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GAVIN GRIFT

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Session 1

**The Power of Professional
Learning Communities**

MELBOURNE

GAVIN GRIFT

With experience as a teacher, assistant principal and educational coach, Gavin Grift's passion, commitment and style have made him an in-demand presenter of keynotes, seminars and in-school support days. As a speaker, Gavin connects with national and international audiences on topics ranging from Cognitive Coaching and quality teacher practice to professional learning communities (PLCs) and learning-centred leadership.



A message from Hawker Brownlow Education

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Hawker Brownlow Education
P.O. Box 580, Moorabbin, Victoria 3189, Australia
Phone: (03) 8558 2444 Fax: (03) 8558 2400
Toll Free Ph: 1800 334 603 Fax: 1800 150 445
Website: www.hbe.com.au
Email: orders@hbe.com.au

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CHAPTER 1

A Guide to Action for Professional Learning Communities at Work

We learn best by doing. We have known this to be true for quite some time. More than 2500 years ago Confucius observed, “I hear and I forget. I see and I remember. I do and I understand.” Most educators acknowledge that our deepest insights and understandings come from action, followed by reflection and the search for improvement. After all, most educators have spent four or five years *preparing* to enter the profession – taking courses on content and pedagogy, observing students and teachers in classrooms, completing student teaching under the tutelage of a experienced teacher, and so on. Yet almost without exception, they admit that they learned more in their first semester of *teaching* than they did in the four or five years they spent *preparing* to enter the profession. This is not an indictment of higher education; it is merely evidence of the power of learning that is embedded in the work.

Our profession also attests to the importance and power of learning by doing when it comes to educating our students. We want students to be *actively engaged* in *hands-on authentic exercises* that promote *experiential learning*. How odd, then, that a profession that pays such homage to the importance of learning by doing is so reluctant to apply that principle when it comes to developing its collective capacity to meet students’ needs. Why do institutions created for and devoted to learning not call on the professionals within them to become more proficient in improving the effectiveness of schools by actually doing the work of school improvement? Why have we been so reluctant to learn by doing?

What Are Professional Learning Communities?

Since 1998, we have published many books and videos with the same two goals in mind: (1) to persuade educators that the most promising strategy for meeting the challenge of helping all students learn at high levels is to develop their capacity to function as a professional learning community and (2) to offer specific strategies and structures to help them transform their own schools and systems into PLCs.

It has been interesting to observe the growing popularity of the term *professional learning community*. In fact, the term has become so commonplace and has been used

so ambiguously to describe virtually any loose coupling of individuals who share a common interest in education that it is in danger of losing all meaning. This lack of precision is an obstacle to implementing PLC processes because, as Mike Schmoker (2004) observes, “clarity precedes competence” (p. 85). Thus, we begin this handbook with an attempt to clarify our meaning of the term. To those familiar with our past work, this step may seem redundant, but we are convinced that redundancy can be a powerful tool in effective communication, and we prefer redundancy to ambiguity.

We have seen many instances in which educators assume that a PLC is a program. For example, one department told us that each year they implemented a new program in their school. In the previous year it had been PLC, the year prior to that it had been Understanding by Design and the current year it was differentiated instruction. They had converted the names of the various programs into verbs, and the joke on the staff was that they had been “PLCed, UBDed and DIed”.

The PLC process is not a program. It cannot be purchased, nor can it be implemented by anyone other than the staff itself. Most importantly, it is ongoing – a continuous, never-ending process of conducting schooling that has a profound impact on the structure and culture of the school and the assumptions and practices of the professionals within it.

We have seen other instances in which educators assume that a PLC is a meeting – an occasional event when they meet with colleagues to complete a task. It is not uncommon for us to hear, “My PLC meets Wednesdays from 9.00 am to 10.00 am” This perception of a PLC is wrong on two counts. First, *the PLC is the larger organisation and not the individual teams that comprise it*. While collaborative teams are an essential part of the PLC process, the sum is greater than the individual parts. Much of the work of a PLC cannot be done by a team but instead requires a school-wide or system-wide effort. So we believe it is helpful to think of the school or system as the PLC and the various collaborative teams as the building blocks of the PLC. Second, once again, the PLC process has a pervasive and ongoing impact on the structure and culture of the school. If educators meet with peers on a regular basis only to return to business as usual, they are not functioning as a PLC. So the PLC process is much more than a meeting.

