



Professional learning & Practitioner enquiry

IMTs draft

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Career-long Professional Learning and Leadership,

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Professional Standards

**Professional values
& personal
commitments**

**The teacher as
learner – Standards
as provocation and
catalyst for learning**

- Frame & support your thinking and practice
- As a way to signpost and plan your learning (Timperley)
- Develop your teacher agency
- Self evaluate & engage in critically reflective dialogue about practice as part of ongoing PRD process
- Challenge and consider your beliefs, values and professional actions
- Interpret educational policies in action (e.g. GIRFEC, HGIOS 4, NIF)
- Reflect on your professional practice

The Standard for Career-Long Professional Learning (2021)

- ❖ Provides an aspirational and developmental framework for teachers. It describes the advanced professional knowledge and pedagogical expertise that registered teachers could develop and maintain as they continue to progress in teaching and the education profession. This Professional Standard supports the professional growth of teachers in Scotland.
- ❖ Central to the Standard for Career-Long Professional Learning **is the core principle of practitioner enquiry**. This involves teachers having an **enquiring disposition** by thinking critically and questioning their own educational beliefs, assumptions, values and practices.

National model of professional learning



Professional learning must focus on the education professional as a learner and how this is related to and impacts upon the learning of children, young people and adults.

Professional learning should be:

- Challenging, and develop thinking, knowledge, skills and understanding
- Underpinned by developing skills of enquiry and criticality
- Interactive, reflective and involve learning with and from others.

Professional learning is informed and supported by professional standards and education policy.

Leadership of and for learning is essential to ensure it is well supported, promoted and sustained.

Exploring your professional learning why

1. I chose to become an IMT because...

2. A leader/colleague that has made a difference to my professional learning is

because.....



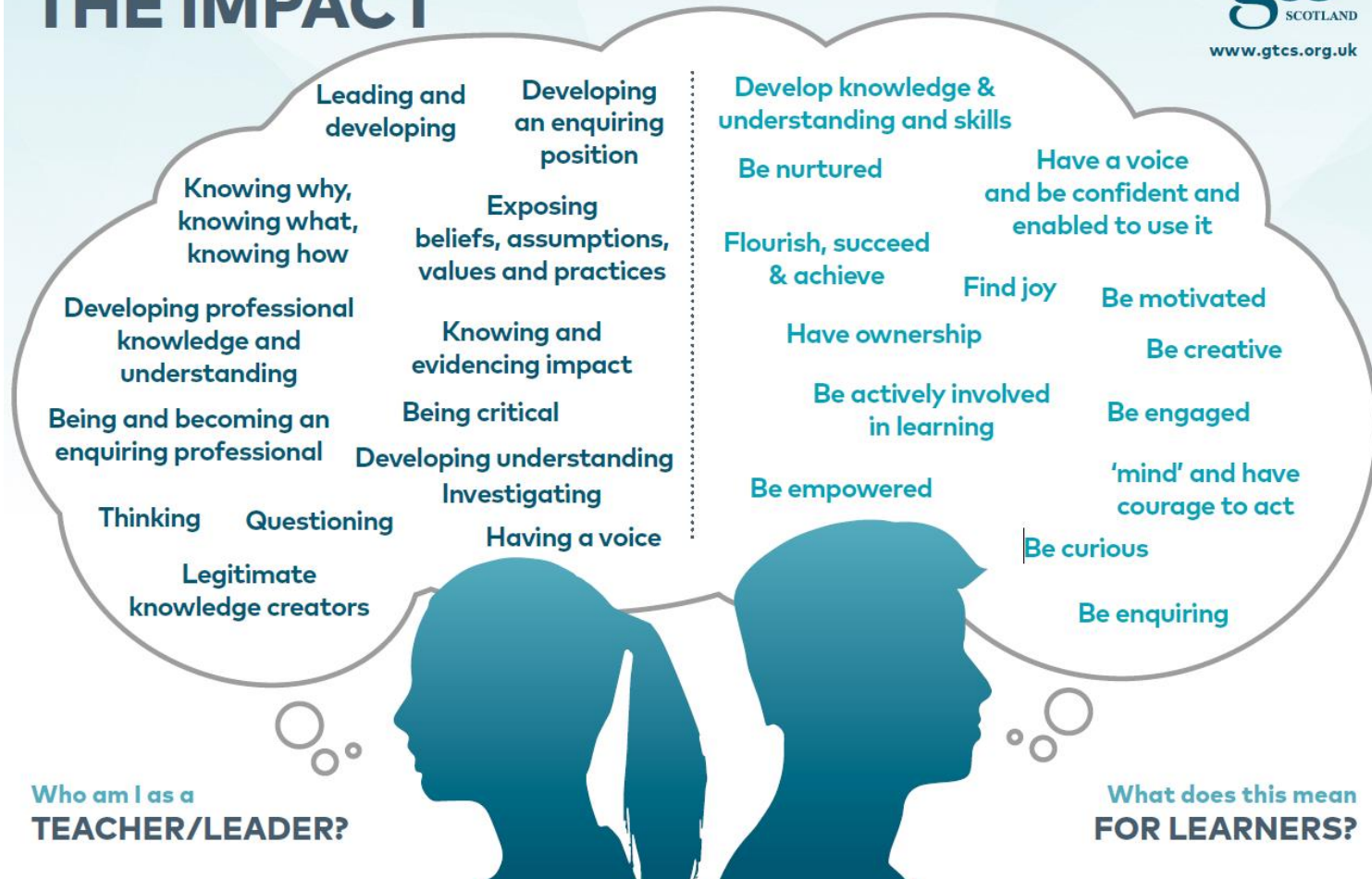
3. Professional learning that has made a difference to me is

