

ElfEL Trilogy Conference Wellington

Principal Professional Learning

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Contribution

- **Personal development** –increased autonomy and effectiveness in the management of one’s personal professional development
- **Learning Communities** –the relationship between an individual’s portfolio and those of a community
- **Assessment**-how ePortfolio can contribute to the transformation of assessment of individuals

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Principal Professional Learning

- ***To change what people do, first change the way they think. We do this by engaging in conversations with others.***



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Principal Professional Learning

- ***Since 1997 New Zealand principals’ have participated in:***
- ***Reflective groups***
- ***Mentor groups***
- ***and, currently a national programme called Principal Professional Learning Communities. PPLC involves autonomous small groups of between 3-5 principals’ meeting regularly.***

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Principal Professional Learning Communities -

The core of PPLC has been dialogue, reflective practice and interactions around professional readings and authentic issues.

The main effects have been captured through principal participant narrative and artifacts. ***The reflective thinking about professional readings and current leadership practice has been stored in digital and now web based portfolio.***

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Collaborative Collaboration as a Process for Cognitive Development

- Principals' need to be able to talk about their work;
- Matters that are real to principals' need to be considered;
- Order and procedures need to be established;
- Learning involves attentive listening, critical reflection, and expression of ones ideas, understandings and beliefs.

» Bhattacharya & Chatterjee (2000)

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Meaning is constructed socially by working in groups



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- When principals link together for teaching and learning purposes ***they raise certain questions and the members of the group begin to ask themselves:***
 - *What do I do to reach goals?*
 - *Why do I lead in a certain way?*
 - *How did I come to be like this?*
 - *How might I do things differently*

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Digital Portfolios

- Digital and web based portfolio offer an ongoing collection of authentic materials, assessment data and critical critique to be shared among real and virtual audiences.
- Portfolio allows for the collection of artifacts that ‘unpack” principals thinking.

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Challenges - to get principals' to see portfolio as a reflective tool

- **Artifacts** -reflective writing, group questioning
- **Virtual**- school culture and context
- **Reflection**- professional development from current literature and reflective writing
- **Authentic**-understanding of issues principals may be thinking about
- **Depth**- espoused and actual beliefs about teaching and learning
- **Links**- job positioned

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Shift-learning visit trial

- **Actual group meetings** –virtual school learning conversations
- **Actual across school visits** –actual learning conversations
- **Actual across school interactions**- teachers, students, support staff
- **Actual across school observations**-depth
- **Virtual and actual discussion of artifacts**
- **Widened the scope of PLC**
- **Narrowed the focus of inquiry**

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Professional Learning Communities

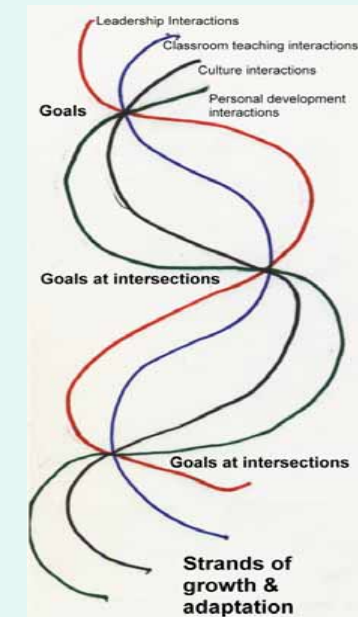
- **Protocols**-visiting, visitor
- **Cultural norms**
- **Reflective writing**
- **Reflective practice**
- **Examination of artifacts** eg student data
- **Deprivatising principalship**
- **Notion of learner**

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Learning visits

- Each principal focused on a particular theme which had been raised in reflective writing
- Visits would enable group members to further refine the understandings and insights that they had achieved from listening to others and at the same time provide credibility and reality to the presenter's narrative.
- The focus was on interactions and observations.

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Learning is about constructing new meaning

- ***The interactive principal has the power and opportunity to link up in loose networks of colleagues to discuss, think, interact and consider issues of leadership. This liberates leaders to participate in innovation and creative schooling discussion –this new mode of innovation is called peer production or peering –which describes what happens when people collaborate openly to drive innovation and growth in their environment.***

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Interaction

It is interactions that confirm the existence of a school.

- ***Leaders within schools should pay careful attention to the interactions that occur within their sphere of influence.***
- ***To increase effective student learning may require individuals to adapt both the kind and form of their interaction with each other.***
- ***A focus on interaction may reveal insights, intentions, and effects that have the potential to transform the learning milieu.***

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Social Incubator

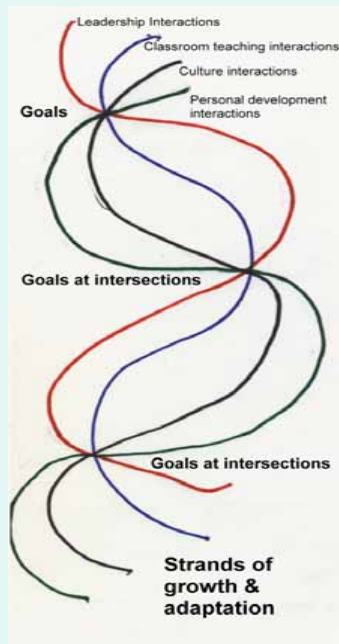
- It is often helpful to use a metaphor to help think about how a school might work. In schools there is a predominance of interactive talk amongst the occupants
- David Stewart www.edex.net.nz

- *Teacher to teacher talk*
- *Teacher to student talk*
- *Student to student talk*
- *Principal to teacher talk*
- *Principal to student talk*
- *Community member talk in and out of the social milieu*
- *Lead teacher to teacher talk*

- The dominant activity within a school is interactions. The interactions allow an observer the opportunity to understand the relationships that exist within the learning milieu.
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Self Concept Mapping

- As leaders focus on interactions and the relational aspects of the social incubator then their judgement and knowledge about schooling effectiveness and the congruence of the shared values, beliefs and practices can be recorded using a reflective self concept map. The map is linked to the key interactions within the social incubator:



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- **Leadership Interactions**
- **Classroom Teaching Interactions**
- **Cultural Interactions**
- **Personal Development Interactions**
- Where the four strands intersect on the hawser another set of interactions about goals and targets is mapped. The four strand intersection demonstrates that the primary focus of leadership is interactions and relationships rather than a focus on managerial elements-the targets and goals are but a reflection of the intersecting processes.

