2311: Cultural Equity in Professional Learning Design for Educators

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Where we come from
At the **Education Development Institute**, we

1. Lead Professional Learning
2. Support Curriculum Development
3. Build Leadership Capacity
Learning together:

What are we trying to achieve today?

Cultural Equity in Professional Learning Design
Learning together to:

- collaboratively create common understanding around key concepts
- reflect on your own context and design/modify a culturally responsive PL experience
- engage with how EDI considers language and culture to intentionally design quality PL that is culturally responsive and equitable
Act one

Building Common Understandings

- What do we mean by: Language, Culture, Equity?
- How does it relate to the Professional Learning Design?
What is culture?

1. Write 5 phrases/ sentences using the word culture in different ways
2. Write a working definition of culture at your table
3. Consider your definition through the lens of :
   - nation
   - district
   - school
What indicators would you look for in a school / organization to describe its culture?
Hofstede’s Cultural Dimensions
Equity

Given the complexity of language and culture, how would you modify/design an equitable professional learning experience?
Standards for professional learning

“Standards for professional learning are designed to set policies and shape practice in professional learning… These standards stimulate dialogue, discussion, and analysis that lead to increased effectiveness in professional learning regardless of the state of current practice.”

(Learning Forward Standards for Professional Learning, p.55)
What makes professional learning effective?

<table>
<thead>
<tr>
<th>Standards for Professional Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional learning that increases educator effectiveness and results for all students</strong></td>
</tr>
<tr>
<td><strong>Learning Communities:</strong> Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.</td>
</tr>
<tr>
<td><strong>Leadership:</strong> Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.</td>
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<tr>
<td><strong>Resources:</strong> Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.</td>
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<tr>
<td><strong>Data:</strong> Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.</td>
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<tr>
<td><strong>Learning Designs:</strong> Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.</td>
</tr>
<tr>
<td><strong>Implementation:</strong> Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.</td>
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<tr>
<td><strong>Outcomes:</strong> Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.</td>
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**What makes professional learning effective?**

<table>
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<tr>
<th>Professional Learning Standard (non-linear in order)</th>
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<tr>
<td><strong>1 Cultural Competency</strong></td>
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<td>Professional learning that enhances both educator practice and outcomes for each and every student facilitates educators' self-examination of their awareness, knowledge, skills, and actions that pertain to culture and how they can develop culturally-responsive strategies to enrich the educational experiences for all students.</td>
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<tr>
<td><strong>2 Learning Communities</strong></td>
</tr>
<tr>
<td>Professional learning that enhances both educator practice and outcomes for each and every student occurs within learning communities committed to continuous growth, collective responsibility, family and community engagement and alignment of district and school vision and goals.</td>
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<tr>
<td><strong>3 Leadership</strong></td>
</tr>
<tr>
<td>Professional learning that enhances both educator practice and outcomes for each and every student requires and develops leadership capacity at</td>
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Hartford Public Schools Connecticut
Act two

Sharing Stories

● Our story

● Your story
What does this mean for us as Professional Learning designers and practitioners in our context?
Our story - ‘Aha’ moments that moved us

- Hong Kong connection
- Modules
  - participants recording and translating
- Head of Arabic
  - strong bilingual and IB
- Team grew - intentional bilingual recruitment
Our story - ‘Aha’ moments that moved us

- In-school inquiry
  - teams
  - demand from Arabic speaking teachers
  - admin surprised
- Context- protect the language and respect the culture
- Child protection training
  - sensitive material - mother tongue
Our story - ‘Aha’ moments that moved us

- PETAL/PALME
  - personalised learning
  - choice of language of instruction
  - agency
  - equal numbers of Arabic and English speaking participants
Clarifications?

As a table consider our story

- What are 3 recommendations/nudges/questions/thoughts you can give us to help us learn
As an individual consider how and what you might take from our journey and learning for your context

Share this with others
What makes professional learning effective?

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<td><strong>LEARNING COMMUNITIES:</strong> Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.</td>
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| **DATA:** Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning. |
| **LEARNING DESIGNS:** Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes. |
| **IMPLEMENTATION:** Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change. |
| **OUTCOMES:** Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards. |
What does equity mean to us?

2001 Standards for Staff Development
Equity: Staff development that improves the learning of all students prepares educators to understand and appreciate all students, create safe, orderly, and supportive learning environments, and hold high expectations for their academic achievement.

2011 PL Standards
Now defined as Outcomes standard
Standards for PL: Innovation Configuration Maps

Standards into Practice: External Roles

The latest volume of Innovation Configuration maps pinpoints the actions of those learning leaders working in roles outside of schools and school systems: education agencies, external partners, institutes for higher education, and professional associations. External partners include technical assistance providers from regional assistance centers, for-profit and non-profit vendors, and independent consultants.

Purchase a copy.

Standards into Practice: School System Roles

This volume highlights the actions of those learning leaders in four role groups: central office, director of professional learning, superintendent, and school board. School system staff are responsible for coordinating systemwide programs, professional learning, and resources needed to help each school achieve its goals for student achievement.

Purchase a copy.

Standards into Practice: School Based Roles

This volume includes IC maps for those educators working in schools each day. The roles covered in this book are: teacher, teacher leader/coach, school leadership team, and principal. The book also contains IC map introductory material that explains the concept and use of IC maps and their application to professional learning.

Purchase a copy.
Learning Design Standard

What’s the goal?
Characteristics of learners
Comfort with the learning process / with each other
Familiarity with content
Magnitude of expected change
Work environment
Resources to support learning
Our Story
Your Story

Now create your own story

Now think of your own story; how would you retell it using all these lenses? context / languages / cultures / school/ organization cultures / dimensions / standards

Choose a specific PL experience you will be designing
Sharing

????
Act three

Moving Forward

● Implications and actions
Primary purpose of professional learning is to improve (all) educator practice and student results.

Continuous improvement of individuals, schools and school systems depends on high quality professional learning.
I used to think.... but now I think....

What's in it for me?

Share with someone you haven't spoken to yet

http://www.hollyclark.org/2017/06/18/seesaw-the-making-thinking-visible-machine/
Thank you for learning with us today

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Session ID: 2311

NOTE: Session ID should be in all CAPS and is case-sensitive.
Thank you
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