

Educators as Learners:

A framework for new conversations on designing and sourcing effective professional learning that results in real change.

Debbie Cole and Catharine Hydon



Early Childhood Australia
A voice for young children

Celebrating **80** years

EARLY CHILDHOOD AUSTRALIA NATIONAL CONFERENCE 2018

BE THE DIFFERENCE
FOR CHILDREN AND FAMILIES



Experience is our
catalyst...



Early Childhood Australia | Celebrating **80** years
A voice for young children

EARLY CHILDHOOD AUSTRALIA NATIONAL CONFERENCE 2018

BE THE DIFFERENCE
FOR CHILDREN AND FAMILIES

Today's Professional Learning...



The tail wagging the dog?



Early Childhood Australia
A voice for young children

Celebrating **80** years

EARLY CHILDHOOD AUSTRALIA NATIONAL CONFERENCE 2018

BE THE DIFFERENCE
FOR CHILDREN AND FAMILIES

It is not that for want of asking the question...

Reviews here in Australia and internationally raise questions about how we deliver professional learning to educators...

But has anything changed?



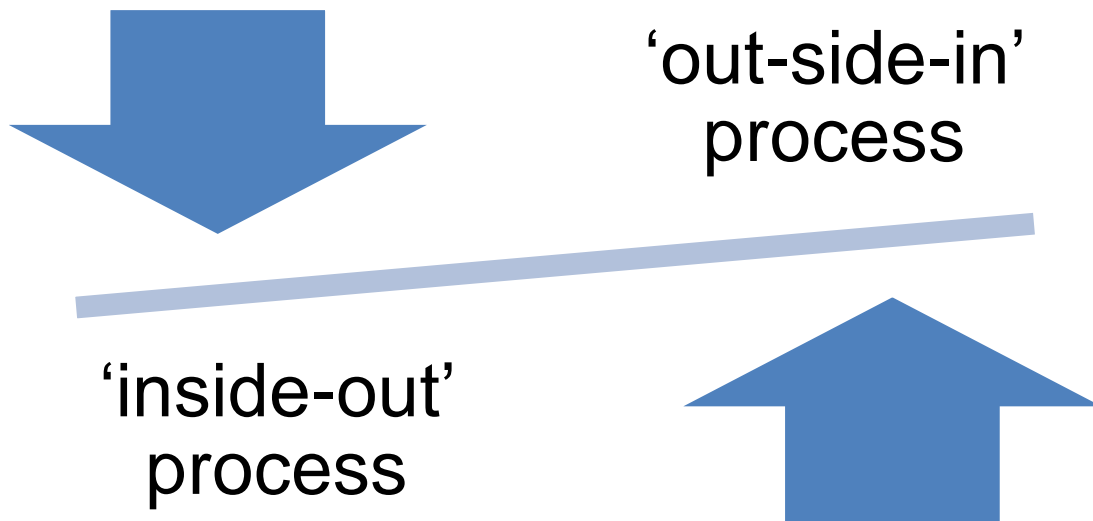
Early Childhood Australia
A voice for young children

Celebrating **80** years

EARLY CHILDHOOD AUSTRALIA NATIONAL CONFERENCE 2018

BE THE DIFFERENCE
FOR CHILDREN AND FAMILIES

What we know...



(Sheridan et al., 2009: 380)



