



LESSONS FROM DISRUPTION

Silvana Richardson

Bell Educational Services







LOCKDOWN



~~im~~

possible



THREAT TO HEALTH AND WELL-BEING





**THREAT
TO HEALTH
AND
WELL-BEING**





UNCERTAINTY ABOUT THE FUTURE

Will I and my loved ones be OK?

How long will it last?

Will I keep my job?

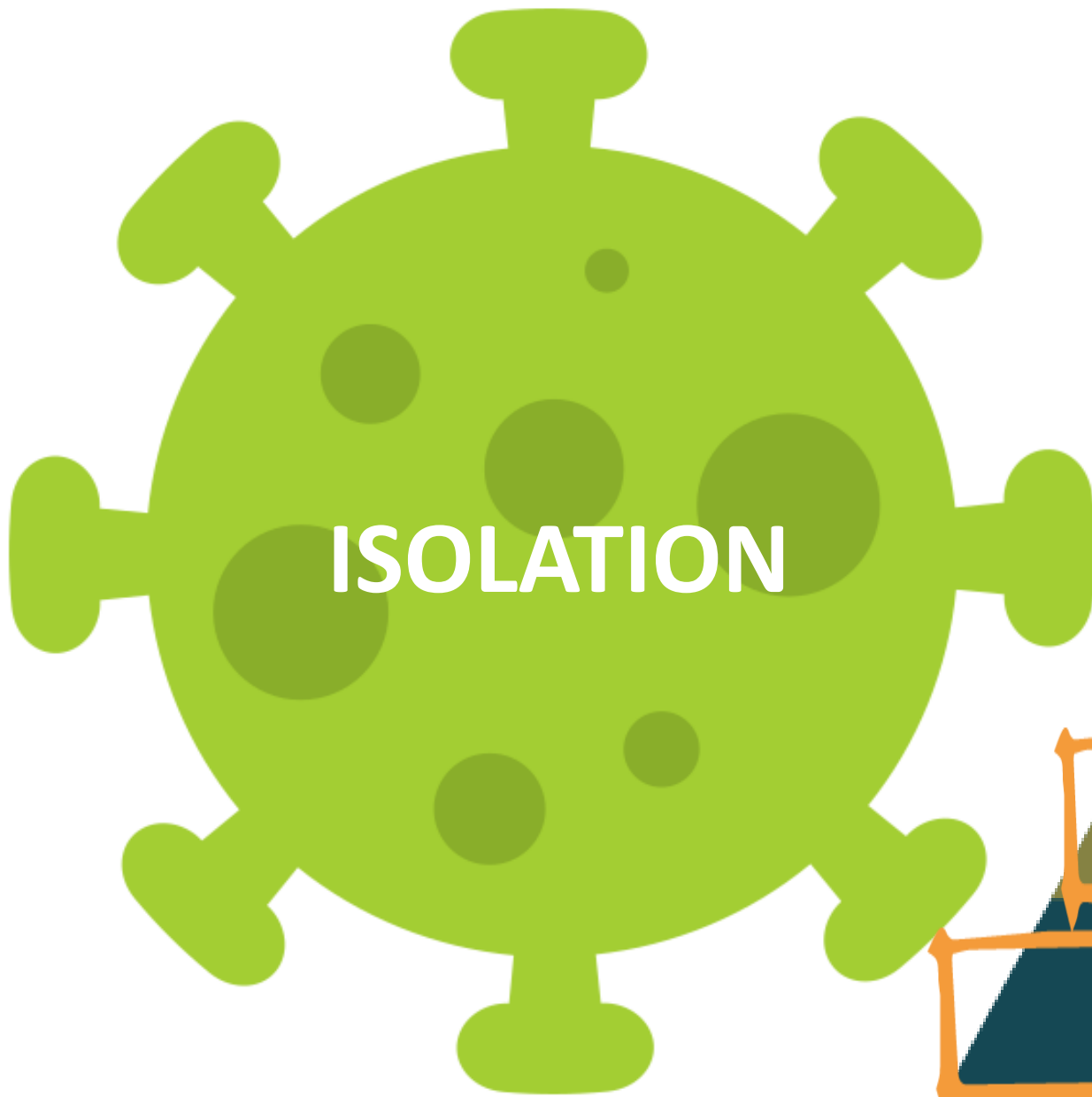
Will my school survive?

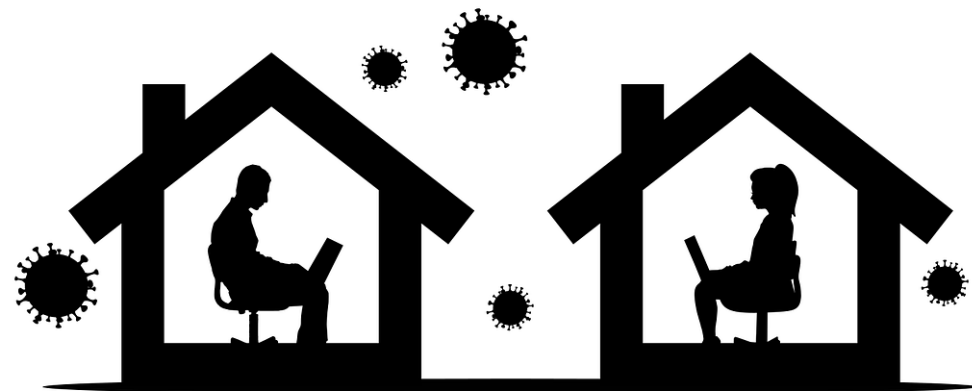




ISOLATION









**EXCESSIVE
COGNITIVE
LOAD**

THIS IS ALL TOO MUCH!





**EXCESSIVE
COGNITIVE
LOAD**

HEEEEEEEELLPPPP!!

**Physical
Distancing**

2m

lesson
1

**HYBRID
WHAT??**

A stylized green virus icon with a circular body, several protruding spikes, and internal dark green spots of varying sizes.

**THREAT
TO HEALTH
AND
WELL-BEING**

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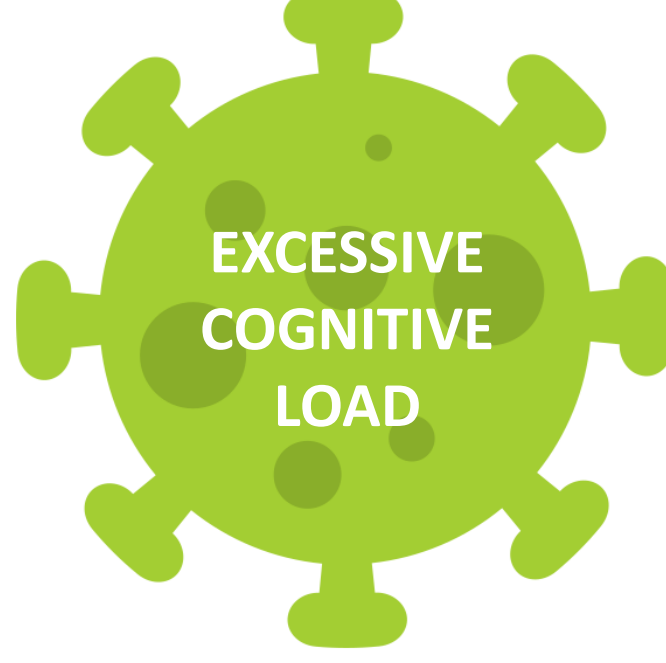
**SWITCH-
TASKING**

A stylized green virus icon with a circular body, several protruding spikes, and internal dark green spots of varying sizes.

ISOLATION

A stylized green virus icon with a circular body, several protruding spikes, and internal dark green spots of varying sizes.

