From Professional Development to Professional Learning

For far too many teachers ..., staff development is a demeaning, mind numbing experience as they passively ‘sit and get’. That staff development is often mandatory in nature ... and evaluated by ‘happiness scales’. As one observer put it, ‘I hope I die during an in-service session because the transition between life and death would be so subtle’.¹

Every day teachers and school leaders face new challenges – introducing new curricula, assessment approaches and technologies into their classrooms and schools; serving students who do not respond to teaching practices in familiar ways; ensuring literacy and numeracy for all, and the list goes on. Raising the bar and closing the gap has become a mantra in many countries with teacher professional learning the multi-million dollar solution. Policy directives and billions of dollars, pounds, euros, and so on are being directed into professional development for teachers, with
the expectation that this combination will make schools better and improve student learning.

Unfortunately, much of this investment has failed to meet its goals, particularly with respect to improving student learning and engagement. Here is how Larry Cuban\(^2\) summed up the effects of professional development on teachers and teaching over 15 years ago with others\(^3\) echoing this sentiment many times since:

*Hurricane winds sweep across the sea tossing up twenty foot waves; a fathom below the surface turbulent waters swirl while on the ocean floor there is unruffled calm.*

Many policy makers at the highest levels share these concerns. Eric Hanushek from the International Academy of Education and International Institute for Educational Planning in UNESCO, for example, highlighted the importance of teacher quality while, at the same time, rejected professional development as a key policy lever because *despite some success in general they [professional development programmes] have been disappointing.*\(^4\) The quote from the teacher at the beginning of this chapter shows these sentiments are often shared. Much professional development has little meaning for teachers.

This book is about the kinds of professional learning that does have meaning and makes a difference to student outcomes. In it, I challenge many of the assumptions underpinning traditional approaches to professional learning and offer more effective alternatives – alternatives that actively involve teachers in their learning, are demanding of their professionalism, and have demonstrated improvement in outcomes for students that are valued by the communities in which students learn and live. They are particularly effective for those seemingly intractable problems of low achievement profiles of some groups of students. Tinkering
around the edges or leaving teachers to it does not lead to the kinds of change that makes a difference.

The book is based on the *Teacher Professional Learning and Development: Best Evidence Synthesis* I mentioned in the Preface. Over a number of years professional development projects in different parts of the world have found strong evidence of substantial improvements in student achievement. These projects have a number of things in common, many of which come from some fundamental shifts in thinking about professional development, leadership and classroom practice. I have had the privilege of being a researcher attached to one of these successful professional development projects in New Zealand, where professional development facilitators worked with more than 300 primary schools throughout the country in literacy. Students have, on average, made 2.5 to 3.2 times the expected rate of progress in writing and 1.5 and 1.9 times the expected rate of progress in reading over the two years of their schools’ involvement. Even more important, the gains have been greatest for the students in the lowest 20 per cent of the achievement band at the beginning of the project. For these students, gains in writing have been five to six times the expected rate of progress and gains in reading more than three times the expected rate. Most schools sustained the rate of gain for new student cohorts for at least three years. Gains for students were the result of some fundamental shifts in thinking about professional development, leadership and classroom practice.
Shifts in thinking about professional learning and development

So, what are these shifts in thinking about professional learning? They are both simple and profound at the same time – moving from professional development to professional learning, focusing on students, attending to requisite knowledge and skills, engaging in systematic inquiry into the effectiveness of practice, being explicit about underpinning theories of professionalism and engaging everyone in the system in learning. The need for these shifts in thinking individually has been identified separately by others. This book expands educational horizons by bringing them together into a conceptual framework that has repeatedly demonstrated its power in promoting the kinds of professional learning that make a difference to students.

“Fundamental shifts in thinking about professional learning involve moving from professional development to professional learning, focusing on students, attending to requisite knowledge and skills, engaging in systematic inquiry into the effectiveness of practice, being explicit about underpinning theories of professionalism and engaging everyone in the system in learning.”

From professional development to professional learning

The first shift requires a move from thinking in terms of professional development to thinking in terms of professional learning. Both are intentional, ongoing, systematic processes. Over time, however, the term ‘professional development’ has taken on connotations of delivery of some kind of information to teachers in order to influence their practice whereas ‘professional
learning’ implies an internal process in which individuals create professional knowledge through interaction with this information in a way that challenges previous assumptions and creates new meanings. Challenge and meaning-making are essential because solving entrenched educational problems requires transformative rather than additive change to teaching practice.