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- ***Through interacting with a wide group of educators principals can reflect on the differing interaction strands that exist within their school environment –the social incubator.***
- ***As educators reflect they will be able to map a journey of self conceptualisation.***

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Focus linked to interaction themes

- Culture-
- Leading learning-
- Leadership-
- Critical incidents-stimulate data gathering
- Interpretation
- Analysis & implications
- Altered actions



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- Yes and thank you to you all for your huge input! It was hugely valuable and I sense that the continuing spin offs will reap rewards too.
- For example - Your visit's had a great effect in that its heightened everyone's awareness of what we are about again, which is perfect for the next step. The teachers are talking about IT and Inquiry etc and where we are heading, so its been very motivating for them too! They seem to be keen to discuss it and xxx comments about the big picture are so true. xxx and I have already talked about meeting up and talking the whole IT thing through, then at management level and then at staff level. I kind of feel we need to have some sort of framework before we discuss it with staff or else we could go round in circles or end up with something vague.
- I've listened to most of the audio and today I thought I'd just brainstorm what comes to my mind in terms of what I've heard and what it means for me and for us as a school. Next time we meet (after xxx' and xxx's visits), I thought it could be really helpful if we each shared our response to what was observed in our schools. I am going to do mine as an Action Plan I think.....I just have to let it gel and ferment a bit longer!

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6. Interaction about goals and targets.

4. Personal/professional development interactions

3. Cultural Interactions (Values and Norms)

2. Classroom teaching/learning interactions

1. Leadership Interactions

Concept
Facilitate learning amongst staff.

Key Activities	Expected Consequences	Evidence
Mentoring Conversations <i>File Stamp</i>	Teachers will seek learning support for students. All teachers will continue to learn new skills, new approaches, and widen their curriculum knowledge.	
Facilitate individual & group reflection. <i>File Stamp</i>	Teachers will work collaboratively and develop in expertise through creative use of the 'voice post'.	
Discussions regarding evidence of practice & introducing new practice ideas. <i>File Stamp</i>	Teachers will modify the practices to best suit their current students. Curriculum resources will grow and expand. Cumulative records will demonstrate effective progressions through growing student mastery.	
Interpreting research studies. <i>File Stamp</i>	Teaching techniques will include and incorporate recent research-based developments.	

2. Classroom teaching/learning interactions

1. Leadership Interactions

6. Interaction about goals and targets.

4. Personal/professional development interactions

3. Cultural Interactions (Values and Norms)

Concept
Interaction and reflection about 'the way things are done around here'

Key Activities	Expected Consequences	Evidence
Establishing cultural norms. <i>File Stamp</i>	A core culture will be understood by all. Part of leadership activity will be to actively interpret the boundaries of the cultural norms.	
Interactions based around maintaining the core culture. <i>File Stamp</i>	New situations will need to be interpreted, new people inducted, and consistency of purpose and intent maintained.	
Resolving disputes and conflicts. <i>File Stamp</i>	There will be a consistency of the culture in action both in persons and systems, as interpersonal differences at every level are resolved.	
Critiquing cultural artefacts. <i>File Stamp</i>	From time to time, in the event of a critical incident, it will be necessary to assess the value and consequences of various 'ways of being things'.	

1. Leadership Interactions

6. Interaction about goals and targets.

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Concept
Facilitate new learning from a learning activity practice.

Key Activities	Expected Consequences	Evidence
Conversations about teaching & learning. <i>File Stamp</i>	Teachers will be critically reflective about their practice. They will seek to adapt what they do to best empower student learning.	
Discussions around evidence based and the meaning of student activities. <i>File Stamp</i>	Within the school staff will be encouraged and enabled to format evidence of learning so that emerging trends are able to be examined.	
Discussions of teaching techniques. <i>File Stamp</i>	Through discussion via video tape and/or through global networking, teachers will re-examine the manner in which they teach and explore alternatives.	
Discussions around shared activity. <i>File Stamp</i>	An analysis of teaching activity conducted with others will be made and compared to self-critiques of individual work.	

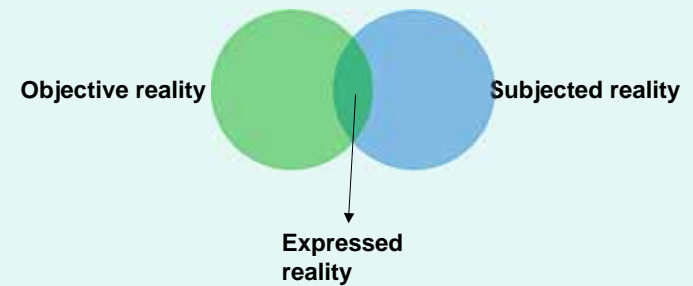
ePortfolio

- Reflective writing
- Focus area
- Focus questions
- Webcam clips of interviews-staff, students and support staff
- Audio clips of interactions
- Reflective writing post the visit
- Artifacts post the visit

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The Social Construction of Reality

Berger & Luckman 1996



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Capturing interactions to inform actions

The use of actual meetings and virtual meetings captured on ePortfolio will enable us to understand principal thinking.

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