



Living  
Schools  
Lab

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

Diana Bannister

[dianabannister@wlv.ac.uk](mailto:dianabannister@wlv.ac.uk)

17th May 2014

Dublin



Co-funded by the  
7th Framework Programme  
of the European Union

<http://isl.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

Levels	<p style="text-align: center;"><b>CPD</b></p> <p style="text-align: center;"><b>Current</b></p>	<p style="text-align: center;"><b>Collaborative School Development Course</b></p> <p style="text-align: center;"><b>Future- to be developed in Y2</b></p>
Advanced Schools	<p>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</p>	<p>Formalising opportunities for teachers to collaborate within school and with other schools to develop effective use of learning technologies. Proposal:</p> <ul style="list-style-type: none"> <li>• Action Research Project in School linked to the mainstreaming of practice and technology theme.</li> </ul>
Advanced Practitioners	<p style="text-align: center;">Invited to all events Could also offer to lead a spontaneous CPD snack</p>	<ul style="list-style-type: none"> <li>• STEPS Plan</li> <li>• Working across the school</li> <li>• Working with another school</li> </ul>
National Coordinators	<p>Regional Hubs, National Focus Group Offer webinars to whole network on particular areas of expertise</p>	<ul style="list-style-type: none"> <li>• Leading a regional hub activity</li> <li>• Leading CPD activities within the network</li> </ul>
EUN	<p>CPD snacks for short learning events, EUN-led and facilitating for LSL network. Including ‘hot-seat’ or leaders in dialogue for headteachers</p>	<ul style="list-style-type: none"> <li>• National Co-ordinators could provide on-going mentor support to schools. Link to national developments</li> <li>• EUN - provide framework for modules for support, and opportunities for accreditation</li> </ul>

