# Creating Innovative, Engaging Professional Learning in a Time of COVID-19

Crossing Boundaries & Building Bridges

Transnational Learning

ICSEI, 2021

# Learning Together

# Our Agenda for Today

- Introduce the Team Members
- Establish the Challenges – originally planned for *in place*
- Share key directions of the Norwegian Education System
- How We Collaborate on the Design & Delivery of Micro-Learning Sessions
- How We Co-Developed the Deliverables
- Share Some Resources – web site
- Feedback & Lessons Learned

# Who We Are: Norwegian & Canadian Educators

- We are a team comprised of both Norwegians and Canadians (Ontario)

- There has been a long-standing relationship between the team with Norwegian colleagues:
  - spending time at OISE/UToronto
  - visiting Ontario schools focused on pedagogical leadership
  - Ontario counterparts providing training in various municipalities in Norway and visiting Norwegian schools

- Both Ontario & Norway has an emphasis on the importance of an Inquiry Learning Stance & we learn together

# Team Members

## Norway

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## Ontario, Canada

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# Innovation Challenge:
# Deliver Interactive Sessions on Collaborative Inquiry and Teaching & Learning Walks in a Time of COVID

- The Norwegian participants couldn't congregate and were in their respective schools and pre-schools

- Need to personalize the context – Change the space & place of learning (COVID-19)

- The Norwegian team members were in-place, at home

- The Canadian Team members were working at home remotely

- No physical interaction of collaborating together

- No schools or classroom visits

- Want to make the learning interactive & relevant

# Capacity-Building *a la Remote*

- Participants were from schools with pre-school & Kindergarten pupils, through to Secondary pupils

- No on-site content gathering and revising based on feedback

- No on-site mingling and relationship building

- For participants  - the English via Zoom is more challenging then listening in the same room, when it is easier to clarify points going from table-to-table to check for understanding, observing the interactions

