Summary: 100 - 150 words

Thoughtful, targeted, and ongoing teacher professional development is known to boost student outcomes and promote a growth mindset. To improve learning for every child and prepare them for the modern world, we need to move away from narrow approaches to professional development for teachers and offer them opportunities that can have a powerful impact on learning and teaching.

In this talk, as project coordinators, we will share best practices from a three-year-long international project (2020-1-NL01-KA226-SCH-083132) in which English teachers from three countries (the Netherlands, Denmark, and Finland) have been collaborating on data-driven, research-based English language teaching practices to create equal learning opportunities for all students. We also aim to provide guidance for other teachers and school leaders on how to successfully integrate innovative approaches to teacher professional development while revealing potential challenges as well as ways on how to overcome them in the process.

Introduction & Welcome		
Brief Agenda	Main focus of the talk	
Question Wooclap? / Zoom		
Research Background	Focus on Common Pitfalls WBP - COACH - Best Practices	
iBUILD IT	Project info - Context in 3 countries Needs analysis	
Golden Circle	Sinek within the project WHY - HOW - WHAT	
Result	Triple M Triple S Framework Examples and Quotes from the activities and the teachers	
Recommendations	For school leaders, project coordinators, teachers	

Triple M & Triple S (ERASSMMMUS)
The new standard in professional development of teachers

Abstract: 50 words

How can we move away from narrow approaches to teacher professional development and offer opportunities that can have a powerful impact?
In this talk, we will share best practices and key takeaways from an international project where English teachers from the Netherlands, Denmark, and Finland have been collaborating on innovative methods.

What's the strength of developing teachers in international contexts.

Motivation - it's not only my problem, it is global/European (+outside of school context, dinners aka informal learning)
Meaning - effective strategies lead to meaningful activities in schools and classrooms - Combination of practice and theory, tailor made.
Multi-faceted: Mob - Group of peers - collaboration - PLG - create your own learning environment -CLPG - Co-learning

Safe: Try it out, it's ok to fail, as long as you can justify it. Headteachers, leaders closely involved. Green light to try new things, plus budget! Not lose face. It's ok to be the idiot (Sinek)

Özgen: Article box ticking of the items of the project - which article?

100: Teacher professional development as a theme, spotlight.

Learning in a fun way outside their context/comfort zone. Back to why you once decided your best option in life is to become a teacher. (Taylor Mali)

Status - teaching is not a profession profession (like football, everybody can be the national coach). Regular trainings, business trips.

Self Esteem: More professional training, being taken serious as a person

Today's Agenda

- What does research say on Teacher Professional Development?
- iBUILD IT, project overview
- Golden Circle
- Triple M & S Perspective
- Recommendations

wooclap

Wooclap!

Wooclap?

Questions on Zoom?

Participants' experience in CPD / TPD

Common problems

Support mechanisms in schools

wooclap

Professional:

'Someone who is able to make autonomous and expertise-based actions and decisions about their work. Their actions and decisions are grounded in a specialized set of knowledge and skills stemming from both quality training and constant collaboration and dialogue with peers and other stakeholders'.

OECD Teaching and Learning International Survey (TALIS), Fraser (2019)

Best Practices and Common Pitfalls in TPD from Research

Professional Development	
Best Practices	**Common Pitfalls**
Incentives and/or communication of reasons why	Add-on requirement "just because"
Relevant and job-embedded	Disconnected from context of practice
On-going teacher-learner interactions	One-shot workshops with no planned follow-up
Differentiated	One-size fits all
Active learning	Passive sit-and-listen workshops
Demonstrations followed by real life opportunities to learn, practice, and receive feedback	Telling with no showing or doing
Delivered "just in time" when needed	Timed based on calendar

https://files.eric.ed.gov/fulltext/ED552977.pdf

What Does Research Say on TPD?

- Innovation requires innovative teachers
- Society and school structure & culture change rapidly
- See Covid-19!
- What type of leadership is needed?
- What type of professionalization is needed?

What teachers *do* matters!

"The biggest effects on student learning occur when teachers become learners of their own teaching, and when students become their own teachers."

