Leading Collaborative Learning in Purposeful Professional Learning Communities

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First & Second Order Change in PLCs

Watch video

First Order Change
- a timetable adjustment

Second Order Change
- change practice to increase SA

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Leading Collaborative Learning in PLCs

1. Facilitation
2. Resource Management – TIME!
3. Mitigating Challenges
4. Supporting the Learning of Others

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Leading
Collaborating
Learning

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Leading
PLCs sustain system, school & student improvement by putting FACES on the data and taking action!

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Putting the FACES on the Data – What Great Leaders Do in PLCs!

Leadership research areas

- Collabor-ability
- Knowledge-ability
- Imagine-ability
- Mobilize-ability
- Sustain-ability

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Good to Great to Innovate
1. Co-Planning
- Find time to plan, teach with video, debrief and reflect with trusted colleague
- Discuss what you each want to improve about your practice to give each other Descriptive Feedback during the process.
- Begin with curriculum expectations, Learning Goal, draft Success Criteria to co-construct
- Plan before, during and after lesson; think about timing, flow and pace
- Use research-based, high-yield instructional strategies differentiated based on student need
- Discuss Collaborative Inquiry focus for the teaching based on assessment for learning data

2. Co-Teaching
- Work side-by-side in classroom
- Co-Facilitate classroom discussion
- Focus on students’ thinking
- Monitor students’ engagement
- Change pace and flow if needed
- Ask “How do you know all students” are achieving?”

3. Co-Debriefing
- Examine video clips to look/listen for student voice, questions/responses and higher-order thinking
- Examine teaching questions and prompts used
- Consider if taught, learned and assessed curriculum were aligned
- Discuss joint teaching, thinking about what worked, didn’t work, what to do differently
- Evaluate Collaborative Inquiry focus for improved practice

4. Co-Reflecting
- Engage with co-teaching partner in candid, open, honest dialogue about their teaching and learning
- Identify and understand changes needed in practice and beliefs to become consciously skilled
- Plan next steps for student and teacher learning based on formative assessment – working from where ALL students are in their learning

THE CO-TEACHING CYCLE
Collaborating
PLCs Embrace Data-Driven Inquiry

1. Use multiple data sets
2. Develop a focused question
3. Research best practice
4. Collaborate to explore the research
5. Gather data
6. Pause to consider mid-course corrections
7. Write up findings
8. Celebrate!

Culture of Learning
Whole System
Whole School
Student
Collaborative Inquiry

Learning Stance: Knowledge–Skills – Dispositions

Plcs Embrace Data-Driven Inquiry

Sharratt & Harild, Corwin, 2015
PLC Leaders with “Co-labor-ability” can:

- **Articulate** a clear *purpose* for collaborative work
- **Organize** time periods and schedules for collaborative work
- **Reinforce** shared beliefs and understandings about *student and staff achievement*
- **Build** consensus on what specific areas for collaborative learning stand out through *the analysis of student data*
PLC Leaders with “Co-labor-ability” can:

**Research**
- high-impact practices

**Determine**
- clear **Learning Intentions** and **Success Criteria** for learning through collaborative discourse and analysis

**Solidify**
- a **commitment** to employing an **inquiry stance** to collaborative work

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PLC Leaders with “Co-labor-ability” can:

**Co-Construct**
- **norms and protocols** for collaborative engagement

**Support**
- goals with **research**, **resources** and **reflection**

**Project**
- a growth mind-set by modelling a belief in the capacity of **self others to learn**

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PLC Leaders with “Co-labor-ability” can:

Model: responsibility and accountability for individual and collective learning

Facilitate: the work by using learning protocols

Empower: by including and hearing all voices in the work

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Major Challenges to Leading Collaboratively in PLCs

1. Time
2. Facilitation Skills
3. Leaders are Absent
4. No ‘Knowledgeable Other’ present
• Leaders at every level engage self and others in using data to inform Collaborative Inquires within PLCs.
• The focus is always on improving students’ learning by strengthening classroom practice – “What works best?”
• Teacher Practice is the greatest predictor of student success – our Core Business.