- Zoom is like mastering a new language

- Time differences

# The Norwegian Association of Local & Regional Authorities (KS)
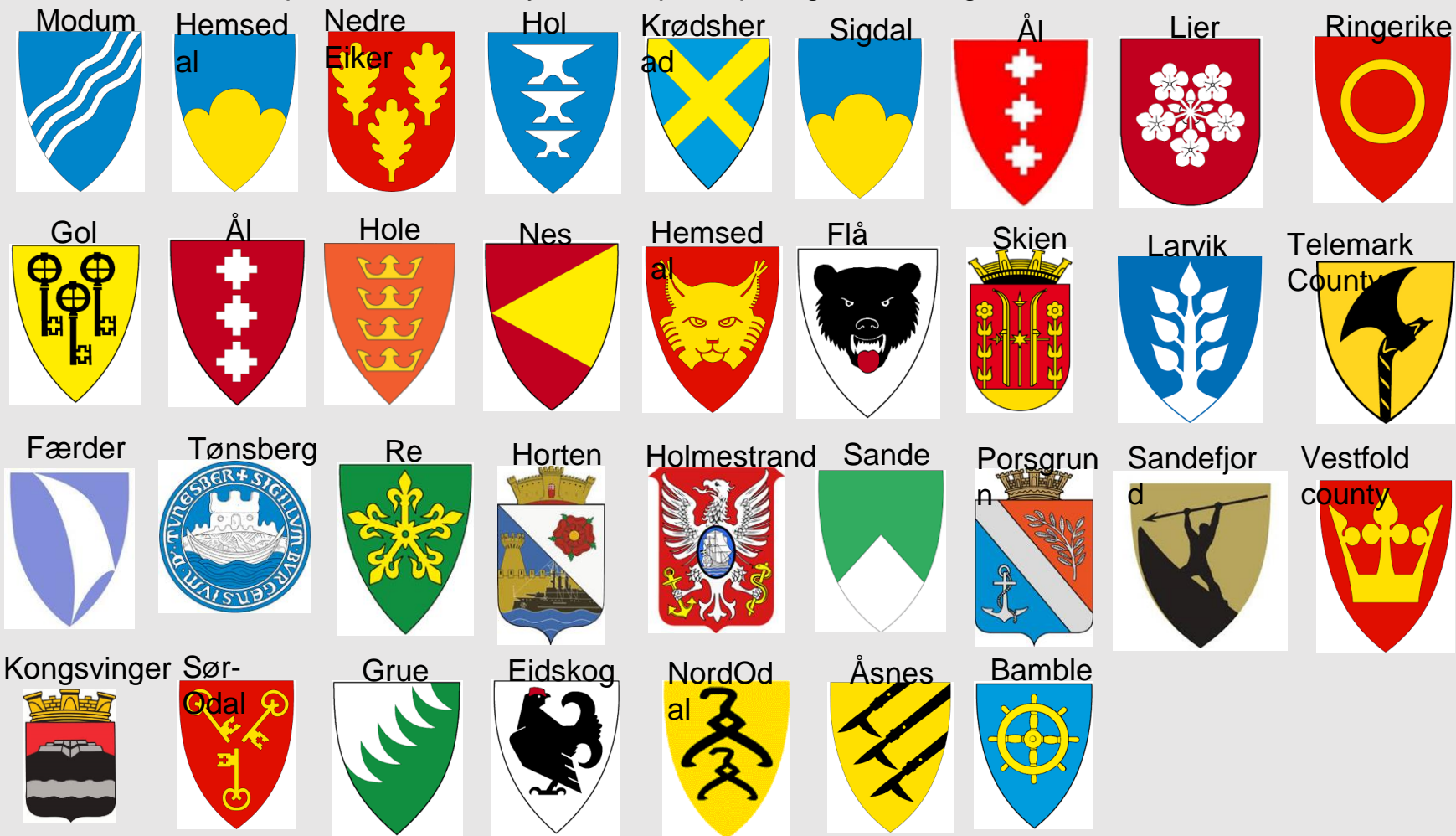


- Founded in 1972, when previous organizations merged

- All 356 municipalities and 11 counties are members

- **KS** works with local municipal/county leadership

- In Norway, education falls within the municipal/county governance and in that way **KS** advocates, informs and provides mechanisms for building capacity

- **KS** also connects municipalities in collaborative practices such as professional learning

# Municipalities and County Council participating in Learning Walks 2014-2019

Modum
Hemsedal
Nedre Eiker
Hol
Krødsherad
Sigdal
Ål
Lier
Ringerike

Gol
Ål
Hole
Nes
Hemsedal
Flå
Skien
Larvik
Telemark County

Færder
Tønsberg
Re
Horten
Holmestrand
Sande
Porsgrunn
Sandefjord
Vestfold county

Kongsvinger
Sør-Odal
Grue
Eidskog
NordOdal
Åsnes
Bamble

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# Norwegian National Direction

*The Quality Framework* for Norway notes,

"Education shall promote the versatile development of pupils and their knowledge and skills" and address the diversity of their backgrounds and frameworks.

*The Quality Framework* for Norway recognizes the need, "to develop pupils' cultural competence for participation in a multicultural society" and "promote cultural understanding and develop self-insight, identity, respect and tolerance."

Motivated pupils need to be provided choice of tasks that will challenge them, and "opportunities to explore, both alone and with others." Pupils need activities and approaches "which stimulate their creativity and innovative abilities".

*Building A Community of Learners*, Page 3

# Evidence-Based Focus



**OECD indicates for the Futures of Schooling**

- https://oecdedutoday.com/oecd-education-webinars/
- https://www.oecd-ilibrary.org/docserver/67dd4ed7-en.pdf?expires=1612799480&id=id&accname=guest&checksum=7AFC5863955A51E4079D1CC8B49808C6

**OECD's report on Norway, recommended more intentional collaboration among teachers, focused on implementation – actioning the plans**

- https://www.oecd-ilibrary.org/education/improving-school-quality-in-norway_179d4ded-en

# Building the Program Content for Collaborative Inquiry

**Develop the materials to be <u>responsive</u> and <u>relevant</u>, including looking for overlapping and different content in our strategies:**

- Build the Agenda for the 5 afternoons of training (4-5 hours/day)
- Agree to develop pre-reading materials to set the stage because the supporting materials will offer context and enable participants to go deeper
- Differentiated for the different groups:
  - Pre-K & K, Elementary, Secondary
  - Email exchange and then use Zoom to share drafts and refine the materials

# Selecting Zoom Tools

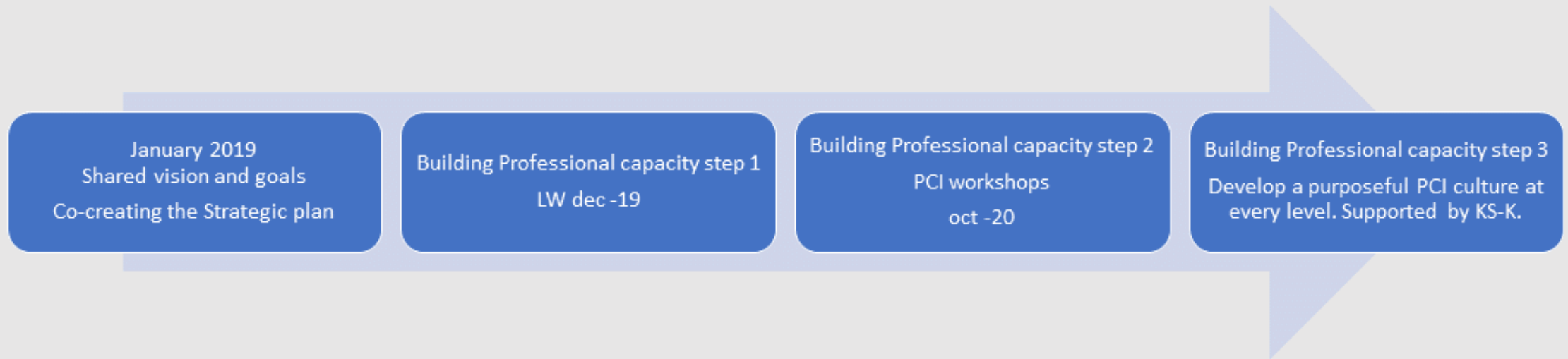We used tools to Engage, Invite Participants' Feedback & Questions & Reflect