It is helpful to think of the school or system as the PLC and the various collaborative teams as the building blocks of the PLC.

Other educators have claimed they are members of a PLC because they engage in dialogue based on common readings. The entire staff reads the same book or article, and then members meet to share their individual impressions of what they have read. But a PLC is more than a book club. Although collective study and dialogue are crucial elements of the PLC process, the process requires people to *act* on the new information.

So, what is a PLC? We argue that it is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. PLCs operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators. The following section examines the elements of the PLC process more closely.

Three Big Ideas That Drive the Work of a PLC

There are three big ideas that drive the work of the PLC process. The progress a system or school experiences on the PLC journey will be largely dependent on the extent to which these ideas are considered, understood and ultimately embraced by its members.

A Focus on Learning

The first (and the biggest) of the big ideas is based on the premise that *the fundamental purpose of the school is to ensure that all students learn at high levels (year level or higher)*. This focus on and commitment to the learning of each student are the very essence of a *learning* community.

When a school or system functions as a PLC, educators within the organisation embrace high levels of learning for all students as both the reason the organisation exists and the fundamental responsibility of those who work within it. In order to achieve this purpose, the members of a PLC create and are guided by a clear and compelling vision of what the organisation must become in order to help all students learn. They make collective commitments clarifying what each member will do to create such an organisation, and they use results-oriented goals to mark their progress. Members work together to clarify exactly what each student must learn, monitor each student's learning on a timely basis, provide systematic interventions that ensure students receive additional time and support for learning when they struggle, and enrich and extend their learning when students have already mastered the intended outcomes.

A corollary assumption is that if the organisation is to become more effective in helping all students learn, the adults in the organisation must also be continually learning. Therefore, structures are created to ensure staff members engage in job-embedded learning as part of their routine work practices.

There is no ambiguity or hedging regarding this commitment to learning. Whereas many schools operate as if their primary purpose is to ensure that students are *taught* or are merely provided with *an opportunity* to learn, PLCs are dedicated to the idea that their organisation exists to ensure that all students actually acquire the essential knowledge, skills and dispositions of each unit, course and year level. Every potential organisational practice, policy and procedure is assessed on the basis of this question: will this ensure higher levels of learning for our students? All the other characteristics of a PLC flow directly from this epic shift in assumptions about the purpose of the school.

The fundamental purpose of the school is to ensure that all students learn at high levels.

A Collaborative Culture and Collective Responsibility

The second big idea driving the PLC process is that in order to ensure all students learn at high levels, *educators must work collaboratively and take collective responsibility*

In order to ensure all students learn at high levels, educators must work collaboratively and take collective responsibility for the success of each student.

for the success of each student. Working collaboratively is not optional, but instead is an expectation and requirement of employment. Subsequently, the fundamental structure of a PLC is the collaborative teams of educators whose members work *interdependently* to achieve *common goals* for which members are *mutually accountable*. These common goals are directly linked to the purpose of learning for all. The team is the engine that drives the PLC effort and the primary building block of the organisation.

It is difficult to overstate the importance of collaborative teams in the improvement process. But it is even more important to emphasise that collaboration does not lead to improved results unless people are focused on the right work. Collaboration is a means to an end, not the end itself. In many schools, staff members are willing to collaborate on a variety of topics – as long as the focus of the conversation stops at their classroom door. In a PLC, *collaboration* represents a systematic process in which teachers work together interdependently in order to *affect* their classroom practice in ways that will lead to better results for their students, for their team and for their school.

Working together to build shared knowledge on the best way to achieve goals and meet the needs of those they serve is exactly what *professionals* in any field are expected to do, whether it is curing the patient, winning the lawsuit or helping all students learn to high levels. Members of a *professional* learning community are expected to work and learn together.

A Results Orientation

Educators in a PLC focus on results – evidence of student learning.

The third big idea that drives the work of PLCs is the need for a *results orientation*. To assess their effectiveness in helping all students learn, educators in a PLC focus on results – evidence of student learning to high levels. They then use that evidence of learning to inform and improve their professional practice and respond to individual students who need intervention or enrichment. Members of a PLC recognise that all of their efforts must ultimately be assessed on the basis of results rather than intentions. Unless their initiatives are subjected to ongoing assessment on the basis of tangible results, they represent random groping in the dark rather than purposeful improvement. As Peter Senge and colleagues (Senge, Ross, Smith, Roberts & Kleiner, 1994) conclude, “The rationale for any strategy for building a learning organization revolves around the premise that such organizations will produce dramatically improved results” (p. 44).