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Learning
Our work is having emotional connections to and cognitive insights about each FACE in our system, schools and in our communities.
• Remain the critical bases of any educated person
• Building blocks of the wider excellence many aspire towards

John Hattie, June 2016
Literacy was our “Theory of Action” that drove changed classroom practice.
Literacy is:

The development of a continuum of skills, knowledge and attitudes that prepare all of our learners for life in a changing world community.

It begins with the fundamental acquisition of skills in reading, writing, listening, speaking, viewing, representing, responding and doing mathematics.

It becomes the ability to understand, think critically, apply the learning and communicate effectively in all subject and program areas in a variety of ways and for a variety of purposes.
Sustaining school & student improvement through district-wide reform!
| 1 | Shared Beliefs & Understandings Among all Staff |
| 2 | Designated Staff Member as Instructional Coach |
| 3 | Daily, Sustained, Focused Assessment + Instruction |
| 4 | Principal as Learning Leader |
| 5 | Early and On-going Intervention |
| 6 | A Case Management Approach to Monitoring Student Progress |
| 7 | Job-embedded Professional Learning |

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<td>In-school grade team meetings as an example of Collaborative Assessment of Student Work</td>
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<td>Literacy Resources Located in a Designated Area</td>
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<td>Commitment of School Budget to focused Resources</td>
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<td>Collaborative Inquiry: Staff Commitment to Learning</td>
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Our 14 Parameter Research

• Allows for self-assessment of where you are as a system and/or a school – a road-map of where you are and need to go

• Parameter #1 and #14 provide the wrap-around glue

• Parameter #6 provides the specificity to put FACES on the data

• Can be contextualized to meet your landscape – is not a cookie-cutter approach!

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Parameter #1: Shared Beliefs and Understandings

- All students can achieve high standards given the right time and the right support.
- All teachers can teach to high standards given the right assistance.
- High expectations and early and ongoing intervention are essential.
- Leaders and teachers need to be able to articulate what they do and why they teach the way they do.

Adapted from Hill & Crevola, 1999
PLCs Embrace Good First Teaching: Parameter #3

- Learning Intentions
- Success Criteria
- Descriptive Feedback
- Peer- and Self-Assessment
- Individual Goal Setting
- Gathering Information
- Engineering Effective Questions, Conversations and Learning Tasks

Adapted from YRDSB Sharratt & Harild, 2015
2 Parts of the Case Management Approach

Data Walls: Prevention

- Discreet place
- Common assessment-co-constructed
- All staff – not for parents or students
- Rich discussions about FACES and instruction to take action - together

CM Meeting: Intervention

- Principal attends
- Script for Chair
- Timetabled meeting
- A forum where teachers can bring students’ work for recommended solutions
- Focus on instruction

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Impact
There IS an "I" in Team – it’s… IMPACT
Educational improvement is judged by its impact on learners – whether those impacts are social, cultural or academic.

Viviane Robinson, 2017
What is Feedback for Leaders?

The most effective system, school and teacher leaders gauge the success of their leading on how well teachers and students are learning and take this as powerful feedback about the effectiveness of their leading and teaching.

Lyn – adapted from J. Hattie
Filbin (2008) examined the impact of change in data driven teaching & leading on collective efficacy. He found “a direct & significant impact on collective efficacy when teachers reported HIGHER USE OF DATA TO CHANGE INSTRUCTION” (p.158). Collective efficacy beliefs were elevated as teachers increased their use of data to be instructionally responsive to their student learning needs.
WHAT? Collaborative Inquiry in PLCs is the investigation of persistent performance issues

HOW? Use ‘Pedagogical Documentation’ strategies, such as:
• Data informs instruction in every classroom
• Data Walls + Case Management Meetings
• Collaborative Assessment of Student Work
• Student-led Conferencing with Parents
• Learning Walks and Talks with 5 Questions for students

