



PROFESSIONAL LEARNING IN ACTION: An Inquiry Approach for Teachers of Literacy

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All school leadership teams and teachers continually search for the most effective professional learning approaches within schools. *Professional Learning in Action* is a resource that would benefit leadership teams in establishing a professional learning structure that is both supportive and guiding.

The authors, Victoria Risko and MaryEllen Vogt, have researched and developed an approach that uses an Inquiry Process for professional learning for teacher teams that revolves around Problem Solving, Learning and Doing then Responding and Transforming. Throughout the book the authors explain and give examples of how the process may develop in schools. They use a fictional school example as a model, identifying how this systematic approach for collaborative learning may work for teachers in a school team.

Professional Learning in Action is based on the American Common Core Curriculum Standards but Australian teachers can easily substitute the focus to The Australian Curriculum Standards or State Standards. The “standards” can become relevant to the structure of a school, state, region or diocese. The authors use a literacy (English Language Arts) based example throughout the book. Teams could easily adapt the professional learning through this Inquiry Process into all discipline/subject areas.

The approach the authors of *Professional Learning in Action* focus on is the importance of teacher ownership over their ongoing learning, recognising that it is important for leadership teams, teachers and coaches to foster a high level of trust in the process. Through this all participants take collective responsibility for their learning in a collaborative and supportive manner. Risko & Vogt also recognise that adults learn differently. Adult learning is more problem-centred and action driven. Using the structure, and collaborating in teams on specific goals, the Inquiry Approach can be used to develop a Professional Learning Plan for teams, or a school, based on the needs of the students to improve student learning outcomes.