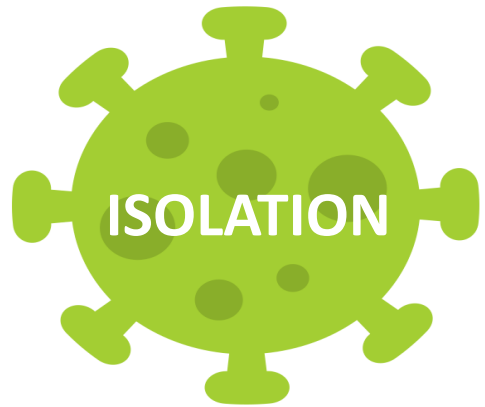
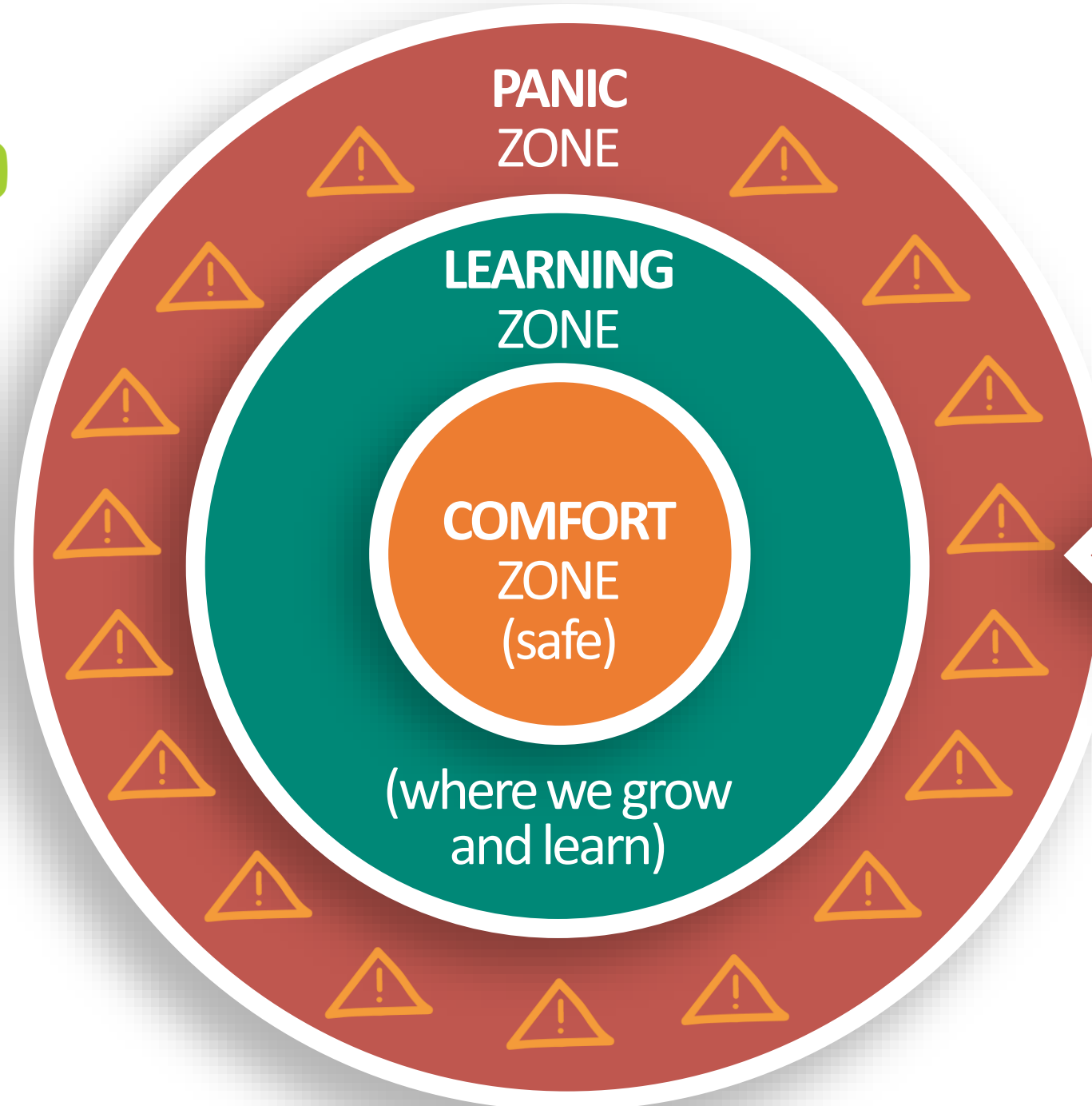
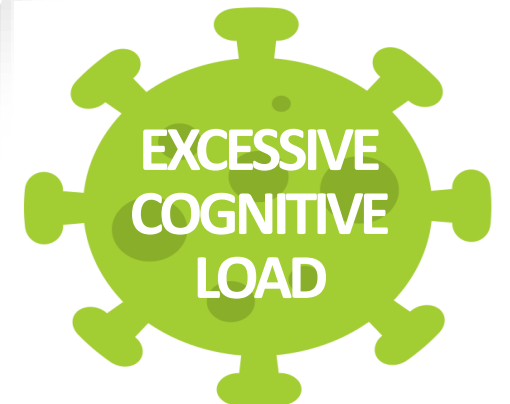
**UNCERTAINTY
ABOUT
THE FUTURE**

A stylized green virus icon with a circular body, several protruding spikes, and internal dark green spots of varying sizes.

**EXCESSIVE
COGNITIVE
LOAD**



LEARNING
BECOMES
VERY DIFFICULT

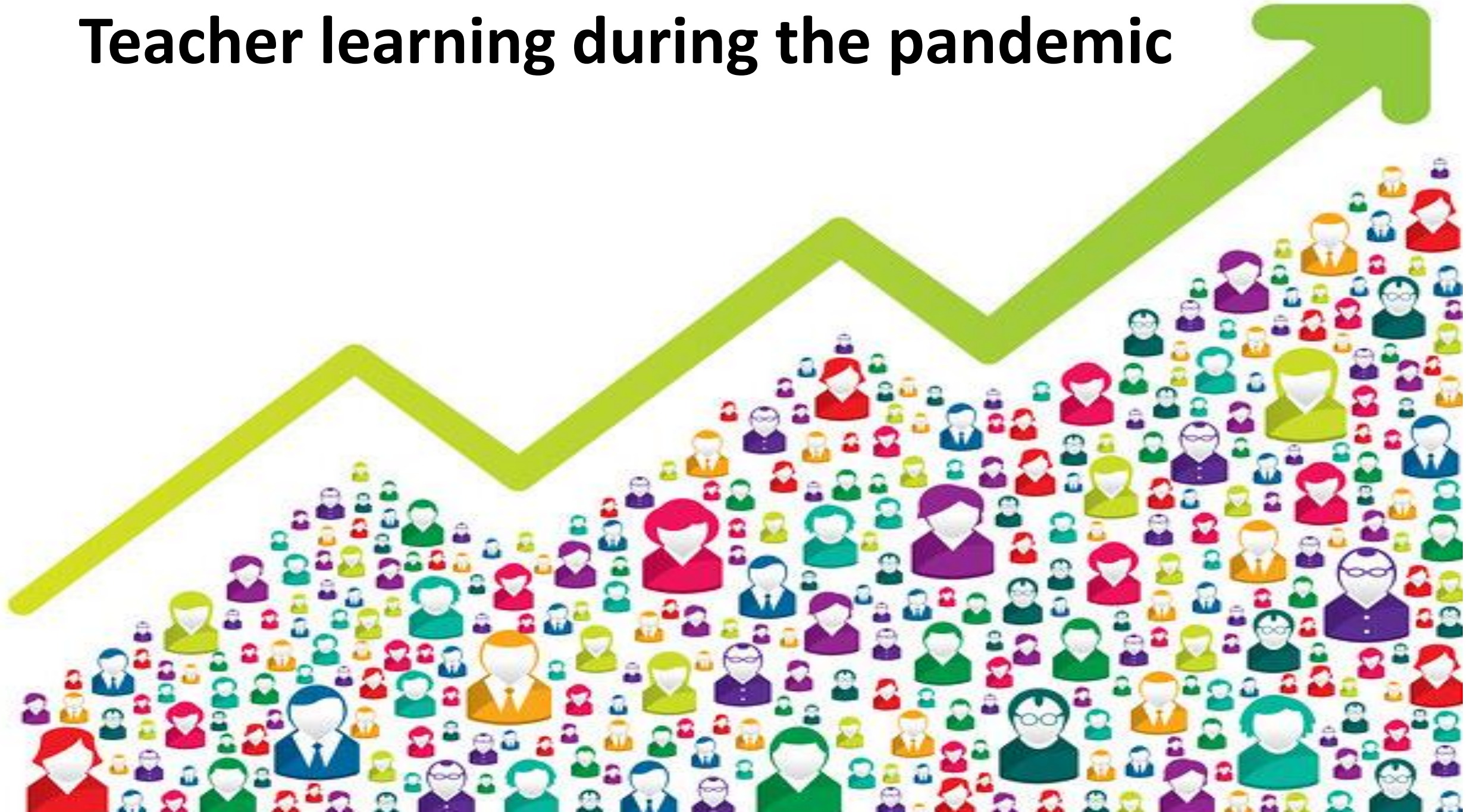




~~im~~

possible

Teacher learning during the pandemic



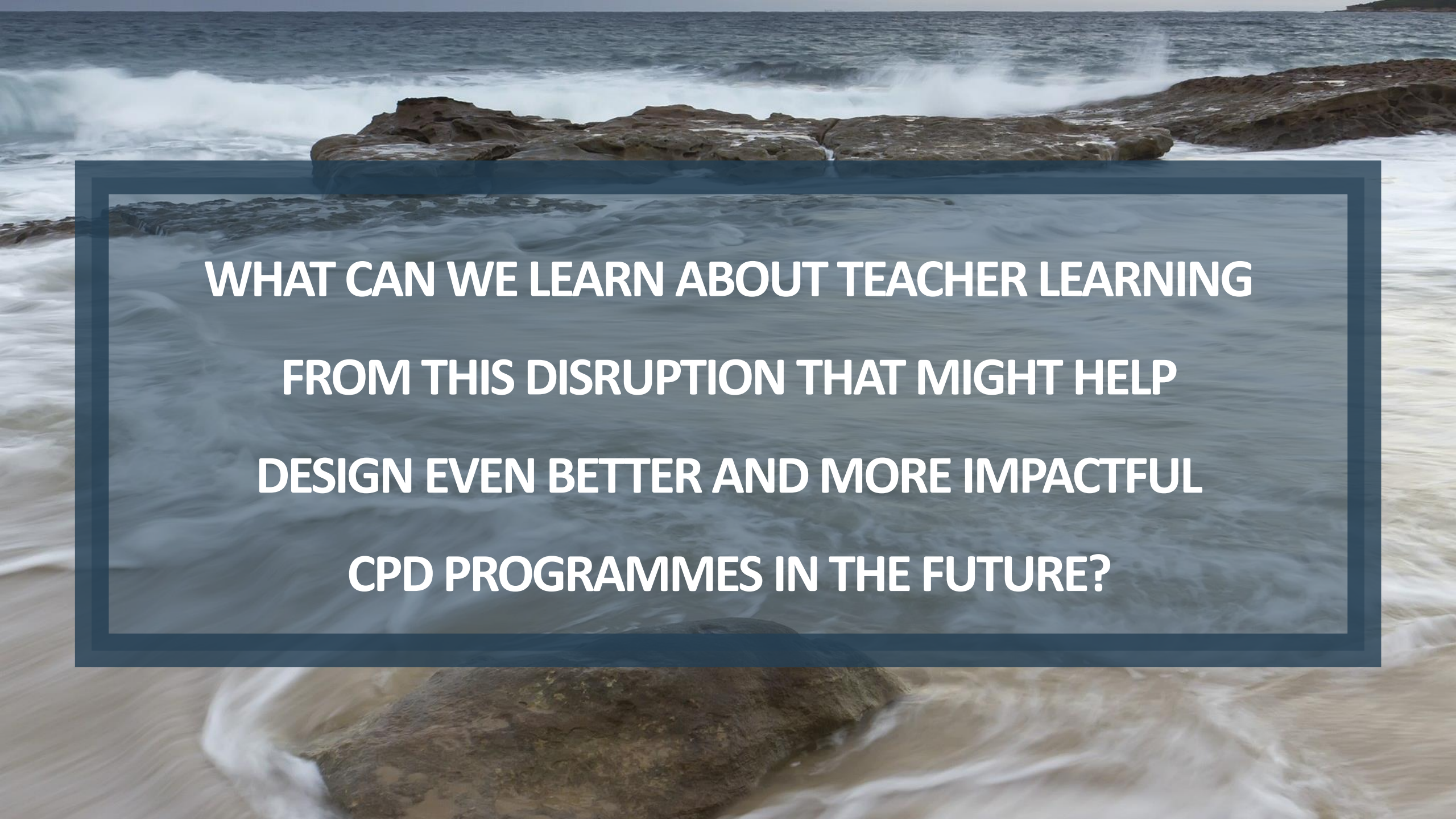


A PERFECT STORM

Sustained motivation, determination and commitment
to develop the necessary pedagogic and digital skills
to cope with the most significant global disruption
to education in living memory



