A CPD Course in Development: Using Technology for Collaboration and Whole School Change

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http://lsl.eun.org
CPD: WP5 DoW

Objectives:
• to identify, leverage and, if necessary, adapt existing training and continuing professional development (CPD) materials for use by practitioners in the network.
• to provide CPD support to practitioners in the network.
• to develop a new CPD course on how to mainstream innovative teaching and learning practices and develop a whole school approach to successful ICT implementation.
• to investigate whether a pan-European accreditation scheme can be put in place for teachers in the network.

Deliverables:
• leveraging existing training materials related to ICT use in schools eg: CPDLab, LSL Survey
• CPD workshops and a larger group of teachers in the network will also be able to participate in online webinars developed around these courses
• new course for teachers (Task 5.3) related to mainstreaming best practices and developing whole school approaches to ICT implementation and use. UoW will commence the course development, in month 13, building on initial findings and recommendations from the link observation visits in deliverable D3.2.
# CPD Framework

<table>
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<th>Levels</th>
<th>CPD Current</th>
<th>Collaborative School Development Course Future- to be developed in Y2</th>
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</table>
| Advanced Schools     | Theme –related planned webinars   Spontaneous offer for CPD snack based on school showcase activities or developments during the project Led by Headteacher or lead teacher | Formalising opportunities for teachers to collaborate within school and with other schools to develop effective use of learning technologies. Proposal:  
• Action Research Project in School linked to the mainstreaming of practice and technology theme.  
• STEPS Plan  
• Working across the school  
• Working with another school  
• Leading a regional hub activity  
• Leading CPD activities within the network  
• National Co-ordinators could provide on-going mentor support to schools. Link to national developments  
• EUN - provide framework for modules for support, and opportunities for accreditation |
| Advanced Practitioners| Invited to all events  
Could also offer to lead a spontaneous CPD snack                                            |                                                                                                                                                                                                     |
| National Coordinators| Regional Hubs, National Focus Group  
Offer webinars to whole network on particular areas of expertise                                    |                                                                                                                                                                                                     |
| EUN                  | CPD snacks for short learning events,  
EUN-led and facilitating for LSL network.  
Including ‘hot-seat’ or leaders in dialogue for headteachers                                       |                                                                                                                                                                                                     |
What ‘course’ or professional development would be of most benefit to you and your school?

1. Is there a particular type of course that teachers would be more attracted to? How long? 2 days, 5 days, 6 weeks + task, 1 year, 2 years?

2. How many days do you think teachers would “commit” to attending a course/being part of a course?

3. Who do you think the course should be aimed at?

4. How do you think participants should collaborate?
   At a regional level/at a national level/at a European level?

5. What outputs do you think should be produced?
   e.g. online, f2f meetings, blogs, forums, assignments
Early Proposed Modules for the Course

- Managing Change
- Building Innovation Teams
- Professional Learning Communities
- Integrating Technology Across the Curriculum
- Future Classrooms
- Students as digital leaders
- Engaging with Parents
- Partnerships with Business and Commercial Suppliers
- Digital Competence
“STEPS” Plan - Showcase, Demonstrate, Validate

S - SHARE / PRESENT
   Something we know

T - TEACH / TECHNOLOGY
   Something we want to know

E - EVIDENCE / RESEARCH / COLLABORATE
   Something we have learned / we are learning about

P - PLAN / INNOVATE
   Something we will do

S - SUPPORT
   Define the types of support you need

In your classroom
Across your school
For staff development
In your Regional Hub
Across the network
## LSL Collaborative School Development Course