This includes using:

- Chat Box
- Q & A
- Polls
- Videos
- Scenarios
- Break Out Rooms
- Feedback Survey

# Holmestrand  - the context

January 2019
Shared vision and goals
Co-creating the Strategic plan

Building Professional capacity step 1
LW dec -19

Building Professional capacity step 2
PCI workshops
oct -20

Building Professional capacity step 3
Develop a purposeful PCI culture at every level. Supported  by KS-K.

# Goals - Mål

Outline of the specific goals on the pre-session information. The goals were organized to align with the Norwegian expectations under:

- Knowledge
- Skills
- Competence

*We asked: Based on the Agenda and the goals for today, where do you already have the knowledge, skill and competence?*
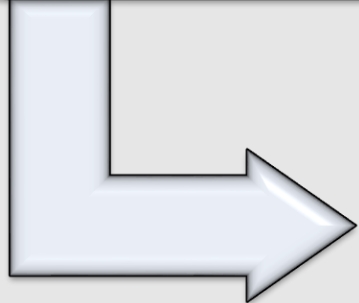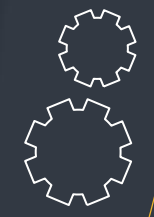
**Where are we now?**
- Our current context
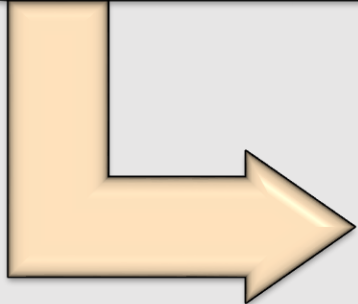
**Possibilities**
- The strategies, approaches and planning to move forward with the Inquiry

**Preferable future**
- Where do we want to be?
- How will we know if we have arrived?

# What is Professional Collaborative Inquiry?



It is an impactful, ongoing process in which educators work collaboratively in cycles of curiosity, collective inquiry, action and reflection to achieve better outcomes for pupils. Sometimes the inquiry focuses on all pupils & their learning and sometimes on specific cohorts.

*Leading Learning for Today and the Future*, on page 6 outlines 'The What' of Professional Collaborative Inquiry

# Why Professional Collaborative Inquiry?

The universality of education necessitates a shift in how we view all aspects of schooling, both how, what & where we learn.
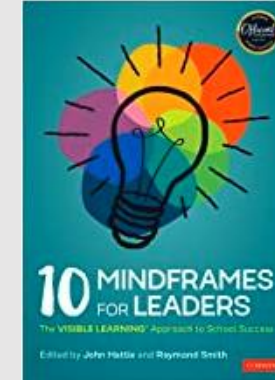
Globally, education leaders are collectively asking:

- *How do we begin to let go of successful practices that are no longer required for pupils and pupil's futures?*

- *How do we bring past practices that remain important into modern ways of thinking?*

- *How can we create ways of learning that result in new and unimagined ideas?*
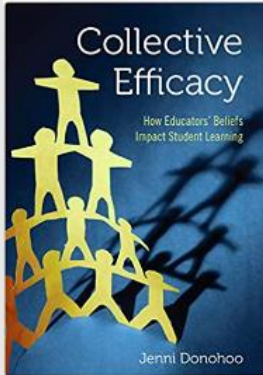
# Collective Efficacy

(Donohoo, 2016;                Hattie, 2016)

Research indicates that coherent practice and collective efficacy are the most impactful on school/student improvement, positive teacher relationships, and shared leadership and ownership. It is impacted by three conditions:

- Shared leadership by the school leader/s with opportunities to participate in meaningful decision-making,

- Having a clear set of specific and shared goals for learning that staff believe they can accomplish & have staff's buy-in and commitment,

- Leaders that are responsive, situationally aware, support teacher leadership, and build trusting relationships.

# Creativity in Criteria

- In order to fully engage school leaders and teachers it is important to use Collaborative Inquiry and Learning Walks as a *mindset* instead of *recipes*.

- Asking *authentic* and *real* questions that aspire curiosity and creativity is of great importance.

# We asked participants to consider:



- What is it that we expect pupils to learn?

- How will we know when they have learned it?