**HOW DID THIS 'PERFECT STORM' THAT HAPPENED
IN THE MOST ADVERSE CIRCUMSTANCES
CREATE SUCH OPTIMAL CONDITIONS
FOR TEACHER LEARNING?**



**WHAT CAN WE LEARN ABOUT TEACHER LEARNING
FROM THIS DISRUPTION THAT MIGHT HELP
DESIGN EVEN BETTER AND MORE IMPACTFUL
CPD PROGRAMMES IN THE FUTURE?**

Understanding the perfect storm



Answer the question below in the chat box

What do you think were the ‘ingredients’ that led to optimal conditions for teacher learning over the last 15 months?

e.g. *Needs must!*

Session content



1. 'INGREDIENTS' FOR OPTIMAL
TEACHER LEARNING

2. THEIR PRESENCE OR OTHERWISE
IN CPD IN 'NORMAL TIMES'

3. INTEGRATING KEY INSIGHTS
INTO POST-PANDEMIC CPD

Session content



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The key 'ingredients'

1. The need to learn was obvious
2. What was learnt was relevant
3. A sense of urgency to apply learning
4. No 'us' and 'them'
5. One-step 'aheadness'
6. Just-in^{the nick of}time learning

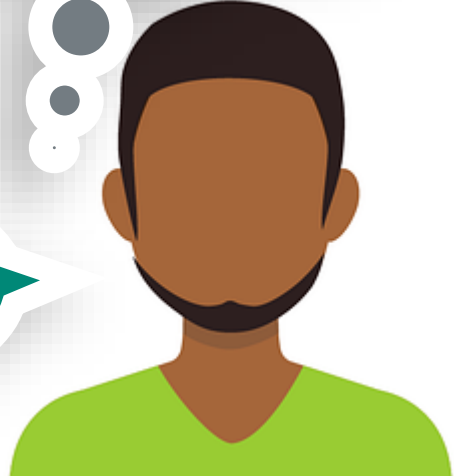


1. The need to learn was obvious



We'll have to close the school and start teaching online.


So, we're gonna have a few workshops to learn how to teach using Zoom.



WHAT??? OMG!
I'd better get to grips with online teaching!


Sure.
I'll be there!

2. What was learnt was relevant



We'll re-open the school soon, but with new safety measures, like social distancing.

So, we're gonna have some training on socially-distanced teaching.



Gosh! How am I going to set up group work???
Monitor???
I have no idea!!!

Phew!!!

Count me in!

3. A sense of urgency

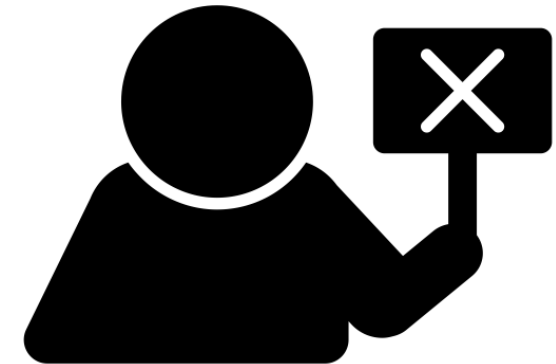
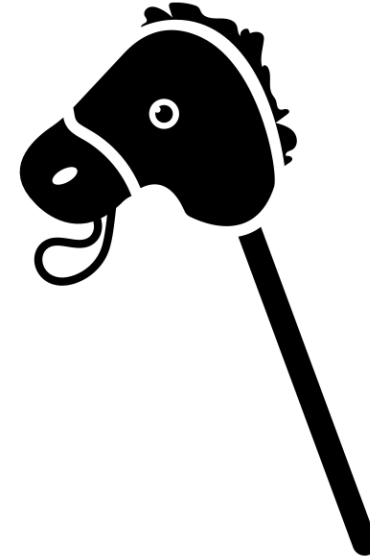
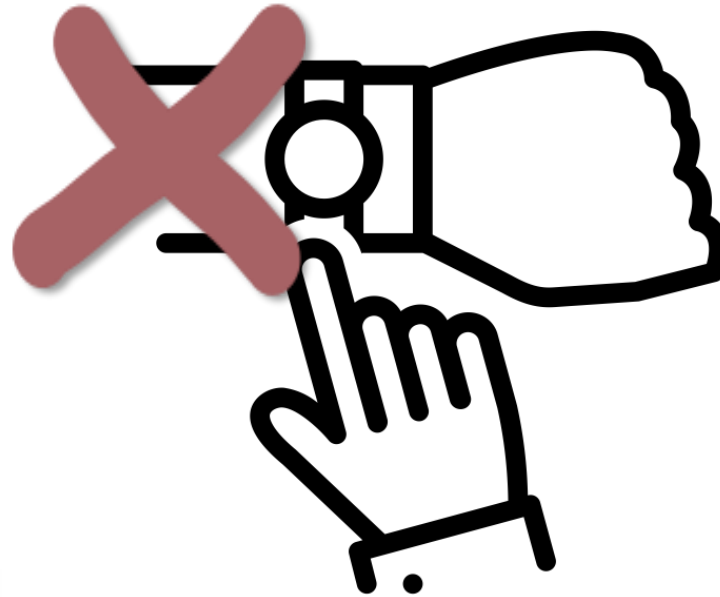
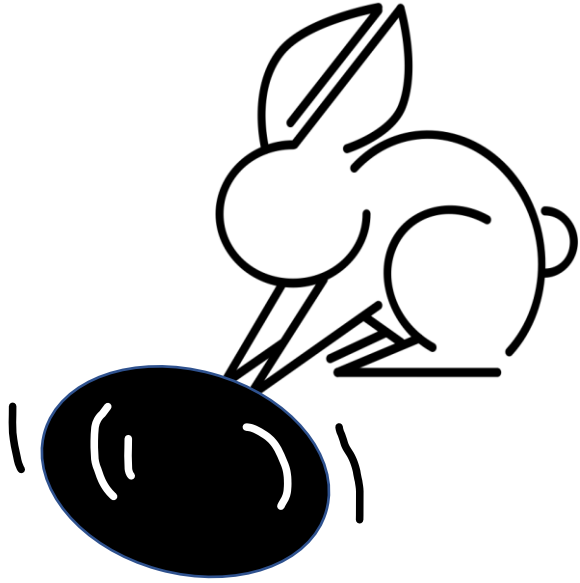
We'll close
the school
next week and
we'll start teaching
online.



