# The Need for Innovation in Professional Learning

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## Why Do We Need Innovation in Professional Learning

Because most professional learning and development has:

- Little impact on teaching
- No impact on student learning



# Compliance OR Curiosity and Commitment



# Shifts to Inquiry Mindsets: Student learning in the past



# **The Students' Point of View**

### From

 My job is to learn curriculum content determined by the teacher

 Assessment – I receive marks from my teachers and this reflects my ability

## То

- My job is to actively engage in identifying my learning goals and co-construct their meaning with my teachers
- Assessment I work with my teachers to identify what I know and need to know next to reach my goal



## **Teacher learning in the past**



# **Teacher Learning Now**



# **The Teachers' Point of View**

### From

- Professional development is something I do to improve my teaching
- I receive knowledge and skills from experts to help me improve my teaching
- I assess students to find out about their ability and what they know

### То

- Professional learning is about improving outcomes for targeted students
- I need to identify PL goals and actively problem-solve teaching- learning challenges to meet them
- I assess students to find out about the effectiveness of my teaching and what I and the students need to learn next



# An inquiry approach ensures active learning and problem solving on the part of teachers



## So, what's the evidence?





## One of the top performing multi-lingual, multi-cultural systems in the world

http://www.conferenceboard.ca/hcp/provincial/education. aspx

# Teacher Professional Learning in High Performing Systems



- Inquiry based
- Collaborative
- Linked and coherent
- Takes place over time
- Professionally led
- The 'right' focus

http://www.learningfirst.org.au http://www.oecd.org/edu/school/talis.htm Teaching and Learning International Survey

## Professional Development Project in Literacy

Over 300 primary schools in New Zealand Writing: Average gains 2.5 to 3.2 expected rate over two years

Lowest 20% 5-6 times expected rate

Reading: Average gains 1.5 to 1.9 expected rate over two years

Lowest 20% 3 times expected rate.

Sustained over the three year monitoring period





Engaging in Inquiry Requires New Ways to Think about What It Means to be Professional: Adaptive Expertise

## **Adaptive Expertise**

### **Educators who:**

- Are responsive to the needs of students
- Constantly seek new knowledge and understanding
- Actively explore alternative solutions
- Think evaluatively and check impact
- Act transformatively

Le Fevre, Timperley, Twyford & Ell (forthcoming

## **Routine to Adaptive Expertise**

#### Routine Expertise

- Apply a set of skills with increasing fluency and efficiency
- Own beliefs are taken for granted and not open to discussion or scrutiny
- Based on notions of novice to expert – practice makes perfect

#### Adaptive Expertise

- Flexibly retrieve, organise and apply professional knowledge
- Aware of own beliefs underpinning practice and when they get in the way
- Recognise when old problems persist or new problems arise and seek expert knowledge



attempt the work.

# An example from assessment

#### Routine expertise

- Assessment and learning are sequential
- Assessment results reflect student capability
- Investigating the impact of teaching undermines professionalism

#### Adaptive expertise

- Assessment and learning are integrated
- Assessment results are about the effectiveness of teaching
- Investigating the impact of teaching is essential to improvement



I can't believe that half the students flunked the test and it was so easy!



## A Personality Trait?

or



# Something that can be Learned?

## Why Worry?

- Routine expertise works in stable situations with some certainty
  - Standard teaching procedures get the job done well (efficient)
  - Still requires expertise to do so
- Adaptive expertise needed in a changing and unpredictable world
  - Difficult to codify practice
  - Diverse learners in complex settings interacting in unpredictable ways with an uncertain curriculum



From Le Fevre, Timperley, Twyford & Ell, forthcoming

## Apply to different types of problems

Technical problems	Adaptive Challenges	
Can be solved with new information or a new skill-set	Have no predictable known solution	
Are relatively easy to identify	Usually feel uncomfortable to identify and are easy to deny or resist	
Have known solutions	Cannot be `fixed', but can be navigated through	
Solutions can be taught	Solutions usually require changes in how we think and act	
Can look up the answer - usually a technical problem	Solutions require taking action – experimenting to make new discoveries	

Adapted from Heifetz, R., Grashow, A., & Linsky, M. (2009) The Practice of Adaptive Leadership: Tools and Technics for Changing your Organization and the World. Harvard Business Press.



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	discoveries	01
• Best supported by a teacher >	Best supported through	CHECOME MOLD Y
learner relationship, where the	collaborative inquiry	TAKIN
teacher is the expert (may be		
PD provider > teachers; leader		
> teachers)	Adapted from Heifetz, R., Grasho (2009) The Practice of Adaptive Lo	w, A., & Linsky, M. eadership: Tools and
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Twyford & Ell, forthcoming



## For too long ...

# We have been trying to solve complex problems with routine expertise