This constant search for a better way to improve results by helping more students learn at higher levels leads to a cyclical process in which educators in a PLC

- gather evidence of current levels of student learning
- develop strategies and ideas to build on strengths and address weaknesses in that learning
- implement those strategies and ideas
- analyse the impact of the changes to discover what was effective and what was not
- apply new knowledge in the next cycle of continuous improvement.

The intent of this cyclical process is not simply to learn a new strategy, but instead to create conditions for perpetual learning – an environment in which innovation and experimentation are viewed not as tasks to be accomplished or projects to be completed but as ways of conducting day-to-day business, *forever*. Furthermore, participation in this process is not reserved for those designated as leaders; rather, it is a responsibility of every member of the organisation.

This focus on results leads each team to develop and pursue measurable improvement goals for learning that align with school and system goals. It also drives teams to create a series of common formative assessments that are administered to students multiple times throughout the year to gather ongoing evidence of student learning. Team members review the results from these assessments in an effort to identify and address program concerns (areas of learning where many students are experiencing difficulty). They also examine the results to discover strengths and weaknesses in their individual teaching in order to learn from one another. Very importantly, the assessments are used to identify students who need additional time and support for learning. We will make the case that frequent common formative assessments represent one of the most powerful tools in the PLC arsenal.

The PLC Process Requires a Culture That Is Simultaneously Loose and Tight

The PLC process empowers educators to make important decisions and encourages their creativity and innovation in the pursuit of improving student and adult learning. As you read through this text you will discover that when a school functions as a PLC, teachers collectively make many of the important decisions including

- what to teach
- the sequencing and pacing of content
- the assessments used to monitor student learning
- the criteria they will use in assessing the quality of student work
- the norms for their team
- the goals for their team.

Teachers working in teams have primary responsibility for analysing evidence of student learning and developing strategies for improvement. Each teacher is free to use the instructional strategies that they feel will be most effective in helping students learn. Teachers have the authority to make all of these important decisions because these aspects of the PLC process are said to be “loose”.

But at the same time there are elements of the PLC process that are “tight”, that is, they are non-discretionary and everyone in the school is required to adhere to those elements. The tight elements of the PLC process are listed in the feature box on page 14.

Tight Elements in a PLC

1. Educators work collaboratively rather than in isolation, take collective responsibility for student learning, and clarify the commitments they make to each other about how they will work together.
2. The fundamental structure of the school becomes the collaborative team in which members work interdependently to achieve common goals for which all members are mutually accountable.
3. The team establishes a guaranteed and viable curriculum, unit by unit, so all students have access to the same knowledge and skills regardless of the teacher to whom they are assigned.
4. The team develops common formative assessments to frequently gather evidence of student learning.
5. The school has created a system of interventions and extensions to ensure students who struggle receive additional time and support for learning in a way that is timely, directive, diagnostic and systematic, and students who demonstrate proficiency can extend their learning.
6. The team uses evidence of student learning to inform and improve the individual and collective practice of its members.

The debate that has raged about whether or not school improvement should be top-down and driven by administrative mandates or bottom-up and left to the discretion of individuals or groups of teachers has been resolved. Neither top-down nor bottom-up works. Top-down fails to generate either the deep understanding of or commitment to the improvement initiative that is necessary to sustain it. The laissez-faire bottom-up approach eliminates the press for change and is actually associated with a decrease in student achievement (Marzano & Waters, 2009). High-performing PLCs avoid the too-tight/too-loose trap by engaging educators in an improvement process that empowers them to make decisions at the same time that they demand adherence to core elements of the process (DuFour & Fullan, 2013). We will reference this simultaneously loose and tight culture throughout this book.