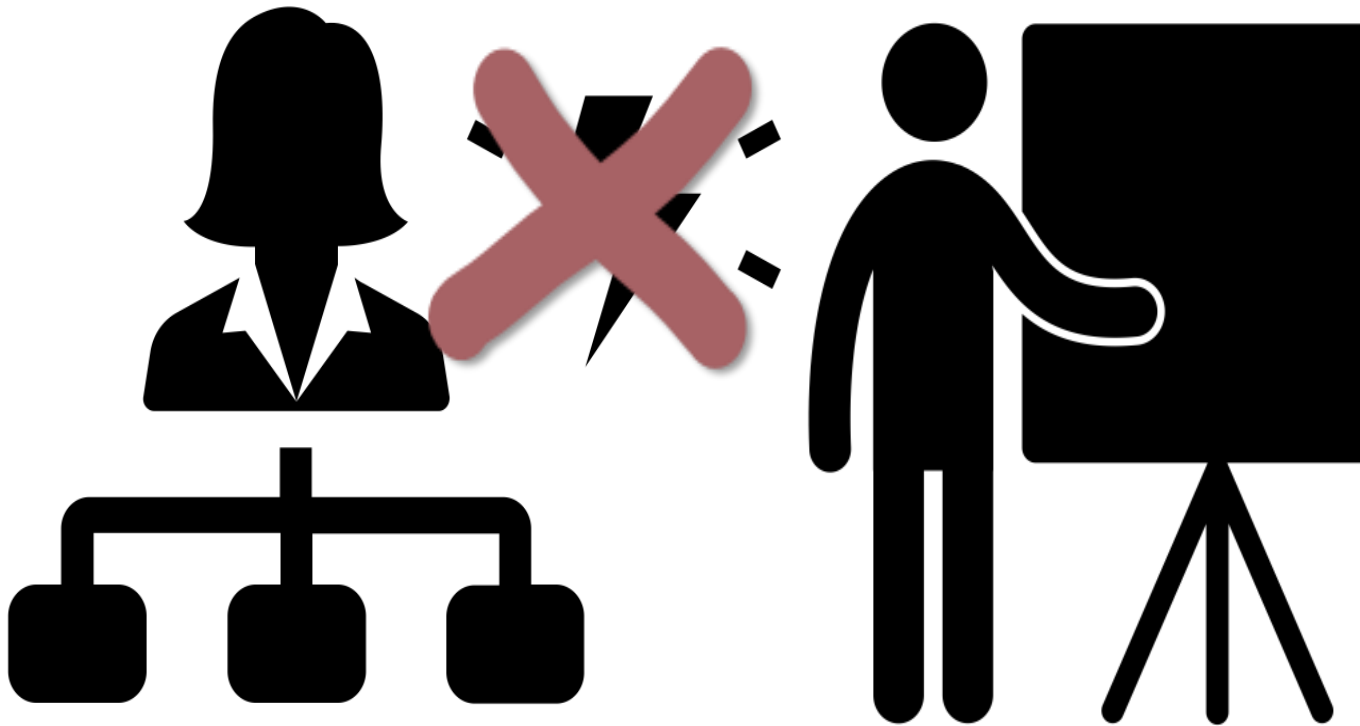
OMG!
Must conquer
this **ASAP!**



3. A sense of urgency

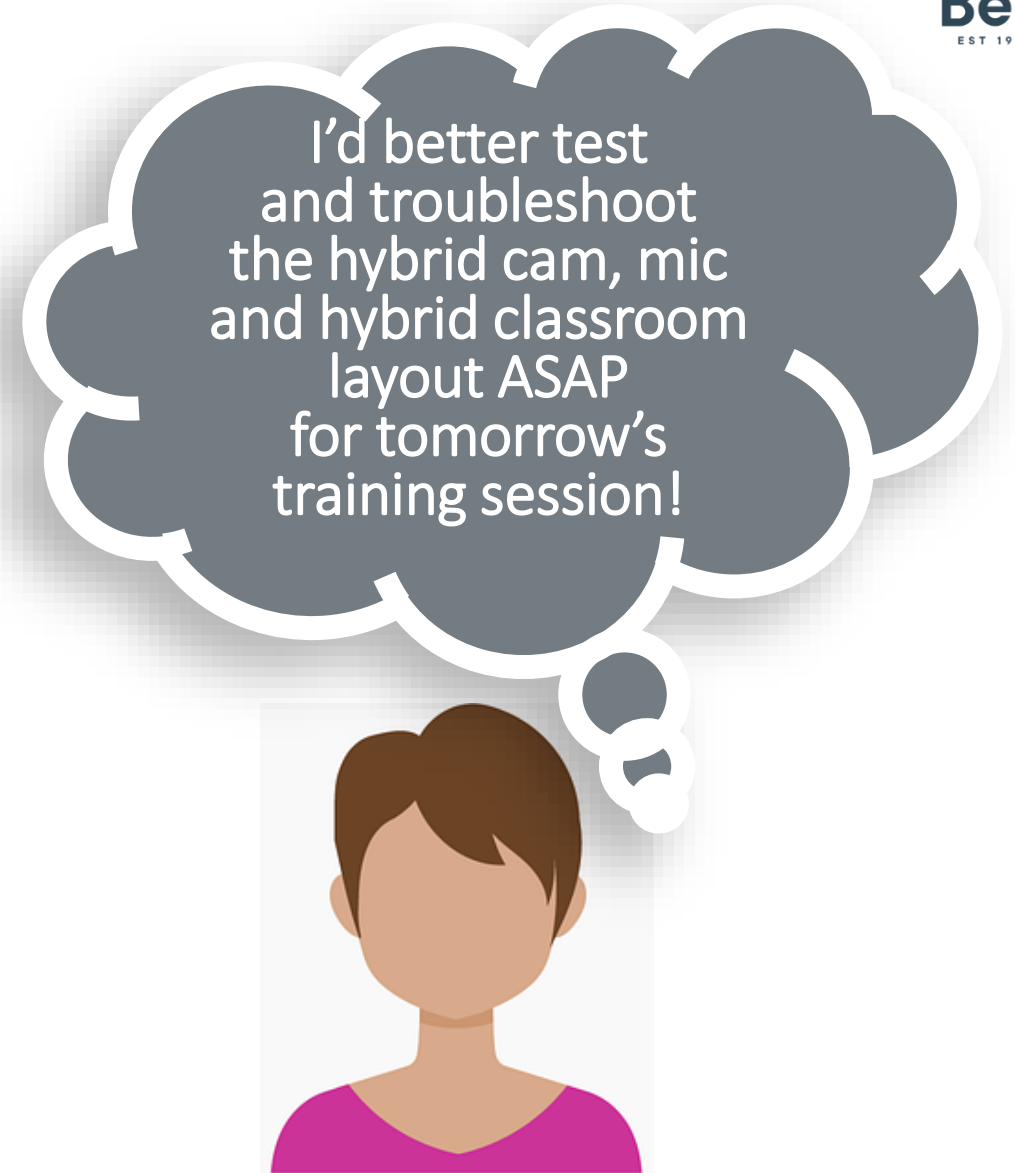


4. No 'us' and 'them'



WE'RE
ALL
IN THIS
Together

5. One-step 'aheadness'



5. One-step 'aheadness'

ARGGHH!
Really?!?!?
Why isn't it
working?!?!?




She seems
to be
struggling
a little...

Sorry, guys.
It seems to have
stopped working.
Bear with me
a sec.

Let me give
you a hand.

6. Just-in-time learning



Hybrid teaching
is such a complex beast...
I need to ensure I don't overwhelm
the teachers with too much information
all at once.

I'd better
break it all in small, manageable
chunks, and then get them
to apply each bit.

The key ingredients of optimal teacher learning during the pandemic



Which of the six ‘ingredients’ we have just explored ring true for your own context? Type the corresponding numbers in the chat box. If all resonate, write ‘all.’

1. The need to learn was obvious
2. What was learnt was relevant
3. A sense of urgency to apply learning
4. No ‘us’ and ‘them’
5. One-step ‘aheadness’
6. Just-in-time learning

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3. INTEGRATING KEY INSIGHTS
INTO POST-PANDEMIC CPD

1. Is the need to learn obvious?

1. The need to learn was obvious

We'll have to close the school and start teaching online.

So, we're gonna have a few workshops to learn how to teach using Zoom.

WHAT??? OMG! I'd better get to grips with online teaching!

Sure. I'll be there!

Is the need to learn equally obvious in CPD in 'normal times'?

Even when it *is* obvious for managers and teacher educators, *is* it equally clear to teachers that what the CPD programme presents is actually worth learning?

Do we bother to make the case for learning something when the CPD programme is organisation-driven?

1. The need to learn is ^{not always} obvious

1. The need to learn was obvious

We'll have to close the school and start teaching online.

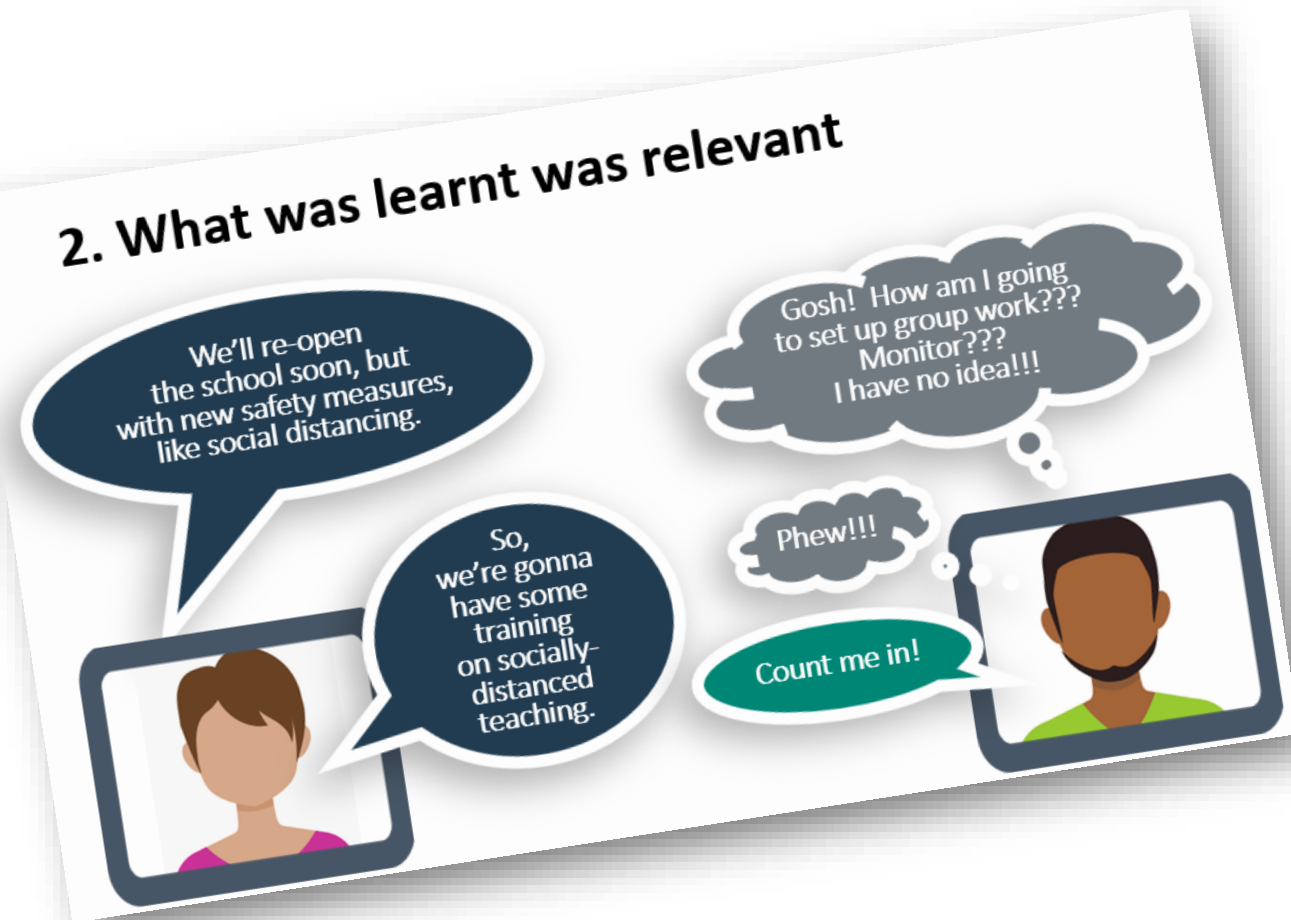
So, we're gonna have a few workshops to learn how to teach using Zoom.

