

PROFESSIONAL LEARNING AND DEVELOPMENT (PLD)

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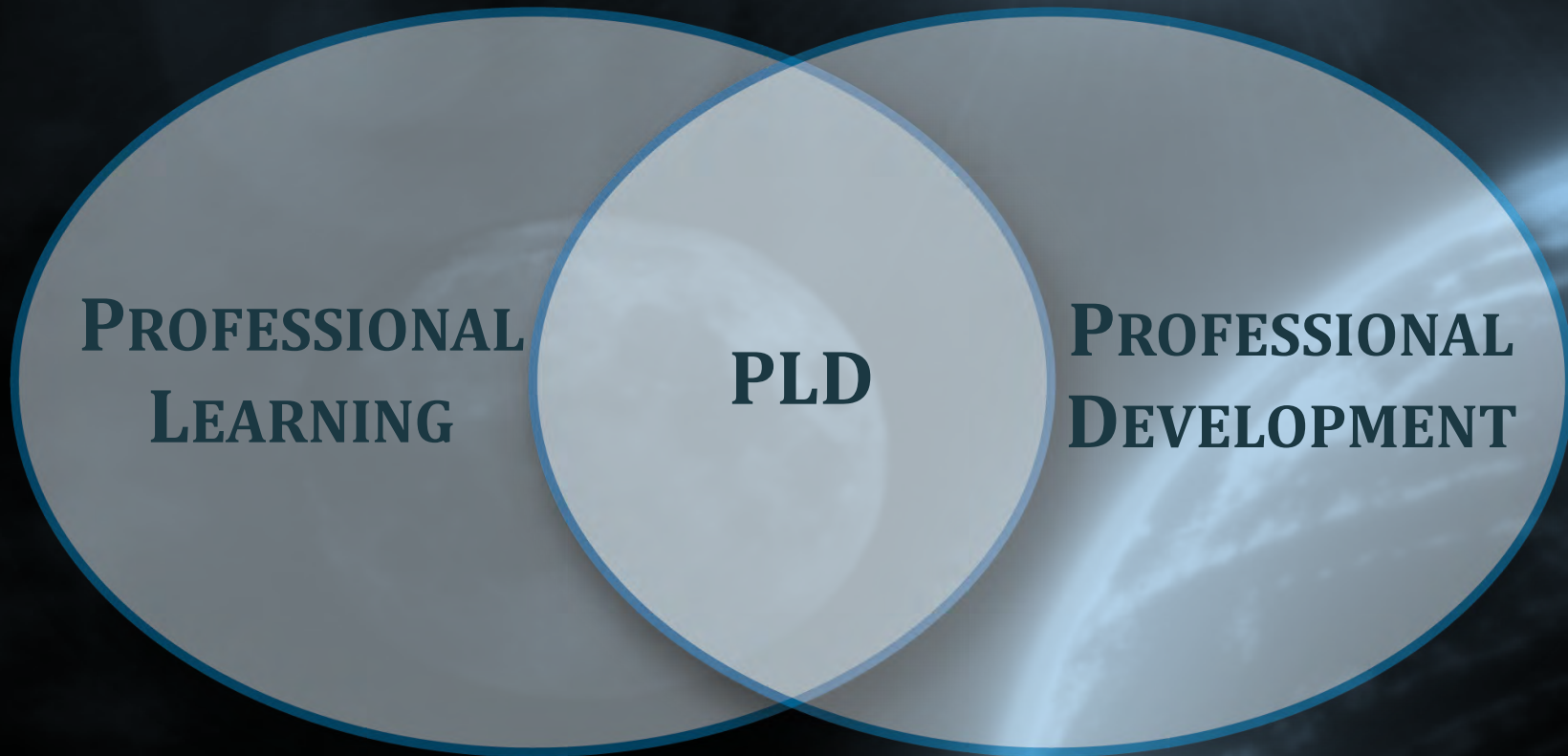
LYNCH SCHOOL OF EDUCATION, BOSTON COLLEGE

LEARNING FORWARD

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BRINGING THE PROFESSION BACK IN