Early Childhood Australia

A voice for young children

Celebrating **80** years

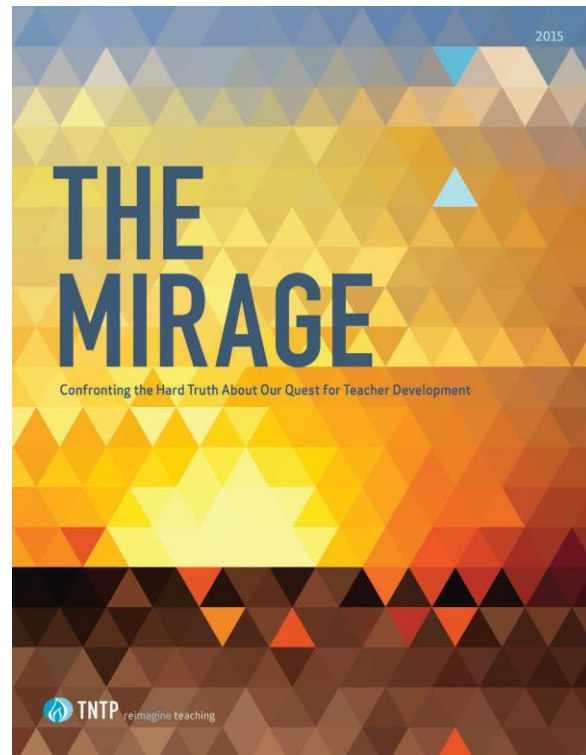
EARLY CHILDHOOD AUSTRALIA NATIONAL CONFERENCE 2018

BE THE DIFFERENCE
FOR CHILDREN AND FAMILIES

What we know...

Here's what we found:

- School systems are making a massive and laudable investment in teacher improvement—far larger than most people realize.
- Yet most teachers do not appear to improve substantially from year to year...
- We found no evidence that any particular kind or amount of professional development consistently helps teachers improve.
- School systems are failing to help teachers understand how to improve...



Early Childhood Australia
A voice for young children

Celebrating **80** years

EARLY CHILDHOOD AUSTRALIA NATIONAL CONFERENCE 2018

BE THE DIFFERENCE
FOR CHILDREN AND FAMILIES

What is effective...

Most discussions about teacher development presume that we already know the answer. **Of course, we know what good professional development looks like; we just haven't been able to do it at scale for all teachers, yet.**

As a result, a camp of researchers tested alternatives and produced a body of work that generally supported a few recommendations for what effective professional development should provide: **more time on tasks and longer, on-going sessions; more job-embedded opportunities rooted in content; and activities and lessons stimulating enough for adult learners...**

What Does the Research Say on Professional Development, Anyway? July 28, 2015 by Dina Hasiotis Partner, Client Team

Characteristics of effective professional development linked to enhanced pedagogy and children's learning in early childhood education settings

values participants' own aspirations, skills, knowledge

includes theoretical and content knowledge

investigates pedagogy within own early childhood settings

analyses data from own settings

critical reflection challenges assumptions and extend thinking

includes diversity

changes educational practice, beliefs, understanding, and/or attitudes

builds awareness of their own thinking, actions, and influence

Mitchell, L. and Cubey, P. (2003) Characteristics of effective professional development linked to enhanced pedagogy and children's learning in early childhood settings: Best evidence synthesis. Wellington: Ministry of Education.



Early Childhood Australia
A voice for young children

Celebrating **80** years

EARLY CHILDHOOD AUSTRALIA NATIONAL CONFERENCE 2018

BE THE DIFFERENCE
FOR CHILDREN AND FAMILIES

There is a need for a
framework for new conversations
about designing and sourcing
effective professional learning that
results in real change.



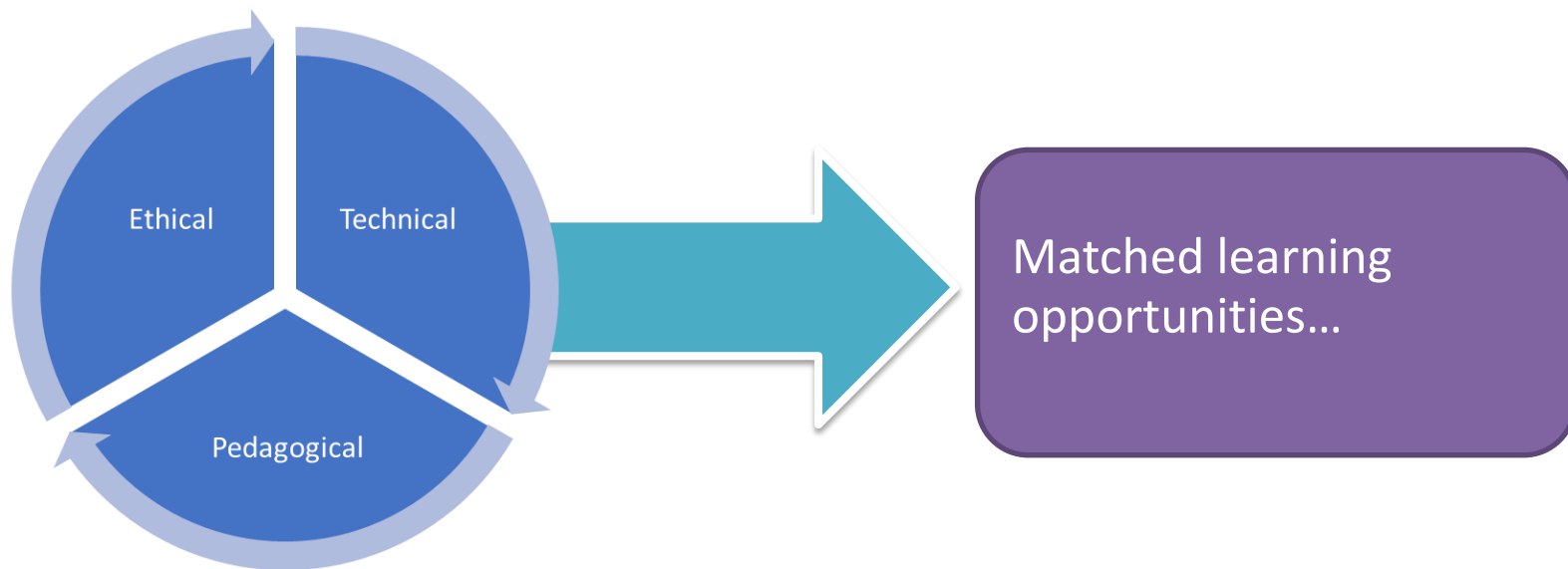
Early Childhood Australia
A voice for young children