One of the critical differences between the two terms is that professional learning requires teachers to be seriously engaged in their learning whereas professional development is often seen as merely participation. Despite many countries, states and provinces requiring such participation, there is little evidence that it has had an impact on teachers’ practices or on student outcomes. If professional learning is the process for solving entrenched education problems for underachieving student populations, it cannot be trivial. It needs to be ongoing and in depth because achieving the kinds of transformational changes required to make the difference will not happen with brief and superficial engagement of teachers. While depth requires time, time should not be taken as a proxy measure for depth. It is entirely possible for groups of teachers to spend considerable time reflecting on their practice with their colleagues while learning little about how to improve student engagement or success.

**Students at the centre of professional learning**

The second important shift in thinking about professional learning is that students are at the centre of the process. Improvements in student learning and well-being are not a by-product of professional learning but rather its central purpose. Students must be the touchstone and the reason for teachers to engage, the
basis for understanding what needs to change and evaluating whether those changes have been effective. Part of this shift involves creating mindsets that have at their core a belief that schooling is about ensuring deep learning for all. Linda Kaser and Judy Halbert\(^9\) remind us that it is no longer acceptable for teachers and leaders to say they provided opportunities for students to learn but they did not learn. Having students at the centre means being committed through professional learning to create the conditions where everyone learns including leaders, teachers and students.

**Focus on professional knowledge and skills**

The third shift in thinking involves foregrounding the knowledge and skills of focus rather than forms or delivery methods of professional learning. The best evidence synthesis on professional learning and development found that a great deal of emphasis was given to descriptions of the details of the activities in which teachers engaged rather than what they learned. No activity or process, whether facilitated by others (e.g. coaching, modelling and engaging with professional readings) or self-directed (e.g. discussing mutually identified problems, reflection and inquiry) was consistently associated with improved student success. What was important? The knowledge and skills learned as a result of engagement in the activity or process.

Often the knowledge and skills that form the focus of professional learning are defined by experts (leaders or researchers) and are not necessarily specific to the immediate demands of classroom teaching and learning. Or, the knowledge and skills presented provide practical suggestions to solve the immediate concerns of
this teacher, with these students, from that grade level, without wider reference to theory or principle underlying these suggestions. Neither forms of knowledge are particularly helpful in bringing about sustained improvements in teaching and learning. Generic knowledge, divorced from immediate demands, is likely to be quickly forgotten. On the other hand, knowledge that is specific only to this class of students in this subject area is unlikely to be used with other students or at other times. Rather, the knowledge and skills developed through professional learning must meet the double demand of being both practical and understood in principled ways that can be used to solve teaching and learning challenges encountered in the future.

Professional learning as systematic inquiry

The fourth shift in thinking is about the nature of professional learning that makes a difference. Professional learning is an active process of systematic inquiry into the effectiveness of practice for student engagement, learning and well-being and through this process become self-regulated learners. This inquiry process has many parallels to formative assessment practices found to be effective in promoting student learning. The same processes are applicable to promoting teacher learning. The main difference is that teachers must reference their learning to both themselves and their students. Teachers frame their learning by identifying goals for both; they create partnerships with those with expertise to ensure their learning is focused and achieves desired goals; and they generate information about the progress they are making so that they can monitor and adjust their learning.
The fifth shift in thinking is closely related to the fourth. How and what teachers learn must be underpinned by an explicit and defensible theory of professionalism. At the core of decisions about the kinds of knowledge and skills to be promoted is a vision of professionalism that those providing the support hold for the teaching workforce. Walter Doyle\textsuperscript{10} contrasted two such views. One portrayed the teacher as a good employee prepared to maintain the prevailing norms of school practices. The approach to professional learning within this view is for teachers to become technicians and learn how to implement the wisdom of others. The alternative view Walter Doyle put forward was the teacher as a reflective professional able to draw on an integrated knowledge base to improve practice through inquiry. Although this vision is underpinned by a more defensible view of professionalism, most approaches based on the reflective practitioner model have not demonstrated a significant impact on important outcomes for students because they have not been explicitly focused on evidence about students. The vision of professionalism promoted in this book requires a shift from the traditional reflective practitioner model to one in which evidence about students, their learning and well-being form the touchstone for teaching and learning in ways that challenge existing assumptions. Through the development of routines that constantly link teaching and student learning, new approaches are sought to solve persistent problems.