The Importance of Effective Communication

The keys to creating a PLC culture that is simultaneously loose and tight are first, getting tight about the right things (as listed in the feature box), and then communicating what is tight clearly, consistently and unequivocally. Marcus Buckingham (2005) contends that the “one thing” leaders of any organisation must know to be effective is the importance of clarity. Clarity assists all stakeholders in schools to build the culture and structures needed to achieve high levels of learning for all (Flanagan, Grift, Lipscombe, Sloper & Wills, 2016). Powerful communication is simple and succinct, driven by a few key ideas, and is repeated at every opportunity (Collins, 2001; Pfeffer & Sutton, 2000). But leaders must realise that the most important element in

communicating is congruency between their actions and their words. It is not essential that leaders are eloquent or clever, but it is imperative that they demonstrate consistency between what they say and what they do (Collins & Porras, 1994; Covey, 2006; Erkens & Twadell, 2012; Fullan, 2011; Kanold, 2011; Kouzes & Posner, 1987). When leaders' actions are inconsistent with what they contend are their priorities, those actions overwhelm all other forms of communication (Kotter, 1996).

One of the most effective ways leaders communicate priorities is by what they pay attention to (Kouzes & Posner, 2003; Peters & Austin, 1985). Subsequent chapters provide specific examples of leaders communicating what is valued by creating systems and structures to promote priorities, monitoring what is essential, reallocating time, asking the right questions, responding to conflict in strategic ways and celebrating evidence of collective commitments moving the school closer to its vision.

It is important to help your staff build shared knowledge regarding your school's current status for effective communication. Addressing this critical component of a PLC helps in establishing a solid foundation. The need for clear communication is so vital to the PLC process that we present a continuum of effective communication for your consideration. A reproducible version of "The Professional Learning Communities at Work™ Continuum: Communicating Effectively" is on pages 16–17. Once your staff have established greater clarity regarding the current status of your communication practices, we urge you to turn your attention to the "Where Do We Go From Here?" worksheet that accompanies the continuum (on page 18). It will prompt you to take the action necessary to close the knowing-doing gap.

To Help Educators Develop a Common Vocabulary and a Consistent Understanding of Key PLC Processes

Michael Fullan (2005) observes that “terms travel easily ... but the meaning of the underlying concepts does not” (p. 67). Terms such as *professional learning community*, *collaborative teams*, *goals*, *formative assessments* and scores of others have indeed travelled widely in educational circles. They are prevalent in the lexicon of contemporary “educationese”. But if pressed for a specific definition many educators would be stumped. It is difficult enough to bring these concepts to life in a school or system when there *is* a shared understanding of their meaning. It is impossible when there is no common understanding and the terms mean very different things to different people within the same organisation.

Developmental psychologists Robert Kegan and Lisa Laskow Lahey (2001) contend that the transformation of both individuals and organisations requires new language. They write, “The places where we work and live are, among other things, places where certain forms of speech are promoted and encouraged, and places where other ways of talking are discouraged or made impossible” (Kegan & Lahey, 2001, p. 7). As educators make the cultural shift from traditional schools and systems to PLCs, a new language emerges. Therefore, we have highlighted and defined key terms used in implementing PLC processes to assist in building shared knowledge of both critical vocabulary and the concepts underlying the terms. We have also included an online glossary that readers can freely download and distribute. You can access the glossary in the tools and resources section of the AllThingsPLC website (www.allthingsplc.info/tools-resources/search-result/view/id,70). We hope it will add to the precision and clarity of the emerging language that accompanies the transformation of traditional schools and systems into high-performing PLCs.

We have also included an online glossary that readers can freely download and distribute.

To Present a Compelling Argument That Australian Educators Have a Moral Imperative to Improve Their Individual and Collective Practice

Much progress has been made in Australian education since the 1970s. In some ways, education in Australia has never seemed so good. Most Australian students, compared to previous decades, do complete Year 12 and, of those, over 50 per cent attend some type of tertiary education. Education has been an important component for studies that highlight we are overall happy and successful and enjoy a high level of wellbeing. “The Human Development Report 2016: Human Development for Everyone” (United Nations Development Programme [UNDP], 2016) ranks Australia second for quality of life. The World Happiness Report 2017 (United Nations Sustainable Development Solutions Network, 2017), which measures happiness and takes into account social factors such as education, ranks Australia ninth out of 155 countries.

Yet despite the progress we’ve made, the inequities and the social divide in our education system continues to increase. While there are many students thriving at our schools, there are many being left behind. It is this challenge in our education system that generates the most publicity.

