The working group

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Vision vs. Aim

Schools as Learning organizations
• Today’s schools must equip students with the knowledge and skills they’ll need to succeed in an uncertain, constantly changing tomorrow.

• Many schools look much the same today as they were a generation ago, and too many teachers are not developing the pedagogies and practices required to meet the diverse needs of 21st-century learners.

• Schools need to react quickly to changing external environments, to embrace innovations in internal organisation, and ultimately to improve student outcomes.
Learning organization

• A learning organisation is a place where the beliefs, values and norms of employees are brought to bear in support of sustained learning; where a “learning atmosphere”, “learning culture” is nurtured; and where “learning to learn” is essential for everyone involved.

• It is generally agreed that the learning organisation is a necessity, is suitable for any organisation and that an organisation’s learning capability will be the only sustainable competitive advantage in the future.

• The learning organisation as a multi-level concept involving individual behaviour, team work, and organisation-wide practices and culture.
Developing and sharing a vision centred on the learning of all students

Creating and supporting continuous learning opportunities for all staff

Promoting team learning and collaboration among all staff

Establishing a culture of inquiry, innovation and exploration

Embedding systems for collecting and exchanging knowledge and learning

Learning with and from the external environment and from larger learning systems

Modelling and growing learning leadership

OECD report, 2016

All of these dimensions are essential for making school transformation sustainable. The whole will be greater than the sum of its parts.
How

TRUST & Time & Mutual respect
How

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Recommendations to CPD providers

1. Foster a **broad range of partnerships** involving schools

2. Teachers should **be involved in deciding** their own professional development **needs**, which should **also align** with the school/departmental development plan.

3. Promote the participation of **teachers as schools’ team** and fostering the creation of **learning communities inside the school** connected with others at **local, national and international levels**.

4. Teachers’ learning through CPD should **be recognised** by principals and senior leaders through the provision of **dedicated time to share and discuss** new ideas and practices with colleagues when back in school.
5. Involve **school leaders** and school staff members in **planning, organising and evaluating training activities**

6. The impact of CPD should be **assessed after teachers have had sufficient time to embed new practice**, and teachers should be supported in how to measure this impact so that they can become **strategic users** of CPD rather than ad hoc users.

7. Foster the development of **intermediate leadership models** (also offering specific training courses) to **enhance and capitalize on the training experiences of teachers through the planning of spaces and devoted time of sharing and dissemination within schools**.

Anna Pascucci
ANISN National Association of Natural Science Teachers
Helsinki, June 3, 2019
8. A **blended CPD** offer can better meet the **varied needs** of schools and teachers in a **long term** perspective.

9. External **input from science education experts** is essential to provide well-researched examples of effective practice for schools, introducing fresh ideas as well as enhancing teachers’ subject knowledge.
Recommendations to Ministries and Educational authorities

1. Ministries should provide **funds** for supporting professional development **at school level**

2. School authorities should *count specific CPD project work as working time* (e.g. members of steering groups).

3. Adequate **infrastructure for intermediate institutions** enables the provision of **teaching materials on loan** as well as the **individual support of schools**.

4. CPD should be free for all teachers. CPD should also be organized so that **schools/municipalities cover the costs**, not the teachers.
5. A system of recognition would be desirable in which schools receive rewards in the form of human or infrastructural resources for CPD activities completed.

6. A blended model combining the benefits of school and teacher led self-improvement with externally provided, subject-specific professional development is recommended.
“If you think education is expensive, try ignorance.”

Derek Bok
former President, Harvard University
Thanks for listening

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