- How will we respond when they don't learn?

- How will we respond when they already know it?

# Framing the Inquiry Question

If we do ……………………………………….., then pupil learning will ………………………………………..

- Used Breakout Rooms for Discussion & Planning
- Why that focus for pupil learning?
- How will you know if you are successful?
- What will be some indicators?

- Elmore's Theory of Action

# Scenarios - Barnehage



1) What does children's voice and choice look like in our Kindergartens?

2) *Livsmestring*: What aspect of well-being is a priority in your context?

3) How can we build our *Skills* to support early literacy in play-based learning?

# Scenarios – Elementary

1. Accessibility and Equity
2. Demographic Changes
3. 'Livsmestring' or Well-Being
4. Learning that is Visible and Transparent
5. Balanced Literacy
6. Early Literacy Strategies
7. Critical and Creative Thinking Skills



Our Scenarios

Video slide

# Scenarios – Secondary

1. Accessibility and Equity
2. Demographic Changes
3. Well-Being
4. Shared ownership and pupil voice and choice
5. Gender Equity for Young Men
6. Critical and Creative Thinking as Global Competence
7. Gender Equity for Young Women in Technology and the Skilled Trades



Our Scenarios

# Documentation and Monitoring

Monitoring is the ongoing gathering, reviewing and assessment of information to track and document progress towards achieving results and goals. There are many ways to monitor. TLW & TIDE are ways to gather evidence of learning & to monitor progress. Sharing pupil work is another. Older pupils can be taught how to document their own learning.
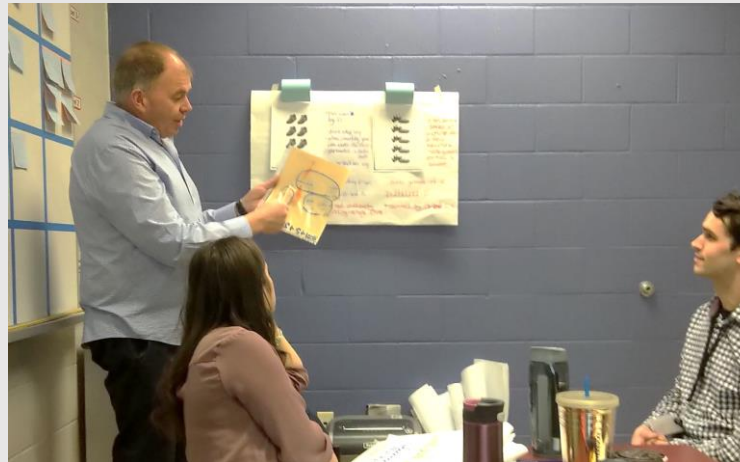


**It is a systematic process for documenting who and what you are paying attention to. This is a form of <u>Pedagogical Documentation</u> to make Thinking Visible.**

# FRAMES: GATHER EVIDENCE OF LEARNING

| | |
|---|---|
| **T**asks<br><br>**Are they rich? Individual? Collaborative? Authentic?**<br>**(The What)** | **Collaborative Inquiry, ex:**<br>What is a rich task, and when is it important to use?<br>What is a good balance between rich and "closed" tasks? |
| **I**nstructional Strategies<br><br>**Do the students know what do to? Where to get support?**<br>**(The How)** | **Collaborative Inquiry, ex:**<br>What are the evidence-informed strategies?<br>Which Instructional Strategies do we regularly use<br>in our school?<br>How do we vary the strategies? How do we differentiate? |
| **D**esign<br><br>**Individual or collaborative furnishing?**<br>**"Learning or just Stuff" on walls?**<br>**Made by students, teachers or publishers?**<br>**Visible student progression?** | **Collaborative Inquiry, ex:**<br>How can the "stuff" on the walls support student learning?<br>How does our furnishing align with the student tasks and the<br>Instructional Strategies? |
| **E**ngagement/Eye of the Learner<br><br>**Do the students know what they are learning, and why?** | **Collaborative Inquiry, ex:**<br>How do we engage our students in their learning?<br><br>ICSEI, 2021 - |

# Lessons Learned

- Collaborating in the design helps ensure the relevancy

- We made sure the messages were aligned to the National Direction

- Designing the scenarios were made as authentic as possible to be relevant to the schools – They acted as a bridge between Inquiry and Learning Walks

- Maintaining ongoing communication – It is important to create intentional opportunities for interaction during the session and then after at the individual schools

- The leader teams in each school sat together so that allowed for more focused conversations

- It is important for participants to be comfortable with digital tools

- We know that it is easier to participate in the sessions then making the learning actionable in the schools

- On the ground follow up from KS helps making Collaborative Inquiry actionable – What is happening now

# Tusen takk

**Questions?**
kan jeg hjelpe deg?

https://www.kslaring.no/mod/folder/view.php?id=183960

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