<table>
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<tr>
<th>What’s the course:</th>
<th>Whole school approach to embedding technology in teaching and learning</th>
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<tbody>
<tr>
<td>What’s the USP:</td>
<td>Exchanges knowledge and ideas from pan-European observations</td>
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<td></td>
<td>Engages teachers in peer exchanges, learning from each other</td>
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<td>Who aimed at:</td>
<td>Aspiring senior leaders</td>
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<tr>
<td>Who participates:</td>
<td>School senior leader <em>Plus</em> leading teacher to focus on practice at classroom level.</td>
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<tr>
<td>Number of days:</td>
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<td>Funding sources:</td>
<td>Mixture: Erasmus + programme, self-funded, free online</td>
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<tr>
<td>Accreditation</td>
<td>Certificates linked to number of hours</td>
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<tr>
<td>Core modules</td>
<td>A series of ten investigations have been proposed. However, depending on the funding and time available, the school could decide on a number of core modules and optional modules to participate in.</td>
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<tr>
<td>Optional modules</td>
<td></td>
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</tbody>
</table>
## European Schoolnet Academy

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<tr>
<th>Modality:</th>
<th>Face to face</th>
<th>Blended</th>
<th>Online</th>
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<tbody>
<tr>
<td>Project-based workshops</td>
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<td><em>LSL Collaborative School Course?</em></td>
<td>EUN ‘MOOC’, two courses starting Feb/March 2014: Future Classroom Scenarios ¹</td>
</tr>
<tr>
<td>FCL-Comenius 2014</td>
<td>FCL-eT workshops</td>
<td><em>CCL course?</em></td>
<td>Innovative Practice for engaging STEM teaching ²</td>
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<td>FCL-Flemish MoE workshops</td>
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<td>In pipeline.....</td>
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<td>eTwinning: Professional development workshops (PDWs)</td>
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<td>eSafety</td>
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<td></td>
<td>eTwinning: Professional development workshops (PDWs)</td>
<td>eTwinning: Projects Webinars Communities</td>
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**Future Classroom Scenarios (6 weeks):**
- M1 What does the future classroom look like; M2 Your classroom – towards a realistic vision; M3 From vision to reality – technology in your future classroom; M4 From vision to reality – learning activities for 21st century skills; M5 From vision to reality – from learning activities to learning stories; M6 Have you see the future classroom yet

**Innovative practices for engaging STEM teaching (8 weeks):**
- M1 Increasing students’ engagement to study STEM; M2 Original teacher practices in the STEM classroom; M3 Innovative STEM teaching – using STEM resources from across Europe; M4 Discovering virtual and remote labs and how to use them in the classroom; M5 Exploring STEM in the real world – virtual visits to research centres; M6 Helping students to understand what STEM jobs are – career counselling; M7 Meeting real-life STEM professionals; M8 Dealing with stereo types.

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1. Future Classroom Scenarios
2. Innovative Practice for engaging STEM teaching

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Course Development Focus Group

- 2 day Short Course
- Online Course
- Blended Model
Proposed Objectives for the Course

- To exchange knowledge and experiences with colleagues from across Europe.
- To engage in peer exchange, learning from and with each other.
- To understand how to showcase, demonstrate and validate ICT developments in your school.
- To explore strategies for whole school development and improvement.
- To understand the main issues for mainstreaming best practice.
- To identify a specific development focus at classroom level and school level.
- To implement change with peer support.
- To set personal goals for whole school development.
- To collaborate on a specific theme with colleagues from across Europe.
Participants

- The aim is for schools to enter paired participants. The two teachers do not have to be from the same school, but ideally, they should be from similar communities and be able to work together regularly. E.g. School in the same neighbourhood/locality

- One of the participants should aim to focus on the development of classroom practice: this person is called the Investigation Practitioner. (IP)

- The other participant should aim to focus on the development of the use of ICT across the whole school. This person is called Investigation Leader. (IL)

- The practitioners will work through a series of “investigations” led by a Course Facilitator over a one year period.