because.....

4. I'm focusing my learning on

because.....

Professional Learning THE IMPACT



In order to achieve this we must invest in and value the **professional learning** of our teachers. Professional learning needs to be:

- Sustained & high quality
- Purposeful & focused on outcomes and impact
- Collaborative
- Underpinned by enquiry mindset

Learning by enquiring

- ❖ What does 'learning by enquiring' mean to you?
- ❖ What role has this played in your professional practice so far?



What is enquiry and why do it?

Practitioner enquiry, as defined by Menter et al (2011), is a...
'finding out' or an investigation with a rationale and approach that can be explained or defended. The findings can then be shared so it becomes more than reflection or personal enquiry.

Menter, I. and Hulme, M (2011) Teacher education reform in Scotland: national and global influences. *Journal of Education for Teaching*, 37 (4), 387-397

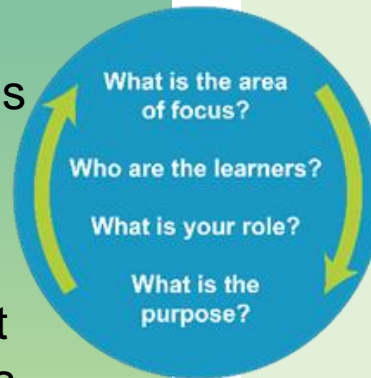
Learning by enquiring

There is an ethical prerogative to taking an enquiry stance, to try to improve outcomes for children, young people and adult learners:

- Asking critical questions about self, and learners within your context
- Reflecting on professional practice, learning and the learning of learners within your context encourages metacognitive knowledge and skills
- Supporting dispositions around risk-taking, being open to change and ready to innovate
- Critically examining a wide range of sources of information to inform knowledge and understanding
- Asking questions about impact, about the progress of learners and their learning
- **Enquiry based professional learning encourages informed decision making and clearer articulation of 'why' we are teaching and learning in the way we are, promoting voice around the 'so what?' and 'what now'?**
- Develops professional agency and voice – educators as leaders of change

Learning by enquiring

- What questions do you have about yourself? your learners? your context?
- What do you already know about this?
- What has influenced and informed your understanding (research, literature, policy, practice)? Why is this important?
- How are you opening conversations and developing thinking and understanding about learning for you and your learners by critically enquiring into practice?
- How you will ascertain and use evidence to understand and make critically informed decisions about the 'so what?' and 'what now?'
- What do you need to do next and why? What changes as a result?