Australian media are saturated with “bad news” stories in education with some genuine merit. The truth is, regardless of how good life can be in Australia, schools are failing many students. Falling results, as the Programme for International Student Assessments (PISA) indicates in the curriculum key areas of mathematics, science and reading education, paint a grim picture. The trend indicates:

An average 15-year-old Australian student is now seven months behind where they were in 2006 in science, a year behind where they were in maths in 2003 and their reading ability has also declined by a year since 2000. There are more Australian students in the lowest-performing cohort, and fewer high performers than in previous PISA tests. (The Canberra Times, 2016)

In fact, the Trends in International Mathematics and Science Study (TIMSS) data suggest a twenty-year decline in mathematics and science results. There are limitations to basing all our conclusions on the effectiveness of schooling in Australia on these kinds of assessments that compare different cultures and contexts, but they do tell us something.

The statistics in Australia are compelling and, put simply, can no longer be ignored. Researchers at Melbourne’s Mitchell Institute (Lamb, Jackson, Walstab & Huo, 2015) found that

- one in four Australian students do not finish Year 12
- forty per cent of students from low socio-economic backgrounds don’t finish school
- fifty per cent of young people don’t finish school in the Northern Territory
- forty per cent of young people don’t finish school in Tasmania

- the gap is widening between students from advantaged and disadvantaged backgrounds
- Australia is less equitable than many education systems in the Western world
- segregation of disadvantaged students in schools contributes to high youth unemployment.

The outcomes of leaving school early do not bode well for our students, and has an even greater impact on our students from disadvantaged backgrounds. It is evident that students from lower socio-economic backgrounds are more likely to drop out of school before Year 12.

Consider the findings from Mission Australia's (2014) report, which surveyed more than thirteen thousand young people:

- Those from low socio-economic backgrounds are less likely than their more affluent peers to see things like owning their own home or being financially independent as highly likely.
- Disadvantaged young people are more likely to see getting a job as of major importance and are less likely to plan to go to university. This view can lead to
 - lower education attainment
 - lower earnings over a lifetime
 - an increased likelihood of welfare dependency
 - vulnerability in the labour market.
- Poorer young people feel alienated from the community and lack a social connectedness and sense of belonging that are critical factors in supporting health, wellbeing and education engagement.
- Health and wellbeing of students who aren't successful at school can be affected in significant ways including
 - higher rates of drug and alcohol use
 - greater levels of depression and social isolation
 - greater likelihood of teen pregnancy.

As Chris Weber, Tom Hierck and Garth Larson with Colin Sloper and Gavin Grift (2016) conclude, "Our success in meeting the future-ready need of students requires our immediate attention. We can and must do better. It's a moral imperative" (p. 36).

Two things from an Australian context are clear (Hattie, 2012):

1. Higher levels of achievement for students leads to greater opportunities for success later in life and this isn't the case for many of our students in Australia
2. In schools, outside of the student themselves, the teacher can and does make the biggest difference to rectifying this situation

The key to doing better in schools is improving teaching practices. Today, unlike any other time in our educational history, teachers are being asked to do a lot – potentially taking them from their core role of focusing on learning and teaching. Some, but not all of the workload issues they are dealing with, include the over-crowded curriculum, initiative fatigue, misaligned school improvement priorities, student behavioural challenges, societal and parental increased expectations on what they can influence, extra curricula roles and responsibilities, and higher-level system compliance and accountability measures.

Given all of this, we contend that our teachers are more flexible, multi-talented, and effective in a variety of domains than they ever have been. But this is a double-edged sword. Whilst it's true that educators in Australia do work with more complexity in their roles, many of those roles distract from their need to focus on improving teaching practice; the very thing research shows will allow students to achieve higher levels of learning. Sitting at the heart of the Professional Learning Communities at Work process is creating the conditions that allow teachers to continually improve their teaching practice.

We concur with the sentiments DuFour (2015) echoes from *In Praise of American Educators: And How They Can Become Even Better*. In Australia, we acknowledge the moral imperative for improving schools so that all students are prepared for post-secondary learning. Australian educators must view every student as if they were their own child and provide the same education they would want for their own.

To Help Educators Assess the Current Reality in Their Own Schools and Regions

A key step in any effective improvement process is an honest assessment of the current reality – a diligent effort to determine the truth.