WHAT??? OMG!
I'd better get to grips with online teaching!

Sure.
I'll be there!

WE COULD BE (EVEN MORE) EXPLICIT
AND CLEAR(ER) ABOUT WHY WE ALL
NEED TO LEARN SOMETHING, AND
ABOUT THE IMPACT OF LEARNING IT

2. Is what is taught relevant?



Is what is taught in my organisation's CPD programme in 'normal times' **directly** relevant to **all** our teachers?



2. Is what is taught relevant?

2. What was learnt was relevant

We'll re-open the school soon, but with new safety measures, like social distancing.

So, we're gonna have some training on socially-distanced teaching.

Gosh! How am I going to set up group work??? Monitor??? I have no idea!!!

Phew!!!

Count me in!

TEACHERS BUY INTO CPD
WHEN ITS RELEVANCE TO THEIR WORK
AND THEIR STUDENTS' LEARNING
IS EVIDENT

3. A sense of urgency



How do we take advantage of and manage time in CPD in 'normal times'?

Not always

3. A sense of urgency during CPD



CPD TIME WASTERS

1. INEFFECTIVE MANAGEMENT

2. INEFFECTIVE APPROACHES

SIGH!
I've got soooo much to do,
and I'm sitting here
wasting time, learning
nothing useful.

Disconnected
one-off sessions

Death by
'Here's another one'



3. A sense of urgency to apply learning?

THE PROBLEM OF ENACTMENT

How a professional development program helps teachers translate new ideas into their own systems of practice is important because PD programs typically meet with teachers **outside** of their classrooms to **talk** about teaching, yet they **expect** their **words to alter** teachers' **behaviors** **inside** the classroom.

PD programs are at risk of the problem of enactment - teachers learning and **espousing one idea**, yet continuing to **enact a different idea**, out of habit, **without** even **noticing** the contradiction.



Kennedy (2016)

3. A sense of urgency to apply learning?

Are teachers given the time, guidance and support they need to enact what they learn?

Are expectations about teachers enacting what they learn communicated?

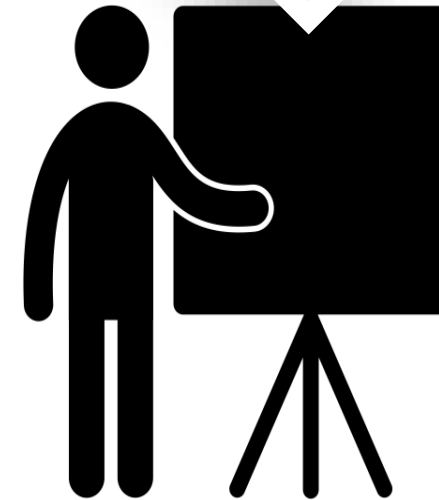
Is teachers' transferability to practice monitored to inform further CPD?

4. No us and them?

4. No 'us' and 'them'



TOP-DOWN CPD
'done at' teachers
Management agenda
Little teacher say

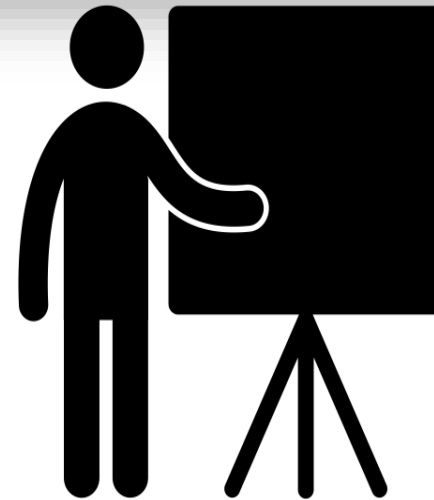


4. No us and them?

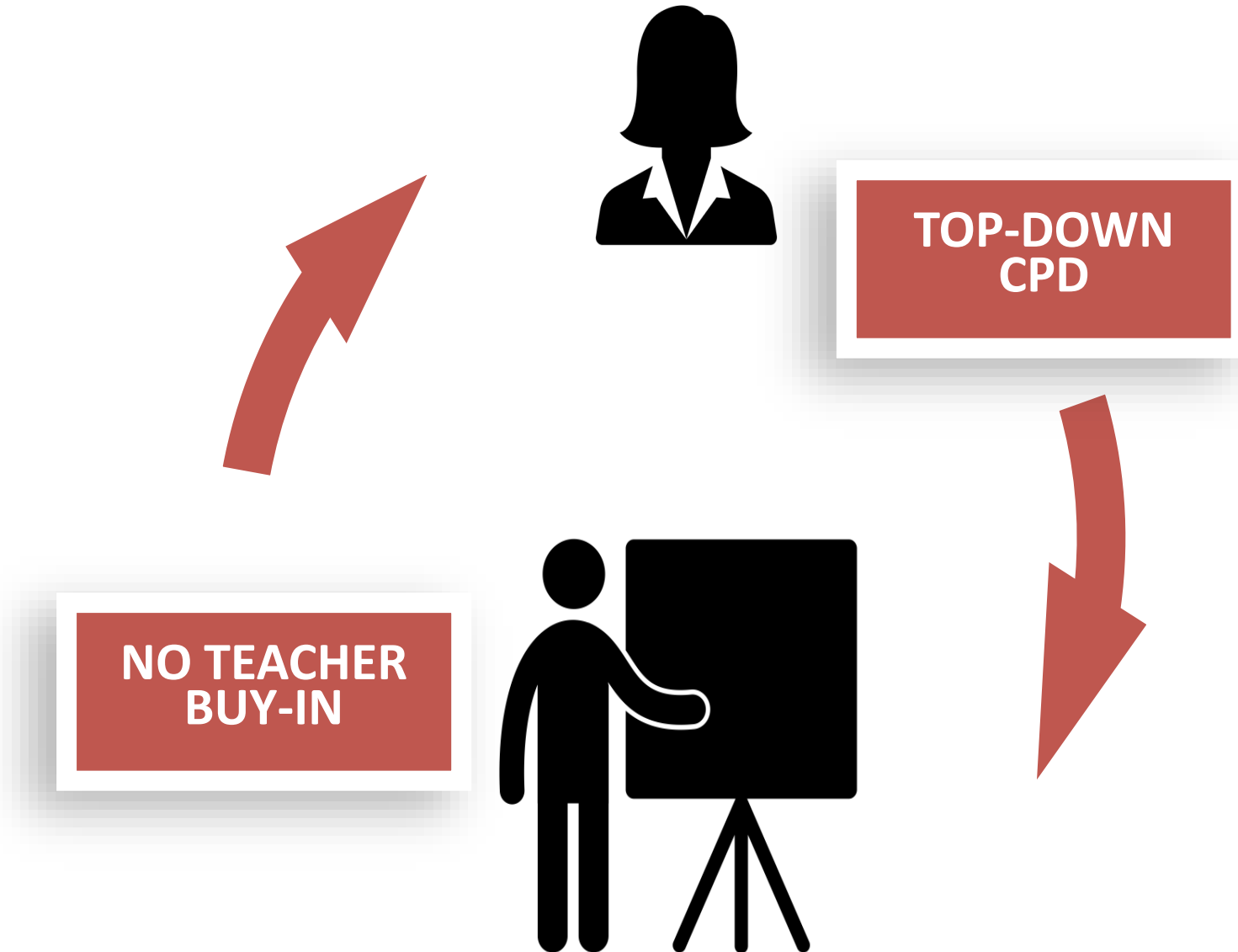
4. No 'us' and 'them'