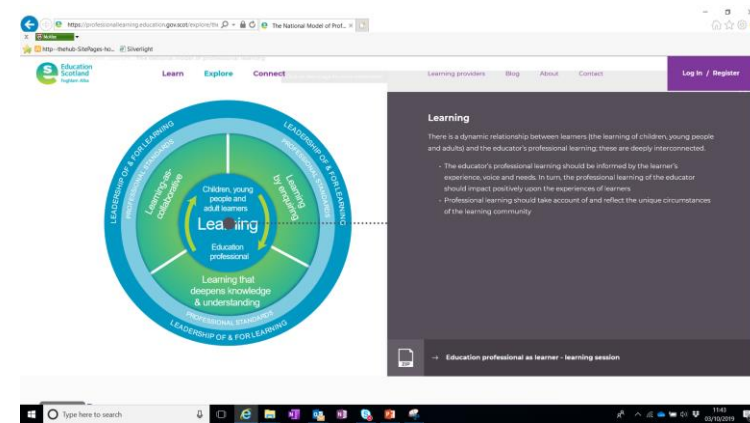


Learning by enquiry reflections: I am focusing my learning on... because...





Materials to help explore the National Model of Professional Learning

<https://professionallearning.education.gov.scot/explore/the-national-model-of-professional-learning/>

Education professional as learning downloads



Name

-  EdScot - Education professional as learner - facilitated learning session
-  EdScot - Education professional as learner - self directed learning session
-  EdScot - Education professional as learning - facilitator slides
-  EdScot - Model of professional learning - detailed poster

What is practitioner enquiry?

Why do it?

How do you do it?

What do you need to know?