LEARNING AND DEVELOPMENT PROGRESSION

		PROFESSIONAL DEVELOPMENT	
		Low	High
PROFESSIONAL LEARNING	High	EGGHEADS & SOCIOPATHS	MORAL, MATURE PROFESSIONALS
	Low	INEFFECTIVE INGÉNUES	CARING CRAFTSPEOPLE

THE FLAWED CASE FOR PLD

PLD

COLLABORATIVE
PROFESSIONALISM



THE CASE FOR PLD

- Each and every teacher and principal
- Professional expertise through reflective practice and feedback
- Collaborate to improve learning and achievement of students

MISDIRECTED ARGUMENT AGAINST PLD

- Do as much with less
- Don't learn and develop; Evaluate and select
- Collaboration is overrated

STUDENT AND TEACHER WELLBEING

- Bad old pedagogies
- Good old pedagogies
- Bad new pedagogies
- Good new pedagogies

DEEP LEARNING

- Student driven
- Activist
- Positive use of digital

THE 6C'S

CREATIVITY

Having an 'entrepreneurial eye' for economic and social opportunities, asking the right inquiry questions to generate novel ideas, and leadership to pursue those ideas and turn them into action.



CRITICAL THINKING

Critically evaluating information and arguments, seeing patterns and connections, constructing meaningful knowledge, and applying it in the real world.

COMMUNICATION

Communicating effectively with a variety of styles, modes, and tools (including digital tools), tailored for a range of audiences.



CHARACTER

Learning to deep learn, armed with the essential character traits of grit, tenacity, perseverance, and resilience; and the ability to make learning an integral part of living.

CITIZENSHIP

Thinking like global citizens, considering global issues based on a deep understanding of diverse values and worldviews, and with a genuine interest and ability to solve ambiguous and complex real-world problems that impact human and environmental sustainability.



COLLABORATION

Work interdependently and synergistically in teams with strong interpersonal and team-related skills including effective management of team dynamics and challenges, making substantive decisions together, and learning from and contributing to the learning of others.

—NPD.L.GLOBAL



Founding organizations include the Ministries of Education of **Scotland, Iceland, Ireland, Finland, Aruba** and the Canadian province of **Ontario**, the Office of the Secretary of Education in **Vermont**, and the **California** Board of Education.

THOUGHT LEADERS

ENGAGING THOUGHT LEADERS

In addition to the national, provincial and state leaders, the Collaboratory has enlisted the support of some of the world's leading education scholars and change leaders, including:



**VICKY
COLBERT**

Colombia's
Fundación Escuela
Nueva Founder
and Director and
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**JEANNIE
OAKES**

American
Educational
Research
Association (AERA)
President



**SIR KEN
ROBINSON**

International
education expert,
advisor and author



**PASI
SAHLBERG**

Finnish education
policy expert and
prize-winning
author

INDIVIDUAL AND COLLECTIVE DEVELOPMENT

INDIVIDUAL AUTONOMY	COLLECTIVE AUTONOMY
INDIVIDUAL IMPACT	COLLECTIVE IMPACT
PERSONAL RESPONSIBILITY	COLLECTIVE RESPONSIBILITY
INDIVIDUAL INQUIRY	COLLABORATIVE INQUIRY
SELF-EFFICACY	COLLECTIVE EFFICACY
INWARD MINDSET	OUTWARD MINDSET

CALL TO ACTION: TEACHERS

- Forge your own collaborative professionalism
- Seek deep learning with students, teachers, parents
- Go outside to learn inside
- Make your world bigger

CALL TO ACTION: SYSTEMS

- Make CP the centrepiece of your strategy
- Formulate the purpose of education to develop global competencies
- Take bold and broad yet specific and explicit stance on competencies and outcomes
- Get involved beyond your state province or country

CALL TO ACTION: CANADA



- PLD/CP must be a contractual responsibility
- Commit every province and territory to microfinancing and macrofinancing PLD
- Develop a national declaration and set of guiding principles for CP that include the wellbeing of teachers and students
- Establish a biannual conference on the state of Collaborative Professionalism