

PRINCIPLES underpinning Professional Learning

- 1 **ICT may enable improved practices**
 - **New ways** to do old things easier & better
 - Ways to do **new things**
- 2 **Thus professional learning in relation to ICT results in**
 - **New** professional practices, or
 - **Improved** professional practices
- 3 **Professional learning will include learning to manage better.**
 - Making arrangements, getting organised and applying technology in the class, office...to achieve purposes using known processes
- 4 **Purposes and processes for professional learning should be meaningful.**
 - A key aspect of making arrangements will be about ensuring that the **purposes and processes** used in the professional learning activities have meaning for the participants
 - And are (likely to be) endorsed, supported and encouraged by the school
- 5 **Being informed is essential.**
 - Needs, interests, experience and capabilities (in relation to ICT) are not distributed in any consistent way,
- 6 **Build outcomes in the school culture through collaboration**
 - Learning in meaningful groups to develop communities of practice
- 7 **Start with situated samples and credible experiences**
 - These provide meaning not promises and help to bring out shared purposed and experiences
- 8 **Keep timelines short and the focus specific (KISS)**
 - Effort is more sustainable over the shorter period!!
 - There are more people doing similar things (overlap of activities)
- 9 **Take ICT into the classroom with modelling and support**
 - Share & review the experiences within the learning group
 - Share the experience & results beyond the learning group
- 10 **Apply, learn, share, take it forward and revisit**
 - Learning continues beyond the trialling of a new practice in the classroom



UNIVERSITY OF TASMANIA

Children, Online Learning and Authentic Teaching Skills

PROFESSIONAL LEARNING

- The Second Generation? -

Findings from action research projects

**Evandale Primary School
Fairview Primary School
Lauderdale Primary School
New Norfolk Primary School**
2003

Australian Research Council Project PL0210823
In partnership with
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Professional Learning Improved!

Four school-based action research projects focusing on professional learning in relation to ICT were undertaken in Term 3, 2003.

The collated findings of the four projects, together with supporting insights from the observations made in 29 classes in 17 schools define a **second generation of professional learning** as follows:

<i>Professional learning is improved when...</i>	
Focus	Practices: tools, actions & experiences
Initiation	Negotiated, co-planned, situated
Content	Specific : ICT device + use + action
Intended outcomes	New or improved (easier and/or better) classroom practices
Participants	Learning group (collaboration)
Learning context	Community of practice (pull)
Participants	Learner, co-learner, tutor, mentor... not a deficit model !!
Roles	Situational & dynamic (not 'expert – novice')
Timelines	Ongoing and revisited
Learning cycle	Complete, short & integrated into classroom office practices
Information base	Participants in own context
Transfer of learning into practices	Built into professional learning with direct or indirect support
<i>Costs effectiveness and requirements...</i>	
Cost effectiveness	High (practices, JIT, sustainable...)
Sustainability	High (embedded in culture, aligned with school purposes & vision...)
Requirements of the institution	Sound governance, clear concept of ICT, endorsed purposes for use of ICT...
Knowledge task	Organizational knowledge management: situate knowledge of ICT use within the organization

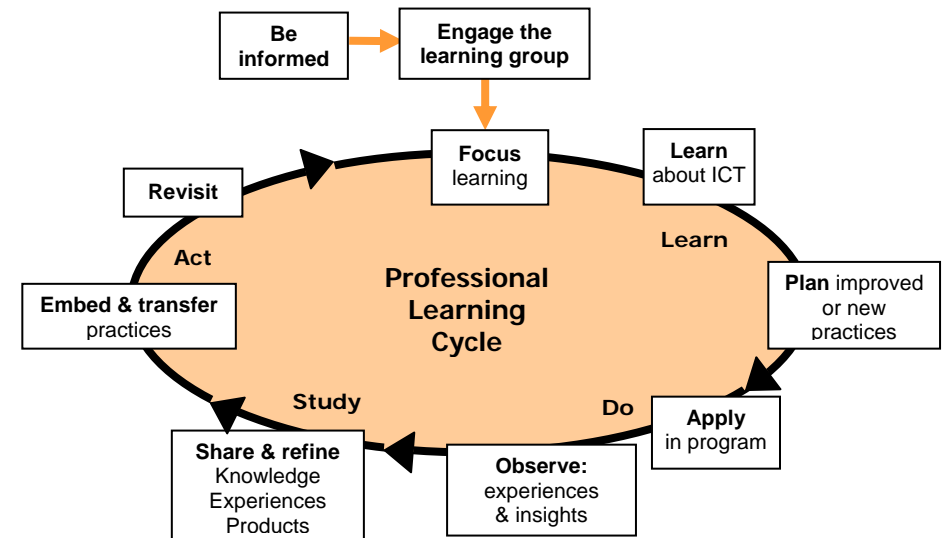
The Professional Learning Cycle

A problem solved?

Almost universally school staff members report considerable difficulty in transferring ICT professional learning into their inclass practices. From the descriptions of the projects and the reported findings it is possible to discern a cycle of professional learning that substantially addresses the problem.

At each step, the roles, responsibilities and tasks change according to the intentions, opportunities and capacities of the group.

Management of the cycle is shared. Collaboration allows for customisation to meet the needs of particular learners. Management is more a matter of leadership and facilitation rather than direction.



Additional results include

- Greater knowledge of, and access to, available knowledge resources.
- More clarity re intentions, expectations & the ways to achieve them
- Much improved cost effectiveness

In many ways the process is one of knowledge management rather than training and skill development