\textit{Professional learning at all levels}

The final shift directs attention to those who support teacher learning within schools or outside of them. Teachers cannot solve entrenched
problems within our education system alone, so everyone who has a place in the chain of influence from policy to practice needs to engage in inquiry and knowledge-building cycles to ensure their efforts are effective in developing the kind of professional and student learning that makes a difference. Just like teachers, facilitators of professional learning and school leaders need to engage in ongoing inquiry into the impact of their policies and practices. This impact is not always positive. An important question for all to ask, for example, is whether their approaches to promoting professional learning are consistent with a defensible theory of professionalism. Is the rhetoric about developing motivated professionals who can make informed decisions about their practice based on deep knowledge, then contradicted by approaches to professional learning that involve brief workshops about how to teach something? Michael Fullan suggests that successful problem-solving requires the whole system to be involved in co-dependent partnerships. The research I have undertaken suggests that nowhere is this more important than in the area of professional learning. Successful problem-solving involves a process of learning both up and down the system layers.

Much of the remainder of this chapter and the book unpacks what these shifts mean for teachers and leaders, within schools, local authorities and districts to create the conditions for promoting teachers’ professional learning in mutually dependent ways.

**Building knowledge through teacher inquiry**

Teacher inquiry is not a new idea and is something that many teachers do already. Teachers inquire into the effectiveness of their practice every day as they observe which parts of lessons students appear to understand and what continues to cause them difficulty. Leaders
support and assist teachers to inquire through structured opportunities to reflect by reviewing relevant assessment information and considering the effectiveness of practice. This inquiry, however, usually takes place within the frameworks of existing knowledge. If teacher inquiry is going to make a substantive difference to student outcomes, teachers need to be operating within new frameworks and accessing different kinds of knowledge that will push their thinking and challenge their practice. Typically the development of these frameworks and knowledge involve specialist expertise, but not just any expert will do. The quality of this expertise and the ways in which the experts engage with teachers are critical to success.

The best evidence synthesis on professional learning and development identified how cycles of inquiry and knowledge-building can improve students’ engagement, learning and well-being (see Figure 1.1). This cycle starts with teachers investigating what students need to know and do to meet goals valued by the communities in which they live and are educated. Students’ engagement, learning and well-being are the touchstone. When teachers have a deep understanding of the profiles of their students, they then move to inquire about what knowledge and skills they need if they are to be more effective in addressing the needs of individuals and groups of students, particularly those not achieving as well as others. From there, teachers engage in new professional learning to intentionally deepen their knowledge and refine their professional skills in the focus areas. This new professional learning frames the kinds of new learning experiences that they can bring to their students. But that is not the end. Given that the effectiveness of all teaching practice is influenced by context and no particular practices can be guaranteed to result in particular outcomes, the final stage of the inquiry involves examining the impact of changed
actions on the outcomes for the students who were the focus of the inquiry. The purpose is to understand what has been effective and what has not. The findings from this examination then lead to another, and usually deeper, cycle of inquiry and knowledge-building. In Figure 1.1, the inquiry questions are in the rounded boxes with the actions often associated with more traditional approaches to professional development identified in the rectangular boxes.

Through engaging in ongoing cycles of inquiry and building knowledge, teachers develop the adaptive expertise required to retrieve, organize and apply professional knowledge when old
problems persist or new problems arise. Adaptive expertise can be best understood by contrasting it with routine expertise. Both kinds assume teachers learn throughout their lifetimes. Routine experts learn how to apply a core set of skills with greater fluency and efficiency. Adaptive experts, on the other hand, continually expand the breadth and depth of their expertise and are tuned into situations in which their skills are inadequate. Teachers with adaptive expertise, therefore, have the capability to identify when known routines do not work and to seek new information about different approaches when needed.

In the next sections of this chapter, I provide an overview of the processes involved in developing adaptive expertise that moves through cycles of inquiry and knowledge-building and then discuss what it means for school, local authority and district leaders to promote and support this kind of learning for the teachers for whom they have responsibility.