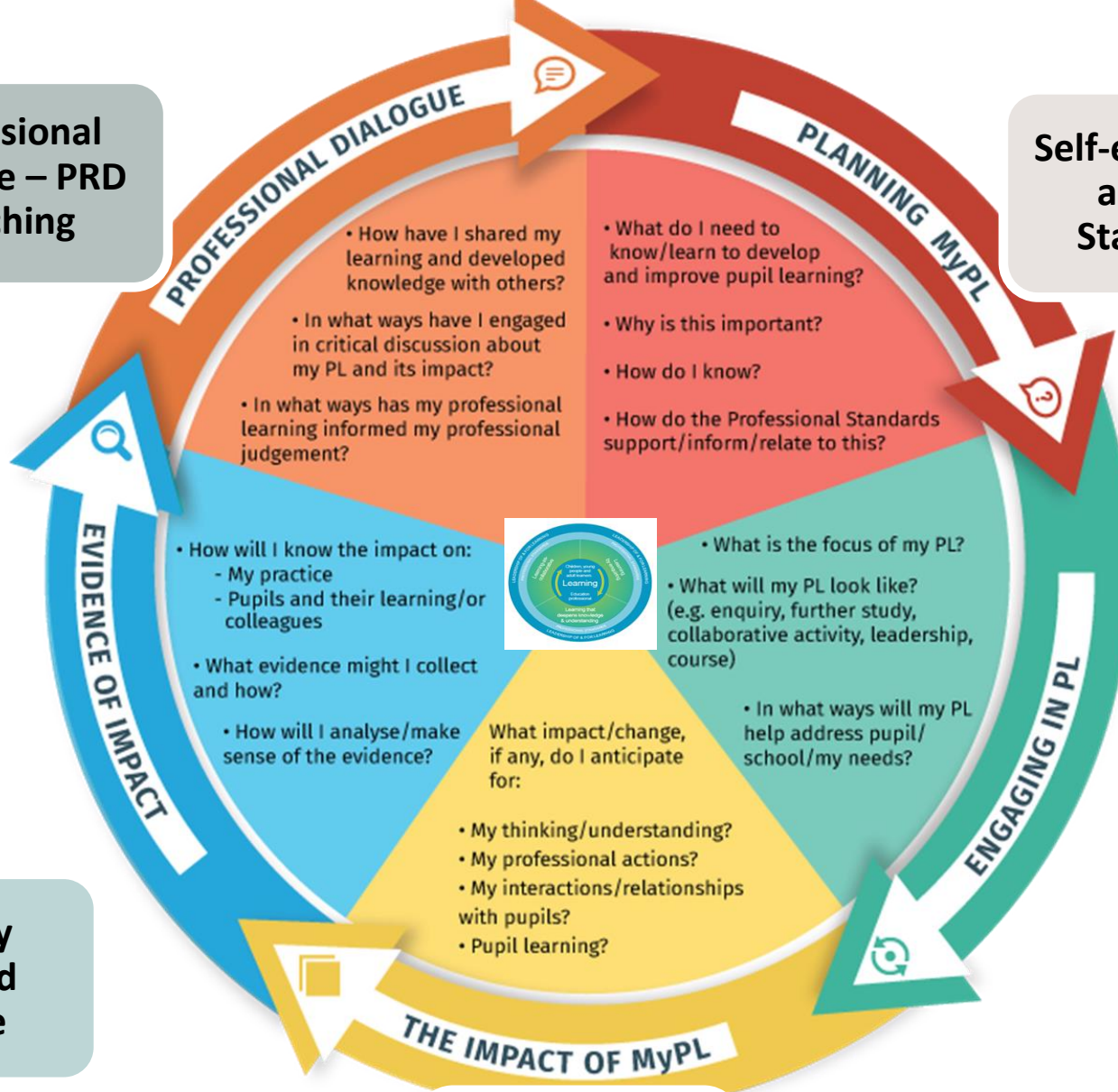
What difference will it make?

Who is involved?

How do I support others with the process?

Professional dialogue – PRD Coaching

Self-evaluation and the Standards



Critically informed practice

Collaborative learning, practitioner enquiry

Reflection on professional thinking and actions

Why Practitioner Enquiry?

Practitioner enquiry should come from the day-to-day practice of the practitioner.

However, we work as part of a learning community – a school, community, cluster. Therefore, any practitioner enquiry should connect

- Pupil learning needs
- Professional context
- Personal improvement
- Stage/department /faculty improvement
- School improvement
- System improvement

“By linking enquiry into student learning to teacher learning, teachers can gain an understanding of what it is they need to learn , to improve outcomes for students and have a compelling reason to engage [in practitioner enquiry]”

*Timperley, H.S. Parra, & J.M. Bertanees, C.
(2009)*



ENQUIRY AS A LEARNING PROCESS FOR THOSE INVOLVED

ENQUIRY ABOUT THE LEARNING PROCESS

- Not just about outcome of project
- Focus on pupil learning/impact
- Teacher must also focus on their learning about it
- Enquiry opens conversations about and develops thinking & understanding about learning (pupil & teacher)

Finding the focus: the professional 'Itch'!

- problem
- conundrum
- provocation
- puzzle
- critical incident
- curiosity
- hunch
- ongoing pattern
- interest
- crisis
- I am puzzled by...
- I would like to improve
- I want to change...because...
- I'm curious about...
- I want to learn more about...
- Something I'd like to try out in my class is ...
- I'm particularly interested in...

Am I just asking **'what'** or am I also asking/ understanding **'why'**?
What is currently itching you?

Practitioner Enquiry, collaboration and importance of dialogue

Dialogue at each stage

Challenge own and others' thinking

Sense making through dialogue

Develop collective understandings



Inform what's next

Discuss what it might mean?

Consider impact

Sharing success and/or failures/limitations

Build new understandings of a familiar topic