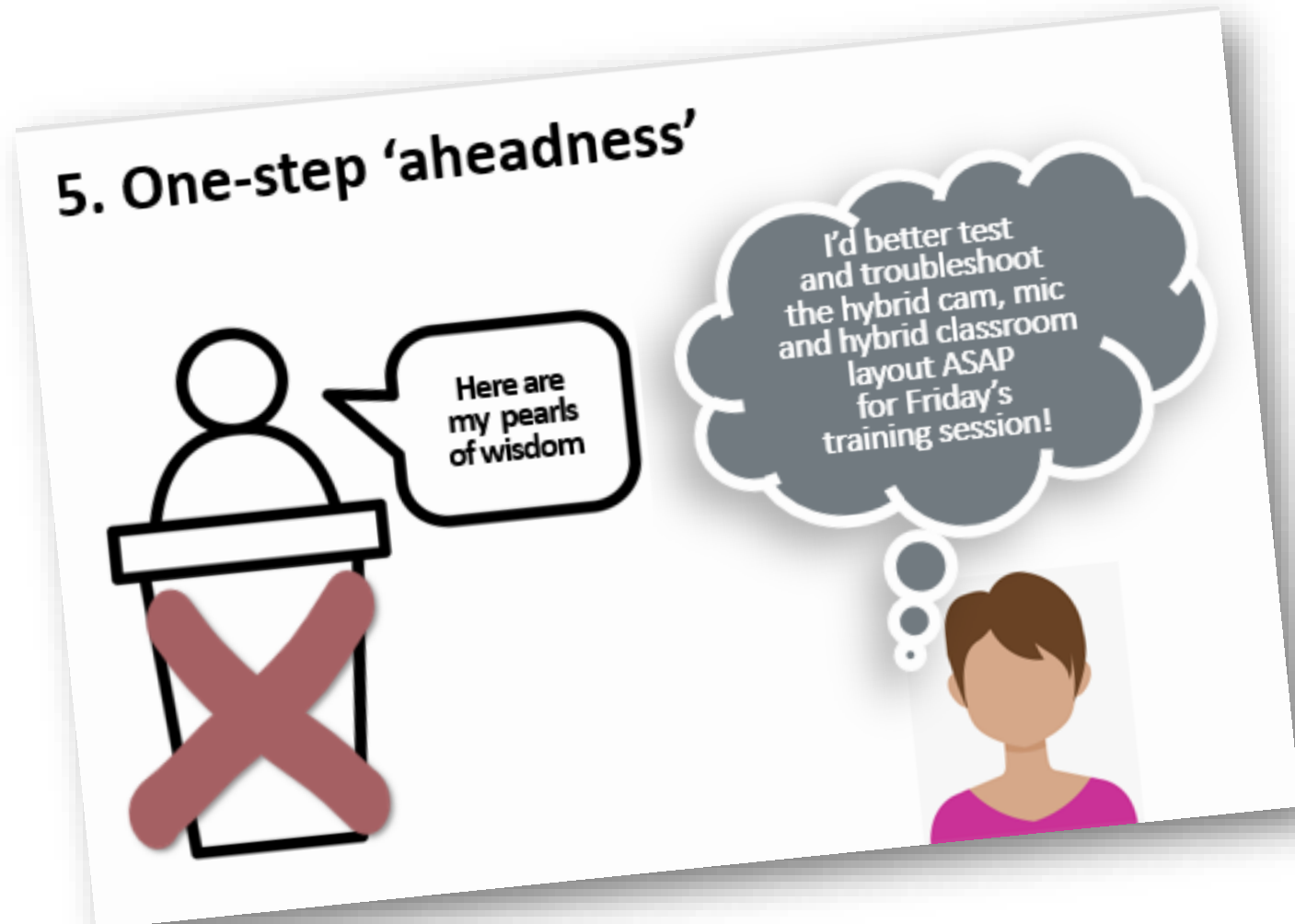
NO TEACHER BUY-IN
Reluctance to take part,
resistance, cynicism,
unwillingness to enact learning



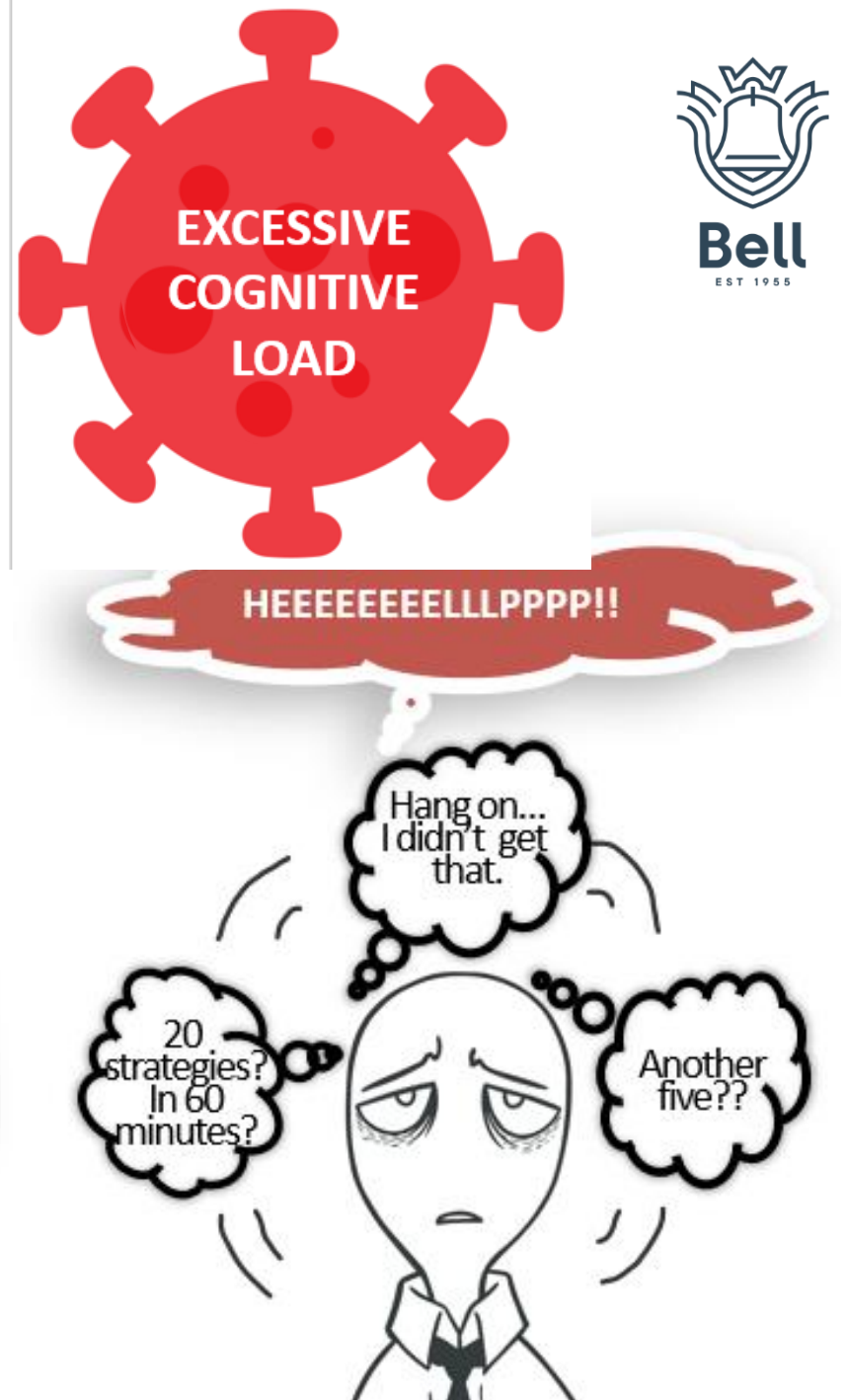
A vicious circle



5. One-step aheadness



6. Just-in-time learning?



Not enough

6. Just-in-time learning



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Lessons from disruption

1. Make the need to learn (even more) explicit
2. Ensure the CPD programme is relevant
3. Create a sense of urgency to apply learning
4. Decide, learn and evaluate together
5. Increase just-in-time learning



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Lesson 1: Make the need to learn explicit



THE NEED TO KNOW

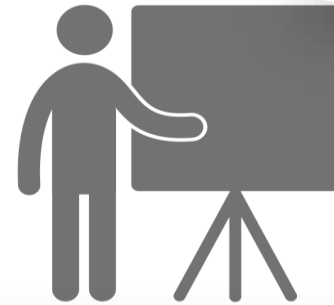
Adults need to know **why** they need to learn something before undertaking to learn it. **The first task of the facilitator of learning is to help the learners become aware of the need to know.**

At the very least, facilitators can **make an intellectual case for the value of the learning in improving the effectiveness of the learners' performance.**



Knowles (1973)

Making the need to learn explicit: **LEARNING INTENTIONS**



What are we
learning today?

What we want our learners to learn in terms of skills,
knowledge, attitudes and values.

Making the need to learn explicit: **LEARNING INTENTIONS**



Learning intentions **EXAMPLE**

WHAT

Today we're going to learn...

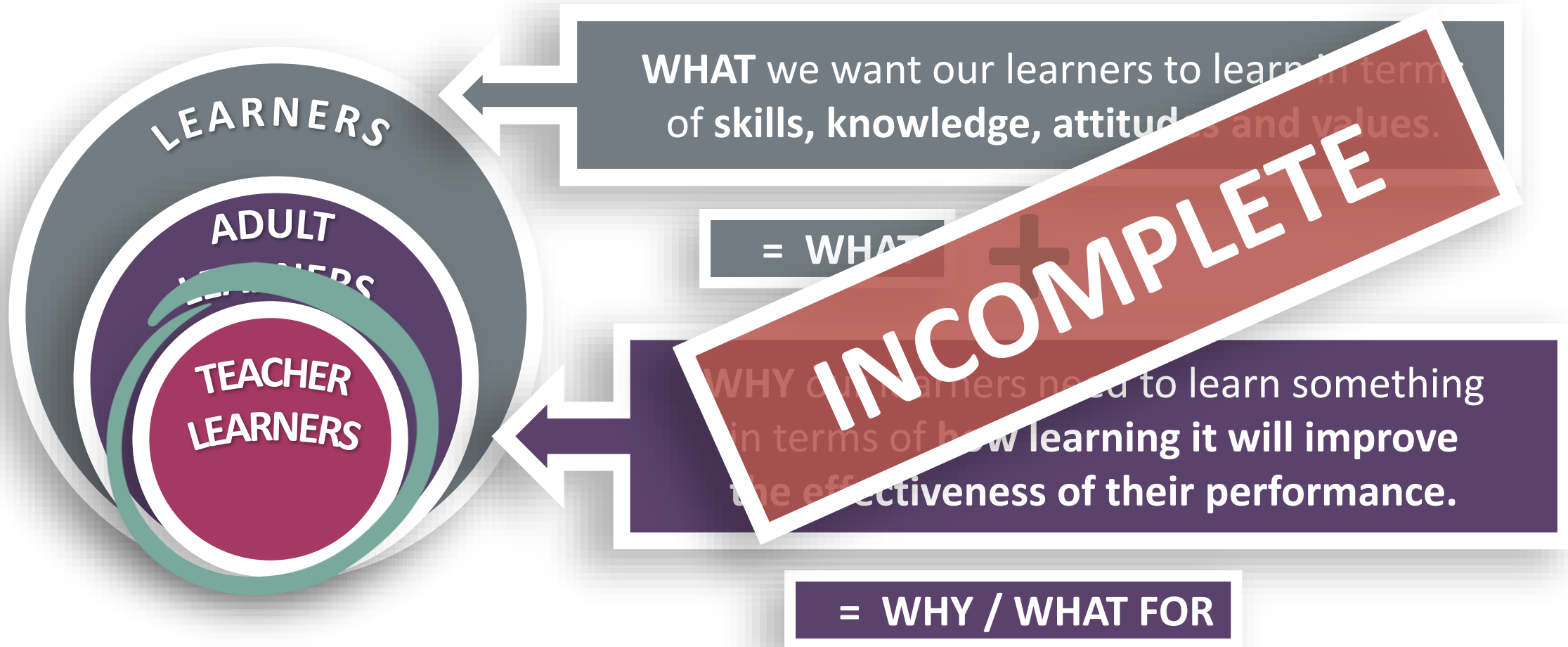
1. about the Annotate function of Zoom
2. how you and your students can annotate on the Zoom whiteboard
3. what you and your students can use annotations for

WHY / WHAT FOR

This will enable you to...