**Identifying students' knowledge and skills**

The inquiry cycle begins and ends with students. Teaching is a highly contextualized activity in which competent teachers constantly adapt their practice as they respond to their students. These classroom experiences, together with the overall school environment developed by leaders, is an integral part of what teachers believe and how they think about their teaching. They need to be considered in any professional learning activity. Professional development that focuses on new practices decontextualized from the immediate demands of students within a teacher’s class is not likely to be translated into that environment. Teachers might find the information interesting but rarely apply it in their classrooms.
They are too busy with the competing and immediate demands of their students and the curriculum content that needs to be taught when they return to spend time trying to fit in something new that does not seem to be directly relevant.

Instead, professional learning should start with teachers asking themselves some direct and focused questions about what their students need to know and do, together with the more specific questions in the box below.

- What knowledge and skills do our students need to meet curricula, personal and social goals?
- What do they already know?
- What sources of evidence have we used and how adequate are they?
- What do they need to learn and do?
- How do we build on what they know?

Answering these questions requires focused assessment. Leaders and teachers need to know how to gather detailed diagnostic information about the knowledge and skills of individuals and groups of students to determine what is limiting their engagement and learning and might be contributing to their misunderstandings. The thrust of these investigations is usually defined in terms of a guiding curriculum or other goals of the system in which the school is located. The information on students gives leaders and teachers a clear picture of what these students know already and what is getting in the way of their learning. For many professionals in
REALIZING THE POWER OF PROFESSIONAL LEARNING

schools this is the first phase of their professional learning – how to undertake such assessments and how to interpret the information to identify teaching/learning challenges. For many teachers and even leaders, this shift involves taking a whole new perspective on the purposes of assessment as one of professional inquiry rather than one of grouping, labelling or credentialing students.

**Determining what teachers need to know and be able to do**

In the second part of the cycle, teachers identify what it is they need to know and do to be more effective, particularly with those students achieving less well than others. By teachers, I am referring to anyone with responsibility for student learning and well-being and may include teaching assistants for example. When teachers use evidence about their own students to determine what kind of professional learning they need, they are motivated by their own need to know. All too often professional development is motivated by someone else’s desire to tell. In the latter situation, policy makers, researchers or professional development providers believe or have evidence that some kinds of teaching practice are more effective than others and create professional development opportunities to inform teachers about these practices without creating the need to know beyond compliance or teacher interest. They are then surprised that teachers are not very motivated to implement what is presented. As with most learners, the need to know provides a stronger motivation to engage than someone else’s desire to tell.
It is not easy for anyone to identify their own professional learning needs because it is difficult to step outside one’s own frame of reference. Teachers often find that they need the assistance of others (facilitators, coaches or school leaders) to help them think about what makes the most sense for their learning. The questions below provide a framework for teachers to answer with a professional learning facilitator to establish their own learning needs.

- What knowledge and skills do we as professionals need to meet the learning needs of our students?
- How have we contributed to existing student outcomes?
- In what areas and with whom are we most effective?
- In what areas and with whom are we less effective and why?
- What do we already know that we can use to promote better outcomes?
- What do we need to learn and do to promote better outcomes?
- What sources of evidence/knowledge can we use?

To answer these questions, teachers need to link their findings from the first inquiry into students’ profiles of learning and engagement to specific teaching practices. For many teachers, making these links is likely to involve looking at assessment information in new and challenging ways. The process can be uncomfortable for those involved because the spotlight starts to shift...
from what students know and can do to how well they have been taught. It can touch raw nerves, because asking themselves pointed questions like ‘Has what I have done before been effective?’ can impinge on teachers’ sense of professional identity and competence. It is important to have a process for considering these possibilities and depersonalizing them to make it safe for teachers to inquire in this way about their practice.

**Deepening professional knowledge**

The next phase of the cycle is referred to as *deepening* professional knowledge and *refining* professional skills by engaging in further professional learning because the teachers involved already have considerable experience and are not starting as novices. Engaging in the first two dimensions of the cycle will have helped them identify what they need to learn but they usually also need to draw on the expertise of others to learn it. Teaching is a nuanced dance in which teachers integrate their knowledge of assessment, the curriculum, content knowledge and pedagogical content knowledge, in order to be responsive to students’ needs. They move through a series of intricate steps to interpret the curriculum according to the specific learning needs of their students identified through assessment processes and adjust their practice accordingly.