(Hattie, 2009, p.22)

The Teacher Contributions to Student Learning

- The quality of teaching, as perceived by the students
- Teacher expectations
- Teacher's conception of teaching, learning, assessment and the students
- Teacher openness
- Classroom climate
- Clarity in articulating success criteria
- The fostering of effort
- The engagement of all students

What works best in TPD
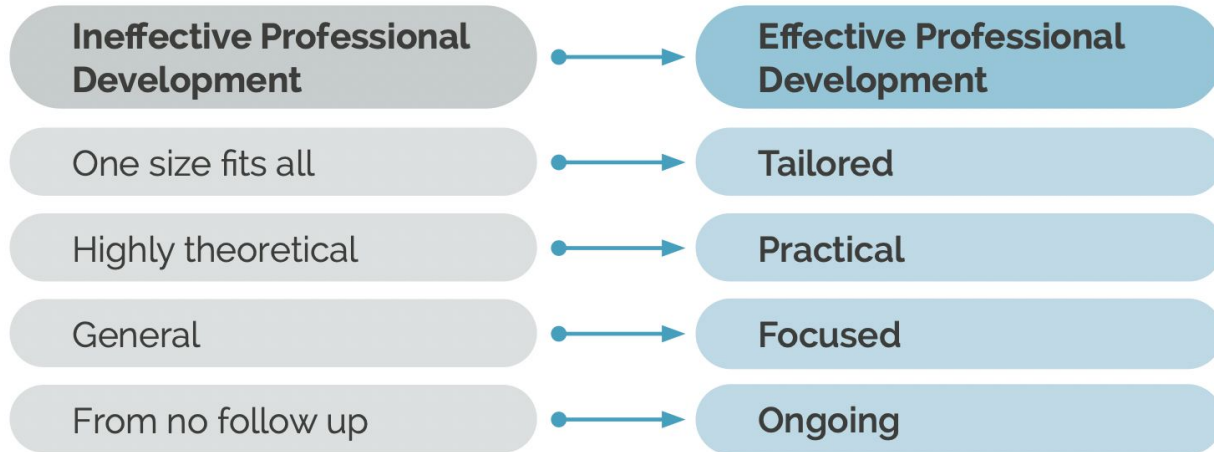
Timperley, Wilson, Barrar, and Fung (2007)

- Over an extended period of time
- Involvement of external experts
- Engagement of teachers during the learning process
- TPD that challenges the teachers' conceptions about learning
- Teachers talking to teachers - PLGs
- Supportive school leadership

What can education learn from football?

Worldbank, Teach and Coach Program

Coach **Principles for Effective In-Service Teacher Professional Development:**

Ineffective Professional Development	→	Effective Professional Development
One size fits all	→	Tailored
Highly theoretical	→	Practical
General	→	Focused
From no follow up	→	Ongoing

"The quality of an education system cannot exceed the quality of its teachers, and the quality of teachers cannot exceed the quality of the work organization in schools and the ways in which teachers are supported."

(OECD, 2018)

No such thing as average!

iBUILD IT - KA2.26 Erasmus+ Project

- 2 year project, setup to deal with Covid19
- 6 schools: 1 primary and 1 secondary school from Finland, Denmark and the Netherlands
- Aim: Professional development of teachers
- Area: Innovation & differentiation within ELT
- Approach: Using TOEFL Young Students Series as a foundation

The Project's "Movie Script"

The primary and secondary schools joined forces to change the fundamental ways we think about assessments (place and role in education)

They are innovating to find impactful and powerful solutions on how to approach and successfully integrate assessment-driven, research-based and highly differentiated English language teaching methods.