1. record emergent language during online and hybrid lessons
2. see the result of groupwork during breakout groups
3. manage whole-class feedback effectively by drawing on what your students have produced

Making the need to learn explicit: **LEARNING INTENTIONS**



What teachers learn for

TO CREATE BETTER LEARNING FOR THEIR STUDENTS

**LEARNING
INTENTIONS**

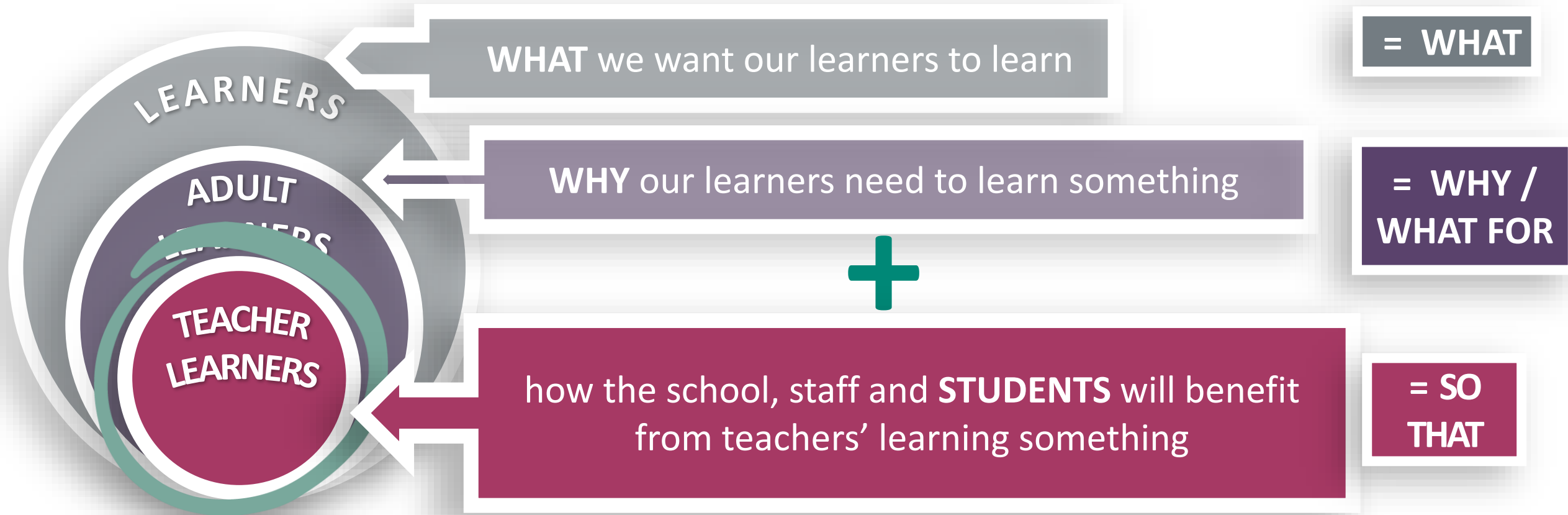
What we want
TEACHERS to learn

Fascinating stuff, but ...

How will
my learning this
benefit
my students?



Making the need to learn explicit: LEARNING INTENTIONS + **IMPACT STATEMENTS**



Making the need to learn explicit: MAKING IMPACT STATEMENTS



A FRAME FOR SHARING IMPACT STATEMENTS

How will
our **STUDENTS**
benefit
from our teachers
learning this?

In this ...

(workshop, webinar, course, etc)

we/you will...

Say what teachers will learn or gain
(i.e. **THE LEARNING INTENTIONS**)

SO THAT...

State the reason(s) for learning it in terms
of **benefits** for them **AND THEIR STUDENTS**

Learning intentions + **impact statements**

EXAMPLE



WHAT

Today we're going to learn...

1. about the Annotate function of Zoom
2. how you and your students can annotate on the Zoom whiteboard
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WHY / WHAT FOR

This will enable you to...

1. record emergent language during online and hybrid lessons
2. see the result of groupwork during breakout groups
3. manage whole-class feedback effectively by drawing on what your students have produced

SO THAT

your students can...

1. see and have an accurate record of the spelling, stress patterns, etc of emergent language
2. summarise their discussions in breakout groups and share them with the rest of the class
3. show (dis)agreement, opinions about other students' work

Lessons from disruption

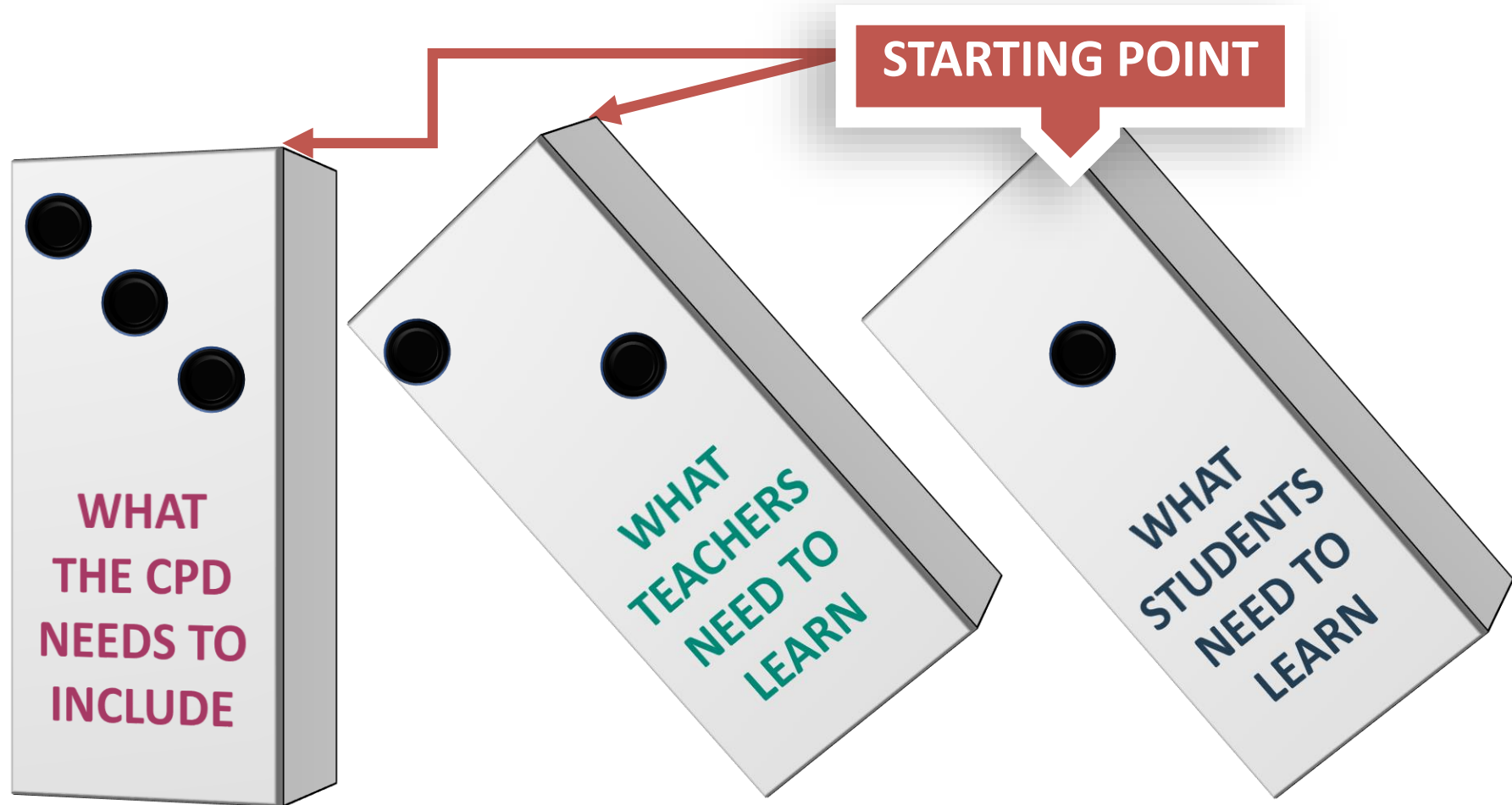
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Lesson 2: Making CPD relevant

1. Link teacher learning **with** student learning
2. **Differentiate** teacher learning

Making CPD relevant: **LINK TEACHER WITH STUDENT LEARNING**



Making CPD relevant: **DIFFERENTIATE TEACHER LEARNING**

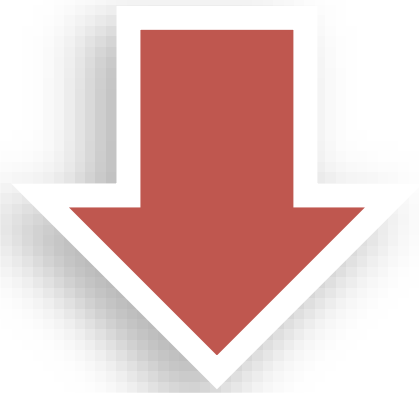


NOT all the teachers
have the same prior knowledge,
experience and depth of expertise
so it is important to adapt
teacher learning to make it
appropriate to all