Earlier, I emphasized the importance of new knowledge and skills introduced through professional learning situations being directly relevant to teachers’ immediate classroom situation or they are likely to be forgotten. But it is only when this situational knowledge is understood in terms of the theory or principles underpinning it that teachers are able to retrieve and apply it appropriately in the
moment-by-moment decisions they make every day in their classrooms. They need to be able to answer the question, ‘Why is this particular approach more likely to be effective in this situation than another?’ Otherwise, teaching becomes a process of trial and error. So an effective professional learning agenda includes a combination of theoretical knowledge and how it can be applied to solve specific problems of practice.

Integration of the different kinds of knowledge together with their translation into practice means that teachers need multiple opportunities to learn over an extended time period. When new ideas are introduced they are usually only partially understood. Classroom try-outs bring up new issues. Ideas need to be revisited and clarified and tried out again. Over time, they deepen their understandings, retrieve knowledge more easily and enact their skills in the face of daily classroom challenges. It is quite possible to make superficial changes to practice within shorter time frames but the process does not achieve the kinds of deep learning that makes a sustainable difference to entrenched problems with student engagement, learning and well-being.

**Engaging students in new learning experiences**

Many studies have documented that teaching is the single most powerful system influence on student learning.\textsuperscript{15} Little is likely to
change for students if classroom teaching and learning activities do not change as a result of teachers’ inquiry and knowledge development. As Richard Elmore explains, changes within the instructional core are those that matter.

Part of the process of professional learning, therefore, must be to apply new learning in practice and to view efforts to implement new ideas as part of learning. Professional learning cannot be seen as a process of acquiring then applying new knowledge. The knowledge and skills are acquired as much through the process of implementation as they are through someone describing or explaining theories and how to put them into practice. Thus, the analysis of classroom practice must be integral to the professional learning process. Knowledge is deepened through trying things out in practice.

Assessing impact on student outcomes

The final question in the inquiry and knowledge-building cycles asks teachers and leaders to assess the impact of any changes on outcomes valued for the students. The contextualized nature of teaching practice – this teacher’s skills with this group of students in this school environment – means there can be no guarantee that any specific teaching approach will have the anticipated result. The question for this part of the cycle and the sub-questions are in the box below.
Assessing effectiveness is not a periodic event outside regular daily activities. It happens on a lesson-by-lesson, week-by-week and more long-term basis. The lesson-by-lesson check assesses students’ immediate understandings of a particular lesson and what changes need to be made for the next lesson. Longer-term assessment ensures that the progress made is adequate against agreed benchmarks and identifies which areas need further work.

This checking process is an integral part of developing professional self-regulation – the key ingredient for deep learning. When teachers go back and check to see what difference their changes are making, they are also building their adaptive expertise through identifying what to keep as part of their regular routines, what needs to change and how they might access the expertise to develop more effective practice.¹⁶

Assessing impact is not the end of the cycle. As Figure 1.1 shows, the arrows keep cycling. If old problems persist, then it is time for different approaches to solving them. On the other hand, if desired changes are achieved in student outcomes, teachers who engage in the cycle as part of their professional routines usually identify new student challenges to work on as they delve deeper into the information about students and develop greater awareness of their
own practice. In learning environments, the demands of teaching are never static.

**Implications for the leadership of professional learning**

Teachers are obviously key players in their learning but they cannot do it alone. To achieve systemic change leaders need to support teachers to learn and change to meet the needs of their students. In a recent meta-analysis of the impact of school leadership on student outcomes, Robinson and colleagues found that the dimension with the strongest effect was leaders’ promotion of and participation in the learning of their students.¹⁷

These findings raise the question: How can leaders support teacher learning when they cannot be experts in the full range of curriculum areas as well as knowing how to support students’ engagement and well-being? At a minimum, leaders need to be sufficiently involved in the teachers’ professional learning that they know what they should do to challenge and support their teachers. This minimum role involves ensuring that the conditions for teachers to learn and to implement the focus of that learning in their classrooms are established. However, creating a learning system within schools where all are committed to learning requires much more. It involves a shift in leadership mindsets in the same way as teachers must change their mindsets if they are to engage fully in professional learning.¹⁸

I recently studied how five particularly effective school leaders undertook this role. They were judged to be effective in terms of having very high increases in their students’ literacy achievement and were seen to be instrumental in achieving these increases. These leaders thought of the teachers as ‘their class’ in the same
way that teachers have a class of students. They saw it as their job, with the assistance of external experts, to promote the learning of ‘their class’ of professionals. In most situations leaders cannot know everything ‘their class’ of teachers needs to know, and will probably need to engage others with specific expertise. How these highly effective leaders approached their roles and responsibilities was to work alongside the external experts to develop learning goals and plans with and for their teachers, as they expected their teachers to do with and for their students. Learning plans for teachers are just as important as learning plans for students if entrenched problems of teaching and learning are to be addressed.