- The findings from each “investigation” should be shared with others and documented in some way – either by online presentation or in written form.
## Course Timelines – One Year

<table>
<thead>
<tr>
<th></th>
<th>Investigation Series</th>
<th>Mode of Delivery</th>
<th>Key Staff</th>
<th>Length of Module and Time Commitment</th>
<th>Core or Optional</th>
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<tbody>
<tr>
<td>1</td>
<td><strong>Course Introduction, opportunity to meet other participants for initial Peer Exchange Workshop 1</strong></td>
<td>Face to Face</td>
<td>Course Leader IL and IP</td>
<td>1.5 to 2 days in the Future Classroom Lab or other agreed venue for all participants</td>
<td>Core</td>
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<tr>
<td>2</td>
<td><strong>Observing and Reflecting on Classroom Practice in my School</strong></td>
<td>Online Introduction</td>
<td>IL and IP</td>
<td>4-6 weeks (1.5 hours per week)</td>
<td>Core</td>
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<tr>
<td>3</td>
<td><strong>Developing a Whole School Focus</strong></td>
<td>Online Introduction</td>
<td>IL and IP</td>
<td>6 – 10 weeks (1 hour per week)</td>
<td>Core</td>
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<tr>
<td>4</td>
<td><strong>Building a Professional Development Framework for Staff</strong></td>
<td>Online Introduction</td>
<td>IL and IP</td>
<td>10 weeks (1 hour per week including final marketplace activity)</td>
<td>Optional</td>
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<tr>
<td>5</td>
<td><strong>Peer Exchange Visit</strong></td>
<td>5 days including travel and write up</td>
<td>IL and IP</td>
<td>2 days visit – 1 day travel and 1 day write up</td>
<td>Core</td>
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<tr>
<td>6</td>
<td><strong>Students as Digital Leaders</strong></td>
<td>Online</td>
<td>IL and IP</td>
<td>10 weeks</td>
<td>Optional</td>
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<tr>
<td>7</td>
<td><strong>Developing Partnerships and Networks</strong></td>
<td>Online Introduction</td>
<td>IL and IP</td>
<td>10 weeks</td>
<td>Optional</td>
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<tr>
<td>8</td>
<td><strong>Sharing Practice with others</strong></td>
<td>Online Introduction and presentation of learning snack</td>
<td>IL and IP</td>
<td>6 weeks</td>
<td>Optional</td>
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<tr>
<td>9</td>
<td><strong>Collaborative Schools</strong></td>
<td>Online Introduction Ongoing Collaboration and Webinar</td>
<td>IL and IP</td>
<td>10 weeks</td>
<td>Optional</td>
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<td>10</td>
<td><strong>Peer Exchange 2 Presentation of Findings and Outputs</strong></td>
<td>Face to Face</td>
<td>IL and IP</td>
<td>2 days and also preparation time</td>
<td>Core</td>
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Titles for the course – suggestions/rejections?

- Using Technology for Collaboration and Whole School Change
- Collaborative School Development
- Making the most of ICT for Whole School Change
- Technology and Whole School Development
- Improving Your School using Technology
- Effective use of technology in our school
- Rethinking teaching and learning
- Other:???(e.g. emphasis on collaboration/mainstream/ICT/technology/curriculum change etc.)

- Look at the titles for the investigations – do you have any ideas or thoughts about these?
Key Questions

1. Who is the course aimed at? Do you think this is right?
2. What types of attendees do you think will want to participate?
3. Do you think the objectives for the course are right? Would you add any other course objectives?
4. What do you think about the proposal for participants to undertake tasks – called investigations?
5. What kinds of “documenting” do you think works well? E.g. formal writing, blog, online presentation, face to face workshop, other?
6. Do you think other schools would like “Link Observation Visits” - could we identify “lead practitioners/advisers” to do these to provide independent feedback?
## Task:

<table>
<thead>
<tr>
<th>What do you think this investigation should involve?</th>
<th>How long should it last?</th>
<th>What do you think the outputs should be for the Investigation Leader and Investigation Practitioner?</th>
<th>Can you describe why this might be a challenge in your school?</th>
<th>Other Comments/Suggestions</th>
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Thank you

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