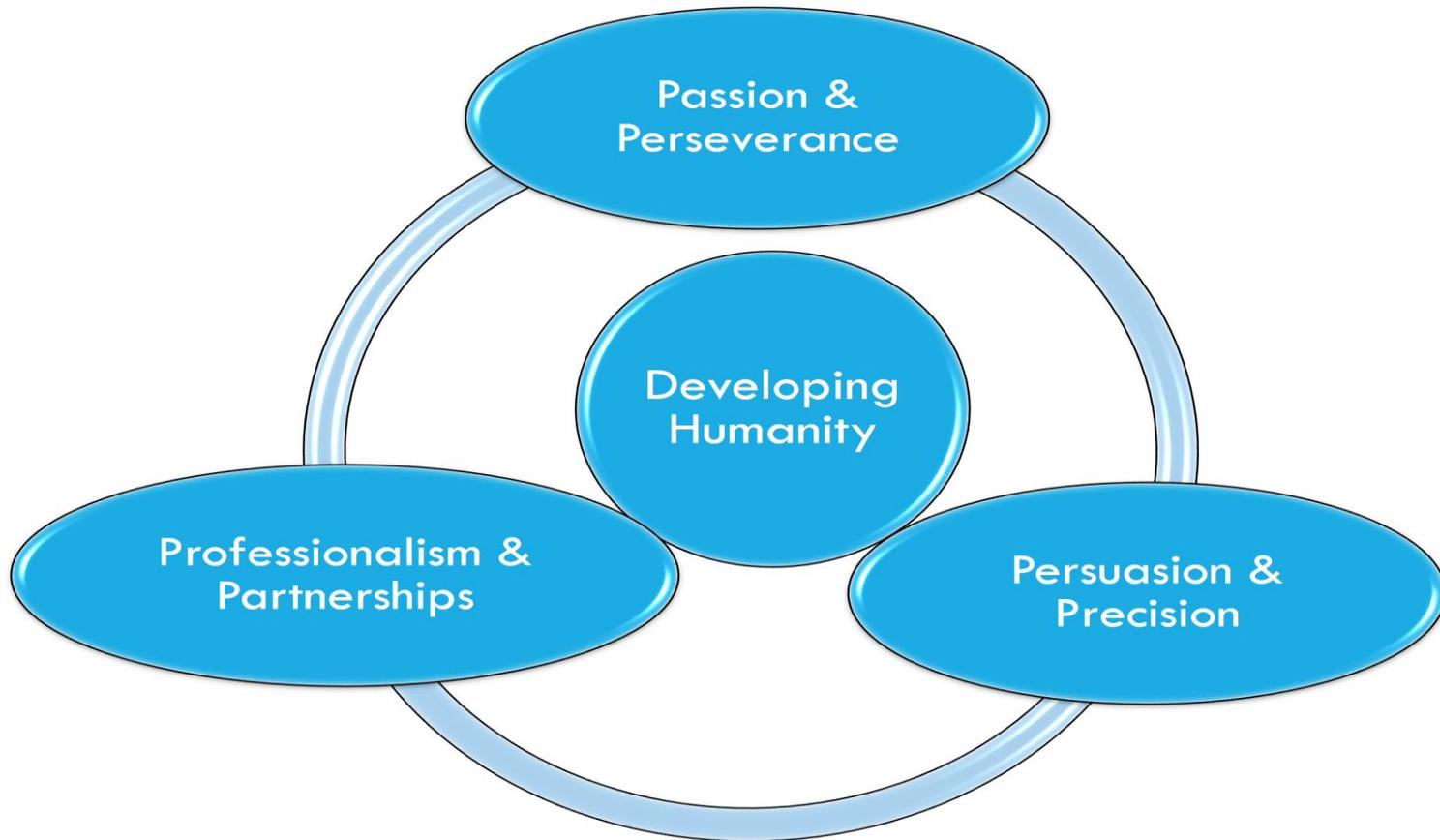
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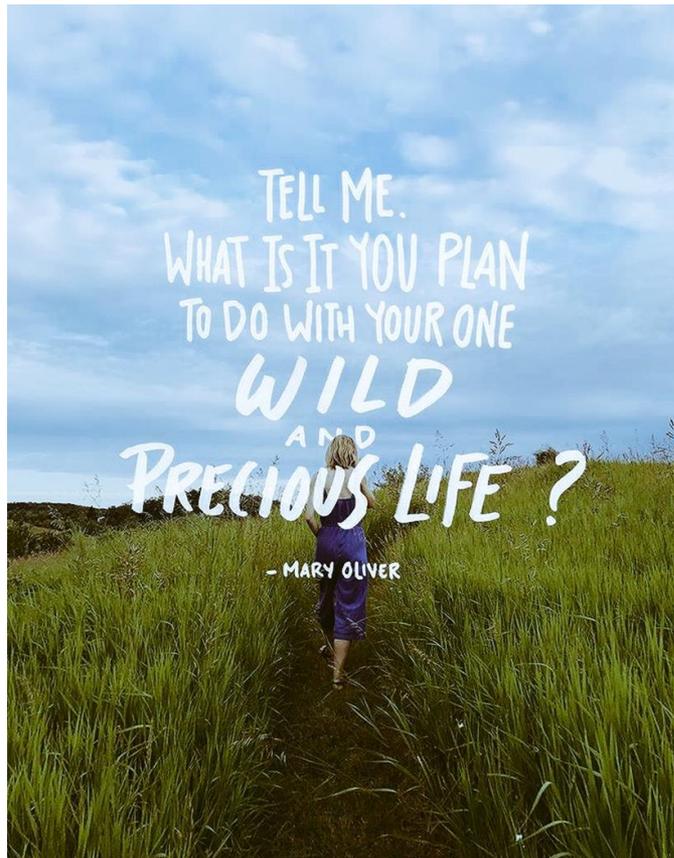
## 5 lessons