Leaders also have new things to learn if they are to be effective in their role. In fact, they can also profit from systematically engaging in their own inquiry and knowledge-building cycles by identifying professional learning goals for themselves and seeking the appropriate expertise to achieve them, as illustrated in Figure 1.2. When leaders at the level of the school, local authority or district engage in these cycles of inquiry, they also become adaptive experts at the organizational level. They learn when existing routines work so they can be maintained, and also establish when they, as leaders, need to expand the depth and breadth of their current expertise because established routines are not as effective as they might be.

Taking such an approach across local authorities, districts and schools may seem overwhelming for some leaders. Like teachers, when faced with such a challenge, the temptation is to continue with previous practice. Let the teachers decide what they would

“At a minimum, leaders need to be sufficiently involved in the teachers’ professional learning that they know what they should do to challenge and support their teachers.”
like to do. Just work with those prepared to volunteer. But, just like teachers, leaders cannot choose to work only with those willing to work with them and leave the others to do what they like in the classroom if the difference is to be made for all students. There is also considerable evidence from the best evidence synthesis on professional learning and development that involving volunteers had no greater impact than requiring teachers to participate. More important than volunteering is that the teachers become engaged in the professional learning at some point together with its implications for teaching practice. Leaders, therefore, need to meet the challenge of ensuring all teachers are engaged. Otherwise their schools will
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consist of patches of brilliance for the engaged and mediocrity or worse for those who are not.

Achieving a systemic lift in student engagement and learning to meet the challenges of change means that all educators throughout the system need to learn how to enact their roles and responsibilities in ways that focus on and achieve those outcomes valued for students. Teachers cannot be expected to solve the difficult problems of student engagement, learning and well-being on their own. They need learning leaders who can provide the right support for teachers to learn, so that they, in turn, promote their students’ learning. They need to work in a system that learns. A system lift requires a systemic response.

Reflecting on your professional learning experiences

Think about the last time you either led or participated in some kind of professional learning. Together with those with whom you worked, decide if your activities were at a basic, developing or integrated level using the descriptors below. What evidence do you have to support your decision? Do others have evidence that leads to a different decision?

The reason to engage

<table>
<thead>
<tr>
<th>Basic</th>
<th>Developing</th>
<th>Integrated</th>
</tr>
</thead>
<tbody>
<tr>
<td>To find out about a new way to teach associated with improving practice and student outcomes</td>
<td>To solve a problem with student engagement, learning or well-being (e.g. improve reading comprehension)</td>
<td>To solve a specific problem with student engagement, learning or well-being as a result of close analysis of the information about students (e.g. limited vocabulary is affecting students’ reading comprehension)</td>
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</table>
The knowledge and skills of focus

<table>
<thead>
<tr>
<th>Basic</th>
<th>Developing</th>
<th>Integrated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical ideas about new strategies/programmes were the focus</td>
<td>Specific, in-depth areas of assessment, curriculum or how to teach it but not integrated and generically linked to the problem trying to solve</td>
<td>Integration of in-depth knowledge about assessment, curriculum and how to teach it, specifically linked to problem trying to solve</td>
</tr>
</tbody>
</table>

The leaders’ role

<table>
<thead>
<tr>
<th>Basic</th>
<th>Developing</th>
<th>Integrated</th>
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</table>
| Leaders selected the focus of professional learning for teachers, organized it then left the teachers to it OR teachers selected the focus without leaders | Leaders worked with teachers to identify the professional learning focus. Leaders were present during professional learning sessions and supported teachers when needed | Teachers and leaders worked together on:  
  • specific concerns about student engagement, learning or well-being;  
  • knowledge and skills teachers needed to meet these concerns;  
  • knowledge and skills leaders needed to help teachers to meet these concerns and who could help |

If any of the activities were at a basic or developing level, decide together what each of you needs to do to move them towards becoming more integrated. What evidence might you collect to monitor if your activities are moving closer to the description at the integrated level? Decide when you will check your progress and how you will do it.