Supported by researchers, municipalities and other partners

Sinek's Golden Circle Within the Project

1. **What does iBUILD IT do?**
Empower teachers through TPD activities

2. **How do we do it?**
Through an international learning community

3. **Why do we do it?**
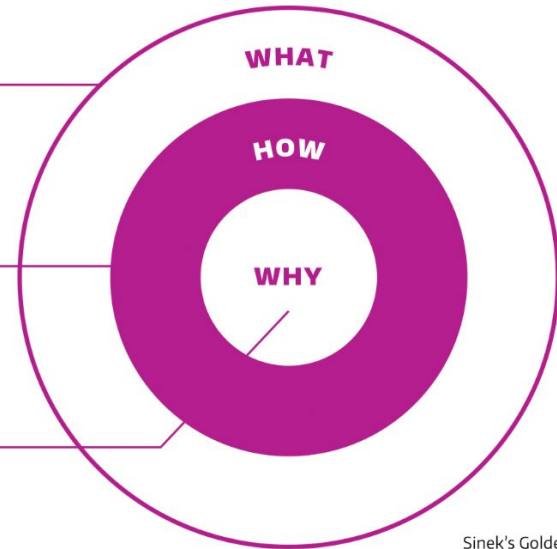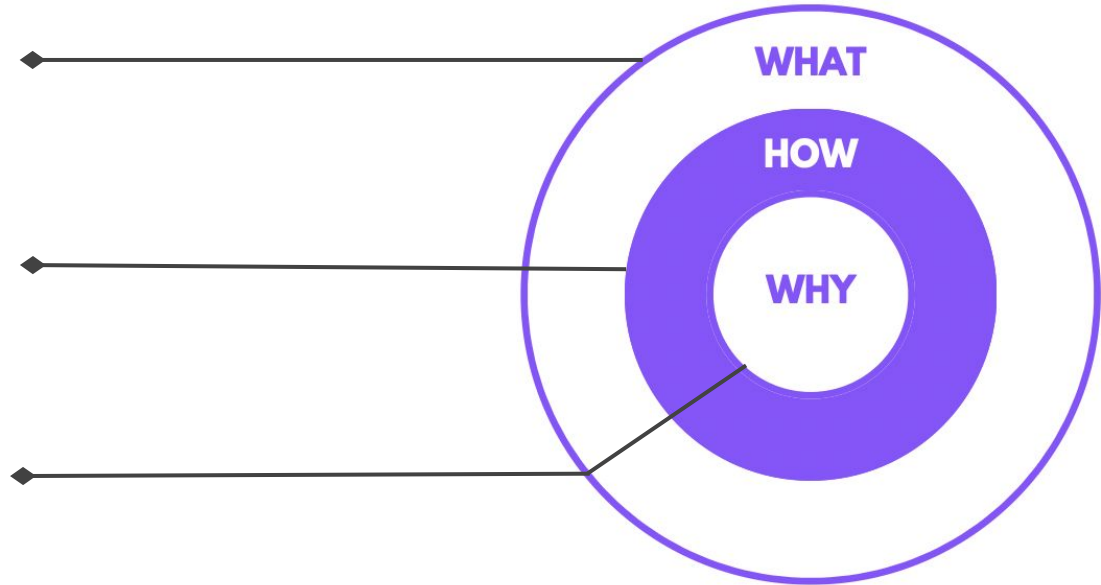To let every child flourish at their own level in EFL

WHAT

HOW

WHY

Figure 2:
Sinek's Golden Circle Model

Our Golden Circle

1. What does iBUILD IT do?
Organize TPD activities within the project

2. How do we do it?
Create international learning community

3. Why do we do it?
To let every child flourish at their own level in EFL

WHAT

HOW

WHY

Triple M & S Perspective

For Professional Development of Teachers
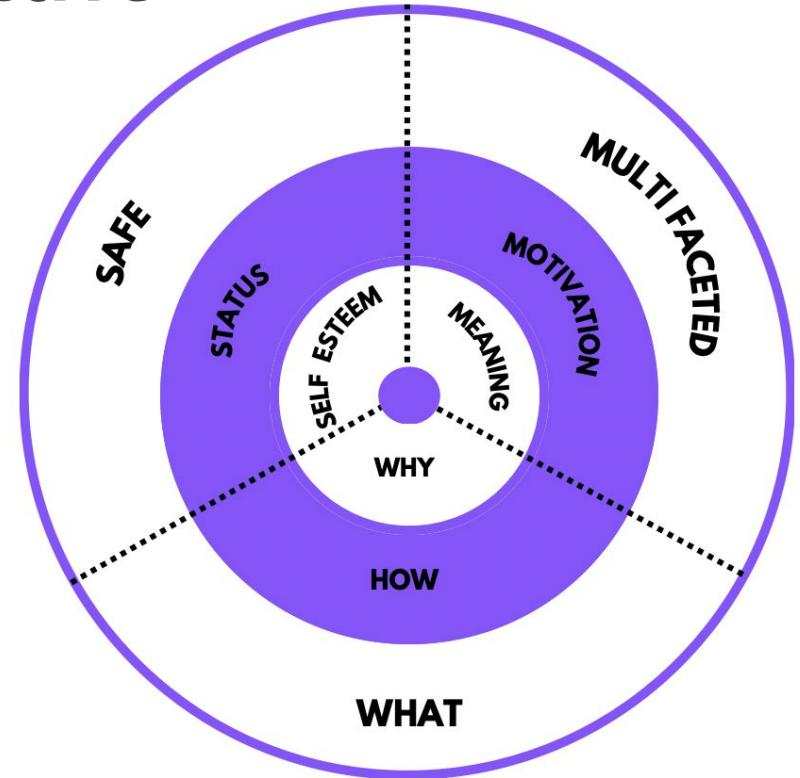
What we do:
- Environment needs to be Safe & activities Multi Faceted

How we do it:
- Give Status & foster intrinsic Motivation

Why we do it:
- Enhance Self Esteem & create Meaning

What do we do?
- TPD activities within the project

Safe:

- Trainings outside of the school & country
- Try out new things with teachers outside your organization
- Power of the Pilot!
- Ask away!