- ✓ Humanity at the core
- ✓ Collaborative professionalism
- ✓ Evidence-informed judgement
- ✓ De-privatization of practices
- ✓ Systems for knowledge co-creation, mobilization and use

# Influential Educators



# Passion & Perseverance



# Persuasion & Precision

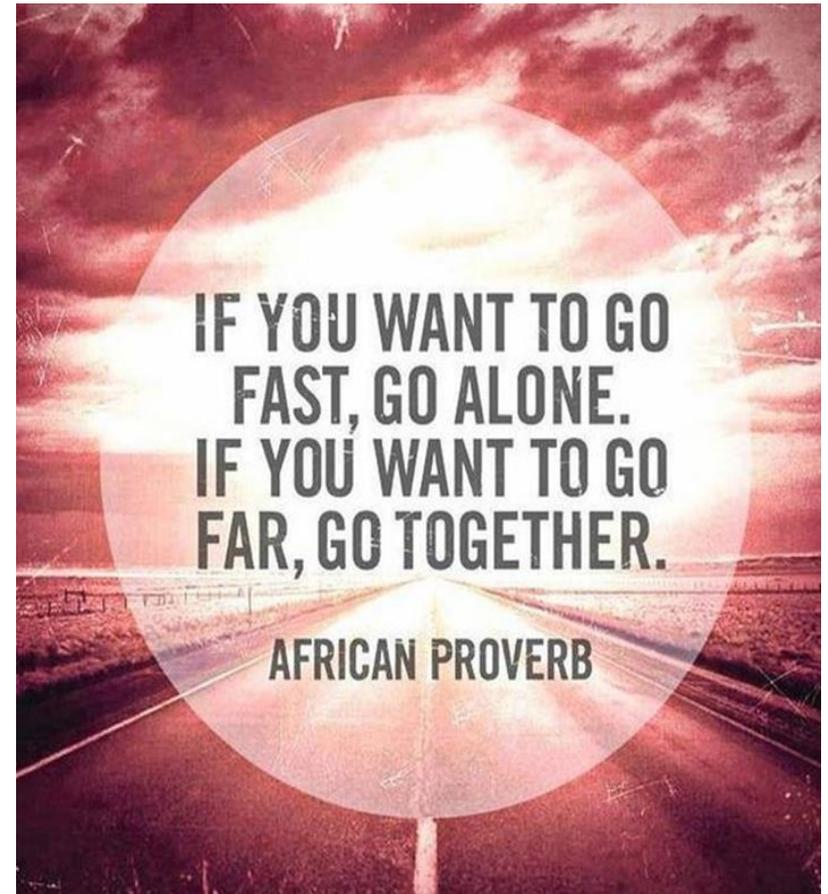


# Professionalism & Partnerships



Collaboration is not about gluing together existing egos. It's about the ideas that never existed until after everyone entered the room.

@Daily.Dose



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

ARE THE ONES  
THAT DO

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# Thank You!