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Data-Driven Evidence of Collective Efficacy from Ontario

• Grade 3
  • Reading: 4.3% increase compared to a 2.3% increase in all schools

• Grade 6
  • Reading: 2.4% increase compared to 1.0% increase in all schools
  • Writing: 1.7% increase compared to a 0.7% increase in all schools

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When schools were engaged in Collaborative Inquiry by… refocusing on persistent issues of underachievement… investing in continued knowledge-building and establishing coherence of instructional practices across curriculum areas, gains in students achievement were realized over time.

Robinson, Hohepa & Lloyd, 2009, p.2
Parameter #14: Shared Responsibility and Accountability

- Learning Walks and Talks
- Learning Fairs
- Precision-in-Practice: Co-Teaching Cycle
- Case Management Approach

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We are striving to find:

1. Consistency of best practice
2. Places where teachers can go to see our 3 high-impact strategies in use

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What it is?

- purposeful
- planned
- 3/5 minutes - agreed colleague
- data collection
- regular
- support for students/teachers
- learning experience for principal
- student voice (5 questions)
- aligning goals - PL - SIP - Feedback

What is it not?

- not judgemental
- one off
- an interruption to the learning
- discussion with teachers
- not note taking
<table>
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<tr>
<td>1. What are you learning? Why?</td>
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<tr>
<td>2. How are you doing?</td>
</tr>
<tr>
<td>3. How do you know?</td>
</tr>
<tr>
<td>4. How can you improve?</td>
</tr>
<tr>
<td>5. Where do you go for help?</td>
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</tbody>
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*Putting Faces on the Data: Lyn Sharratt & Michael Fullan, pg. 75 “Faces”*
Collective Efficacy
Why bother? 1.57 Effect Size – J. Hattie

Parameter 1 is # 1 for a reason

Good leadership must insist on building Efficacy:

- Time to learn together – purposeful listening + accountable talk about classroom practice
- Focus on student data today that informs instruction-tomorrow
- Determine impact and delete the rest
- Move from engagement (1\textsuperscript{st} order) to empowerment (2\textsuperscript{nd} order)

Efficacy is a crucial “along-the-way product” and a “by-product” of collective ownership of learning

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The Power of Efficacy – Know Thy Impact

- When students believe in their ability to learn – they do better.
- When teachers believe that their students can learn, they teach better and students learn better.
- When principals believe in their students and staff, everyone benefits.
- When Senior Leaders believe….

Pauline Beder, Ontario Ministry of Education, 2017
The ability to be:

• Confident
• Consistent, Persistent, Insistent
• Evaluators of what’s making a difference to all FACES
• Guided by the belief that ALL leaders, teachers, students can and will achieve
Leadership is...
building the collective efficacy
towards a vision shared by all.
What is the Next Level of Work in DET-VIC?

- Purposeful Professional Learning Communities: To Put FACES on Data, Take Action, Share Results, Refine and Write About It
- Precision in Practice: “Our Work Resides in Every Classroom”
- “Knowledgeable Others” are in Every School with Time to Work Alongside Others in PLCs
- Measure IMPACT and cull practises that are not making a difference
- Accomplish Interdependence: “We ALL Own ALL the FACES”

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LEADERSHIP RESEARCH DIMENSIONS

- **ADAPT-ABILITY**
- **KNOWLEDGE-ABILITY**
- **COLLABOR-ABILITY**
- **MOBILIZE-ABILITY**
- **IMAGINE-ABILITY**
- **SUSTAIN-ABILITY**

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Hope is not a strategy! Collective Efficacy occurs when we put FACES on our data and take action to know our impact on every learner.
Every successful person begins with two beliefs: The Future can be better than The Present, and, I have The Power to make it so.
Thank you for being ‘in my class’ today

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#FACESLyn

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