Making CPD relevant: **DIFFERENTIATE TEACHER LEARNING**



DIFFERENT CHOICES OF TOPICS AND ACTIVITIES



LESS



MORE



SELF-STUDY MATERIAL

DEMONSTRATIONS / VIDEOED MODELS

WORKED EXAMPLES

ANALYSIS AND REFLECTION TASKS

EXPERIMENTATION AND EVALUATION TASKS

GUIDANCE

AUTONOMY

Lessons from disruption

1. Make the need to learn (even more) explicit
2. Ensure CPD programme is relevant
- 3. Create a sense of urgency to apply learning**
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Lesson 3: Creating urgency to apply learning



1. Set high expectations of transferability to practice
2. Monitor transferability to inform future CPD
3. Design CPD that ensures transferability to practice

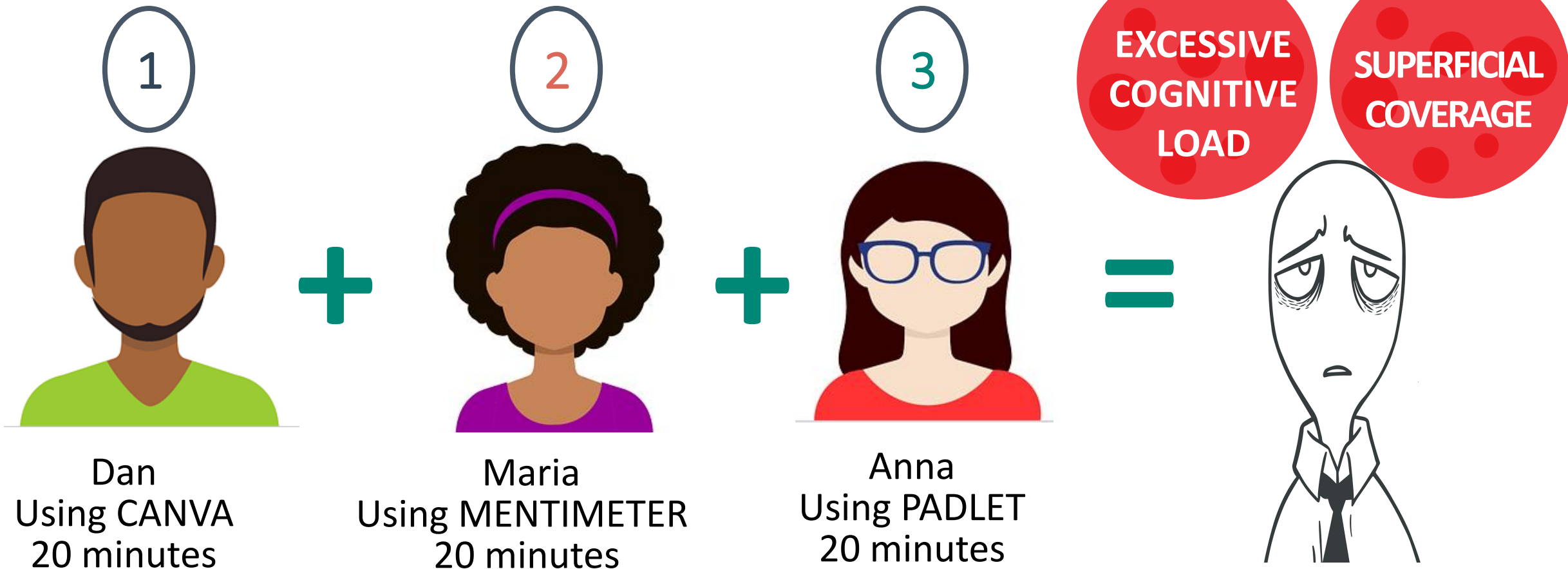


Creating urgency to apply learning

Ensure transferability by design



FORMAT 1 – Share 'good practice'



Creating urgency to apply learning

Ensure transferability by design



FORMAT 2 – ‘From Input to impact’

1

INPUT

WHY LEARN...?

WHAT IS...?

HOW DOES ...WORK?

(STUDENT AND

TEACHER

EXPERIENCE)

2

PLANNING TO USE ...

TO TEACH ...

JOINT PLANNING

PEER FEEDBACK

3

IMPLEMENTING...

TO TEACH ...

EXPERIMENTATION

ONGOING EVALUATION

4

SHARING

EXPERIMENTATION

EXPERIENCES

EVALUATION

Lessons from disruption

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Lesson 4: Decide, learn, evaluate **together**



1. **Consult** teachers about the what and the how
2. Participate in CPD as both leader and **learner**
3. Design **supported** opportunities for **peer teaching and learning**
4. Get **teacher feedback** on the quality and impact of the CPD programme
5. Use **teacher feedback** and data on impact to inform future CPD

Lessons from disruption

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- 5. Increase just-in-time learning**



Lesson 5: Increase just-in-time learning



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Lesson 5: Increase just-in-time learning

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BITE-SIZED CHUNKS OF CONTENT

E

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Lesson 5: Increase just-in-time learning



B

B

BITE-SIZED CHUNKS OF CONTENT

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AT THE **EXACT TIME** THAT TEACHERS NEED IT

A

Lesson 5: Increase just-in-time learning



B

B

BITE-SIZED CHUNKS OF CONTENT

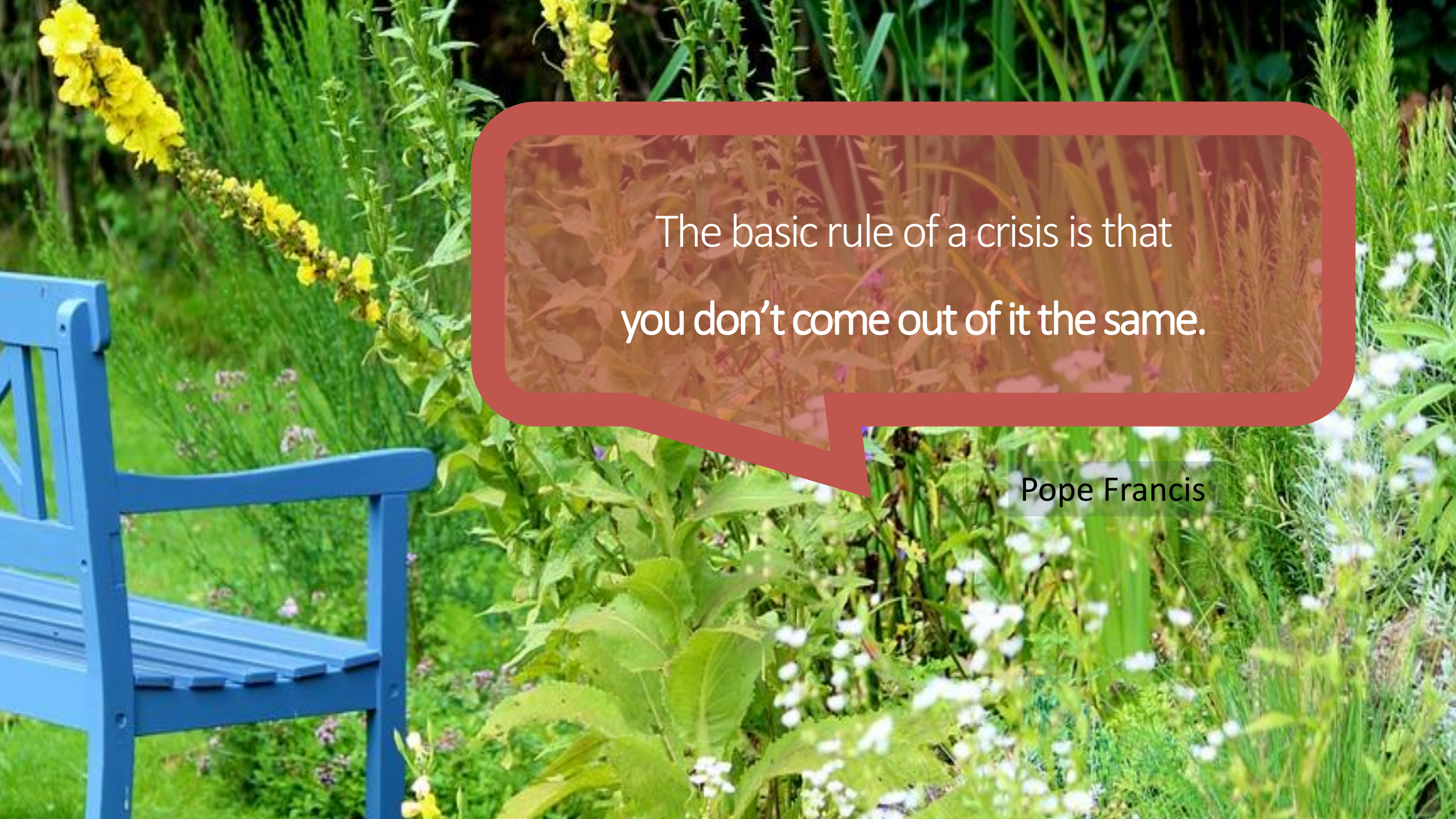
E

AT THE **EXACT TIME** THAT TEACHERS NEED IT

T

A

TO BE **APPLIED** IMMEDIATELY



The basic rule of a crisis is that
you don't come out of it the same.

Pope Francis

It's in your power



Any questions?





Silvana.Richardson@bellenglish.com

TWITTER @laioli; @bellenglish