But for many educators school improvement initiatives have been plagued by uncertainty and confusion regarding both the current status of their school and what they hope it will become. As a result, efforts to reform their schools have too often been characterised by random stops and starts, rather than by purposeful progression on a path of improvement. A key step in any effective improvement process is an honest assessment of the current reality – a diligent effort to determine the truth. Educators will find it easier to move forward to where they want to go if they first agree on where they are.

Even when teachers and leaders make a good-faith effort to assess their schools, they face significant obstacles. All schools have cultures: the assumptions, beliefs, expectations and habits that constitute the norm for a school and guide the work of the educators within it. But perhaps it is more accurate to say that educators *do not* have school cultures, but rather that the school cultures have *them*. Teachers and leaders are typically so immersed in their traditional ways of doing things that they find it difficult to step outside of those traditions to examine conventional practices from a fresh, critical perspective. Therefore, this handbook, and particularly the continua presented throughout, are designed not only to offer specific examples of PLC practices but also to help educators make a frank and honest assessment of current conditions in their schools.

To Offer Tools, Templates, Protocols and Sample Products to Help Educators on Their Journey

As we have worked in our own schools and assisted many hundreds of others, we have found that providing the right tools, templates, protocols and sample products can help make the complex simpler and increase the self-efficacy of educators. We have attempted to gather these useful instruments in one place so that readers can access what they need at different points in the process. We hope that they are helpful, but they are not carved in stone. Feel free to adapt and modify them to make them fit your unique situations.

To Eliminate Excuses for Inaction and Convince Educators That the Best Way to Become More Effective in the PLC Process Is to Begin Doing What PLCs Do

Our greatest hope in developing this handbook is that it will help educators take immediate and specific steps to close the knowing–doing gap in education by implementing the PLC processes in their own schools and systems. There has never been greater consensus regarding what educators can do to improve their schools. As a profession we know with certainty that more students learn at higher levels when their schools are committed to high levels of learning for each student; when educators have worked collaboratively to clarify the knowledge, skills and dispositions students are to acquire as a result of each unit, course and year level; when student learning is monitored on an ongoing basis; when the school has a systematic process for providing students with extra time and support when they struggle and extended learning when they are proficient; and when educators work together to use transparent evidence of student learning to inform and improve their individual and collective practice. Conversely, there is simply no credible evidence that schools are more effective when educators work in isolation and the questions of what students learn, how they are assessed and what happens when they struggle are left to the randomness of the individual teacher to whom they have been assigned.

When professionals know better, they have an obligation to do better. Our profession now clearly knows better. The weight of the evidence from research, our professional organisations, high-performing systems and schools, and common sense has made it clear that schools are more effective when they operate as PLCs. It is time for educators to act on what they know. The question confronting most schools and systems is not, “What do we need to know in order to improve?” but rather, “Will we turn what we already know into action?”

Perhaps the greatest insight we have gained in our work with school systems and throughout the world is that organisations that take the plunge and actually begin *doing* the work of a PLC develop their capacity to help all students learn at high levels far more effectively than schools that spend years *preparing* to become PLCs through reading or even training. Michael Fullan, who has studied school improvement efforts from around the world, came to a similar conclusion. He argues that educators must

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When professionals know better, they have an obligation to do better.

move quickly from conversations about mission and vision to action because “it is learning by purposeful doing that counts most” (Fullan & Quinn, 2016, p. 21).

This book is not meant to be a study guide: it is emphatically an action guide. Developing the collective capacity of educators to create high-performing PLCs demands more than book studies and workshops. It demands “the daily habit of *working together*, and you can’t learn this from a workshop or course. You need to learn by doing it and having mechanisms for getting better at it on purpose” (Fullan, 2005, p. 69). So let’s examine some of the challenges of working together and consider mechanisms for getting better at it.