# 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**

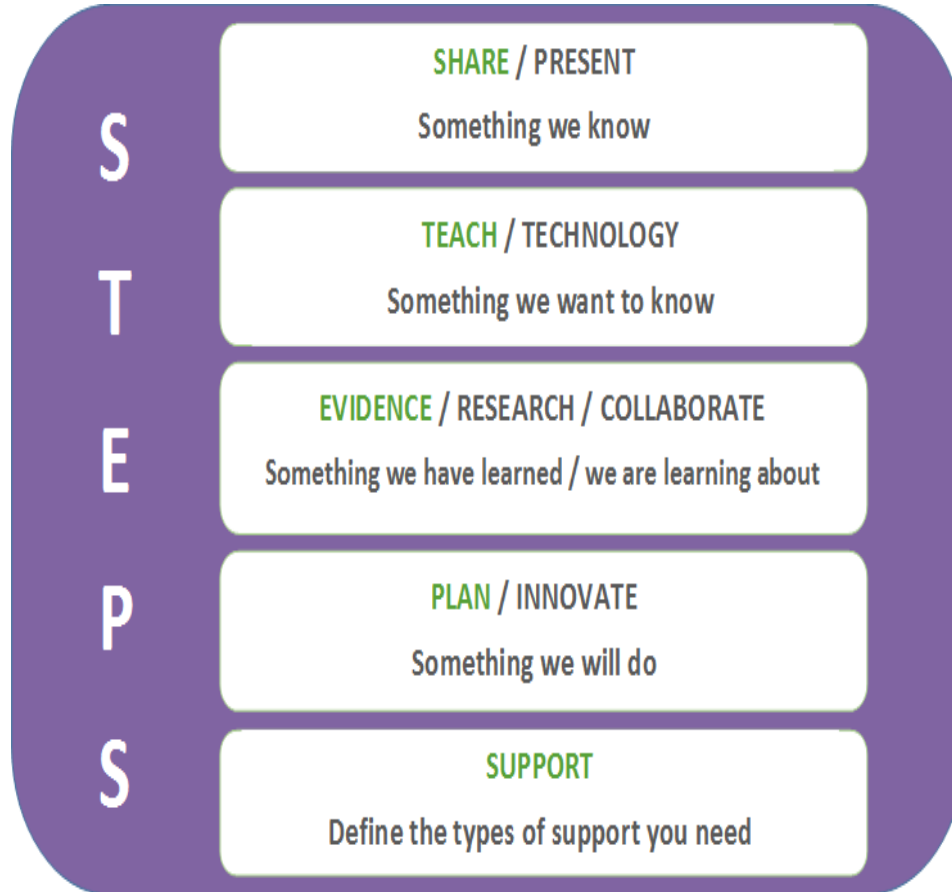
**Engaging with  
Parents**

**Partnerships  
with Business  
and Commercial  
Suppliers**

**?**

**Digital  
Competence**

# “STEPS” Plan – Showcase, Demonstrate, Validate



In your classroom

Across your school

For staff development

In your  
Regional Hub

Across the network

# LSL Collaborative School Development Course

LSL Collaborative School Development Course	
What's the course:	Whole school approach to embedding technology in teaching and learning
What's the USP:	Exchanges knowledge and ideas from pan-European observations Engages teachers in peer exchanges, learning from each other
Who aimed at:	Aspiring senior leaders
Who participates:	School senior leader <i>Plus</i> leading teacher to focus on practice at classroom level.
Number of days:	
Funding sources:	Mixture: Erasmus + programme, self-funded, free online
Accreditation	Certificates linked to number of hours
Core modules	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.
Optional modules	



Modality:	Face to face	Blended	Online
	Project-based workshops FCL-Comenius 2014 FCL-eT workshops FCL-Flemish MoE workshops	<i>LSL Collaborative School Course?</i>  <i>CCL course?</i>	EUN 'MOOC', two courses starting Feb/March 2014: <b>Future Classroom Scenarios</b> <sup>1</sup> Innovative Practice for engaging STEM teaching <sup>2</sup> <i>In pipeline.....</i> eSafety
	eTwinning: Professional development workshops (PDWs)		eTwinning: Projects Webinars Communities

**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 21<sup>st</sup> 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.



# 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

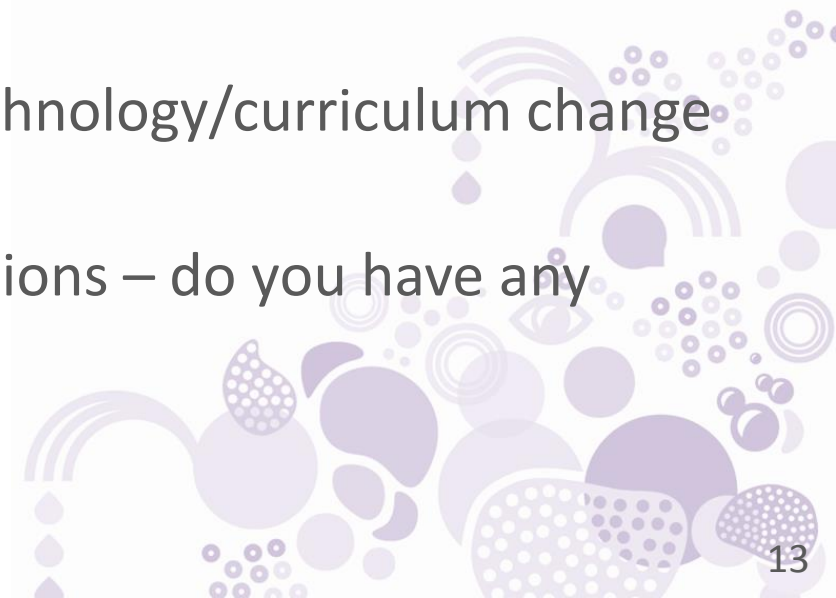
- The aim is for schools to enter paired participants. The two teachers do not have to be from the same school, but ideally, they should be from similar communities and be able to work together regularly. E.g. School in the same neighbourhood/locality
- One of the participants should aim to focus on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

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

## 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:

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

<b>1.</b> <b>Course Introduction, opportunity to meet other participants for initial Peer Exchange Workshop 1</b>	<b>2.</b> <b>Observing and Reflecting on Classroom Practice in my School</b>	<b>3.</b> <b>Developing a Whole School Focus</b>	<b>4.</b> <b>Building a Professional Development Framework for Staff</b>	<b>5.</b> <b>Peer Exchange Visit</b>
<b>6.</b> <b>Students as Digital Leaders</b>	<b>7.</b> <b>Developing Partnerships and Networks</b>	<b>8.</b> <b>Sharing Practice with others</b>	<b>9.</b> <b>Collaborative Schools</b>	<b>10.</b> <b>Peer Exchange Presentation of Findings and Outputs</b>



# Thank you

web <http://lsl.eun.org>

email [lsl-info@eun.org](mailto:lsl-info@eun.org)



[dianabannister@wlv.ac.uk](mailto:dianabannister@wlv.ac.uk)



Co-funded by the  
7th Framework Programme  
of the European Union

The work presented in this presentation is partially supported by the European Commission's 7<sup>th</sup> Framework Programme – project Living Schools Lab (Grant agreement N<sup>o</sup> 317587). The content of this presentation is the sole responsibility of the consortium members and it does not represent the opinion of the European Commission and the Commission is not responsible for any use that might be made of information contained herein.