Multi-faceted:

- Different activities, fitted to the needs of the teachers
- Information through feedback and surveys
- Teach what you preach - Differentiation

Some of the activities:

- Peer observations and job shadowing
- Co-teaching and co-designing materials and lesson plans
- Designing small-scale joint projects with international colleagues
- Engaging in classroom research, collecting data, participating in individual and focus group interviews
- Keeping a teaching log, reflection journal

- Writing blog posts
- Attending webinars
- Preparing and giving webinars
- Presenting at international conferences
- PLG and CLPG
- Learning from experts
- Engaging in talks regarding the future of education with policy makers

What do the teachers say?

"The different workshops, where you could really get some inspiration to your own classroom. At the same time it gets you to think about your own practice and makes you question your choices and how you prioritise. I like to be challenged on my way of thinking, even if I don't use the things presented to us."

How do we do it? - International Learning Community

Status:

- Dissemination activities in own school, community and within project
- Teaching as a profession! Go on a business trip!
- Have a European network

Motivation:

- Project as a professional learning group
- Actively involved, my problems are shared problems
- Learning from and with each other
- Create your own learning situation

What do the teachers say?

"I have gained more tools to follow and guide pupils' individual learning path. I've found very useful the collaboration with other teachers and sharing different kinds of views of teaching. We have already been able to expand the knowledge and know-how from the project to other groups in our school and share the information with other teachers of our school, that way we have been able the widen the range of the project."

Why do we do it? - Aims & objectives

Self-esteem:
- As a teacher, you can make a difference
- Boost self-efficacy and motivation through differentiation and tailor-made activities
- Focus on learning gain instead of end-results, both with teachers and learners
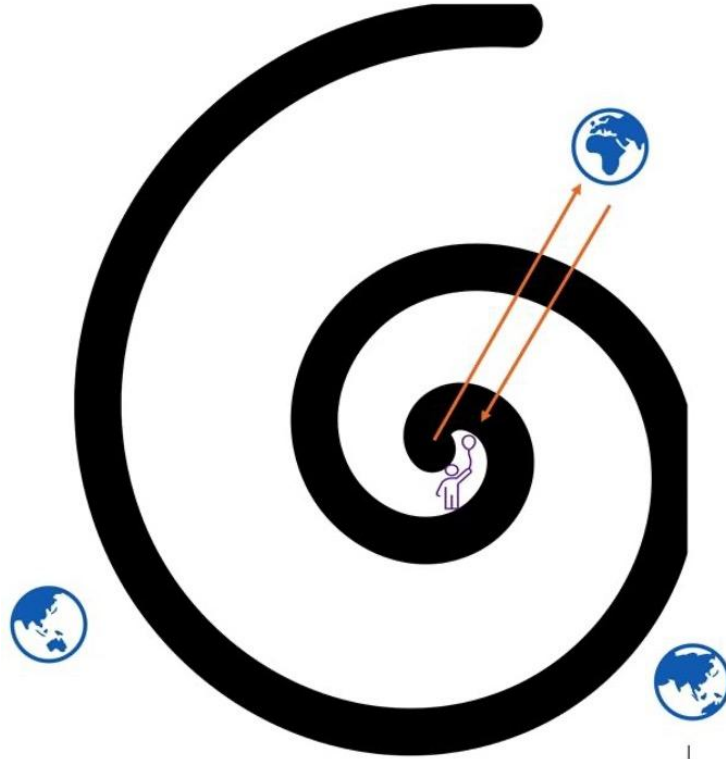
Meaning:
- Create a positive and meaningful path for each teacher
- Encourage teachers to experiment with a more open, engaging, and digital English classroom

What do the teachers say?

"This project is "forcing" me to have a closer and critical look at the way I teach. Why do I do what I do. What is the reason behind the exercises I give as homework, why do I teach this grammar? Are there any other ways to handle it? So I like the fact that I need to think of the way of teaching I have been doing for many years, but at the same time it is also a bit scary. However, I do appreciate that the group shares a lot of information together and are not afraid to share also their doubts or questions."

Why do we do it?

Recommendations

- Create opportunities for teachers to develop themselves in an international context
- When, within a project, use the Triple M & S Perspective:

  Safe, Status, Self Esteem & Multi-Faceted, Motivation, Meaning

- Design with the user in mind - carry out a needs analysis
- Take time to find the right context, invest in finding the right partners
- Focus on learning gain, instead of fixed end-results
- Have fun!

Thank you!

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