Cultural Shifts in a Professional Learning Community

A Shift in Fundamental Purpose	
From a focus on teaching ...	to a focus on learning
From emphasis on what was taught ...	to a fixation on what students learned
From coverage of content ...	to demonstration of proficiency
From providing individual teachers with curriculum documents such as national, state standards and curriculum documents ...	to engaging collaborative teams in building shared knowledge regarding essential curriculum
A Shift in Use of Assessments	
From infrequent summative assessments ...	to frequent common formative assessments
From assessments to determine which students failed to learn by the deadline ...	to assessments to identify students who need additional time and support
From assessments used to reward and punish students ...	to assessments used to inform and motivate students
From assessing many things infrequently ...	to assessing a few things frequently
From individual teacher assessments ...	to collaborative team-developed assessments
From each teacher determining the criteria to use in assessing student work ...	to collaborative teams clarifying the criteria and ensuring consistency among team members when assessing student work
From an over-reliance on one kind of assessment ...	to balanced assessments
From focusing on average scores ...	to monitoring each student's proficiency in every essential skill
A Shift in the Response When Students Don't Learn	
From individual teachers determining the appropriate response ...	to a systematic response that ensures support for every student
From fixed time and support for learning ...	to time and support for learning as variables
From remediation ...	to intervention
From invitational support outside of the school day ...	to directed (that is, required) support occurring during the school day
From one opportunity to demonstrate learning ...	to multiple opportunities to demonstrate learning

page 1 of 3

A Shift in the Work of Teachers	
From isolation ...	to collaboration
From each teacher clarifying what students must learn ...	to collaborative teams building shared knowledge and understanding about essential learning
From each teacher assigning priority to different learning standards ...	to collaborative teams establishing the priority of respective learning standards
From each teacher determining the pacing of the curriculum ...	to collaborative teams of teachers agreeing on common pacing
From individual teachers attempting to discover ways to improve results ...	to collaborative teams of teachers helping each other improve
From privatisation of practice ...	to open sharing of practice
From decisions made on the basis of individual preferences ...	to decisions made collectively by building shared knowledge of best practice
From “collaboration lite” on matters unrelated to student achievement ...	to collaboration explicitly focused on issues and questions that most impact student achievement
From an assumption that these are “my students, those are your students” ...	to an assumption that these are “our students”
A Shift in Focus	
From an external focus on issues outside of the school ...	to an internal focus on steps the staff can take to improve the school
From a focus on inputs ...	to a focus on results
From goals related to completion of learning tasks and activities ...	to SMART goals demanding evidence of student learning
From teachers gathering data from their individually constructed tests in order to assign grades ...	to collaborative teams acquiring information from common assessments in order to inform their individual and collective practice and respond to students who need additional time and support
A Shift in School Culture	
From independence ...	to interdependence
From a language of complaint ...	to a language of commitment
From long-term strategic planning ...	to planning for short-term wins
From infrequent generic recognition ...	to frequent specific recognition and a culture of celebration that creates many winners

page 2 of 3

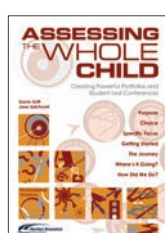
A Shift in Professional Learning	
From external training (workshops and courses) ...	to job-embedded learning
From the expectation that learning occurs infrequently (on the few days devoted to professional development) ...	to an expectation that learning is ongoing and occurs as part of routine work practice
From presentations to entire schools ...	to team-based action research
From learning by listening ...	to learning by doing
From learning individually through courses and workshops ...	to learning collectively by working together
From assessing impact on the basis of teacher satisfaction ("Did you like it?") ...	to assessing impact on the basis of evidence of improved student learning
From short-term exposure to multiple concepts and practices ...	to sustained commitment to limited focused initiatives

[illegible]

Available from Hawker Brownlow Education

Qty	Code	Title	Price
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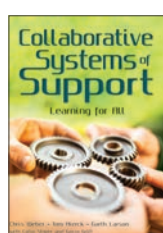
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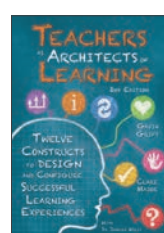
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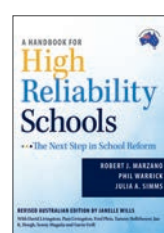
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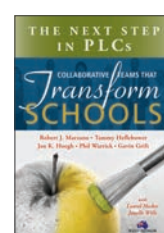
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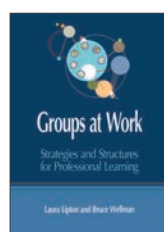
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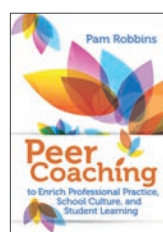
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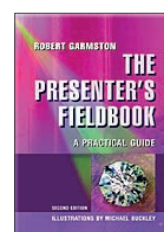
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