Celebrating **80** years

EARLY CHILDHOOD AUSTRALIA NATIONAL CONFERENCE 2018

BE THE DIFFERENCE
FOR CHILDREN AND FAMILIES

A framework for designing and sourcing effective professional learning



Early Childhood Australia
A voice for young children

Celebrating **80** years

EARLY CHILDHOOD AUSTRALIA NATIONAL CONFERENCE 2018

BE THE DIFFERENCE
FOR CHILDREN AND FAMILIES

Technical

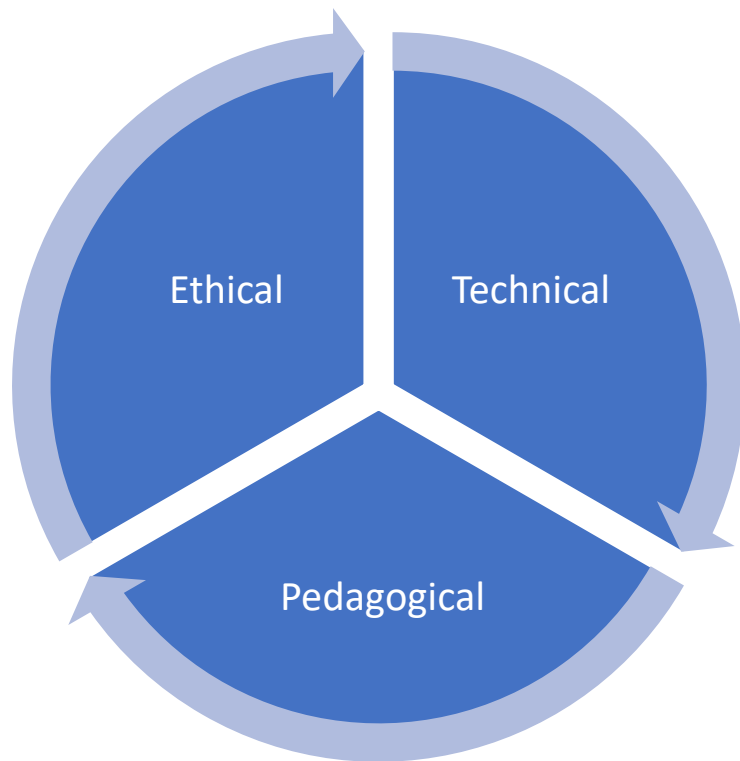
Developing specific skills and knowledge to implement new systems, legislation and standards, e.g. Child Safe Standards, First Aid, OH&S and administrative systems.

Ethical

Developing skills, knowledge and behaviours to support effective relationships between staff, and build partnerships with families, community and other professionals, e.g. teamwork, communication with families, community engagement, leadership.

Pedagogical

Developing skills and knowledge to create quality and innovative education and care programs for children, e.g. the planning cycle, learning environments, critical reflection.

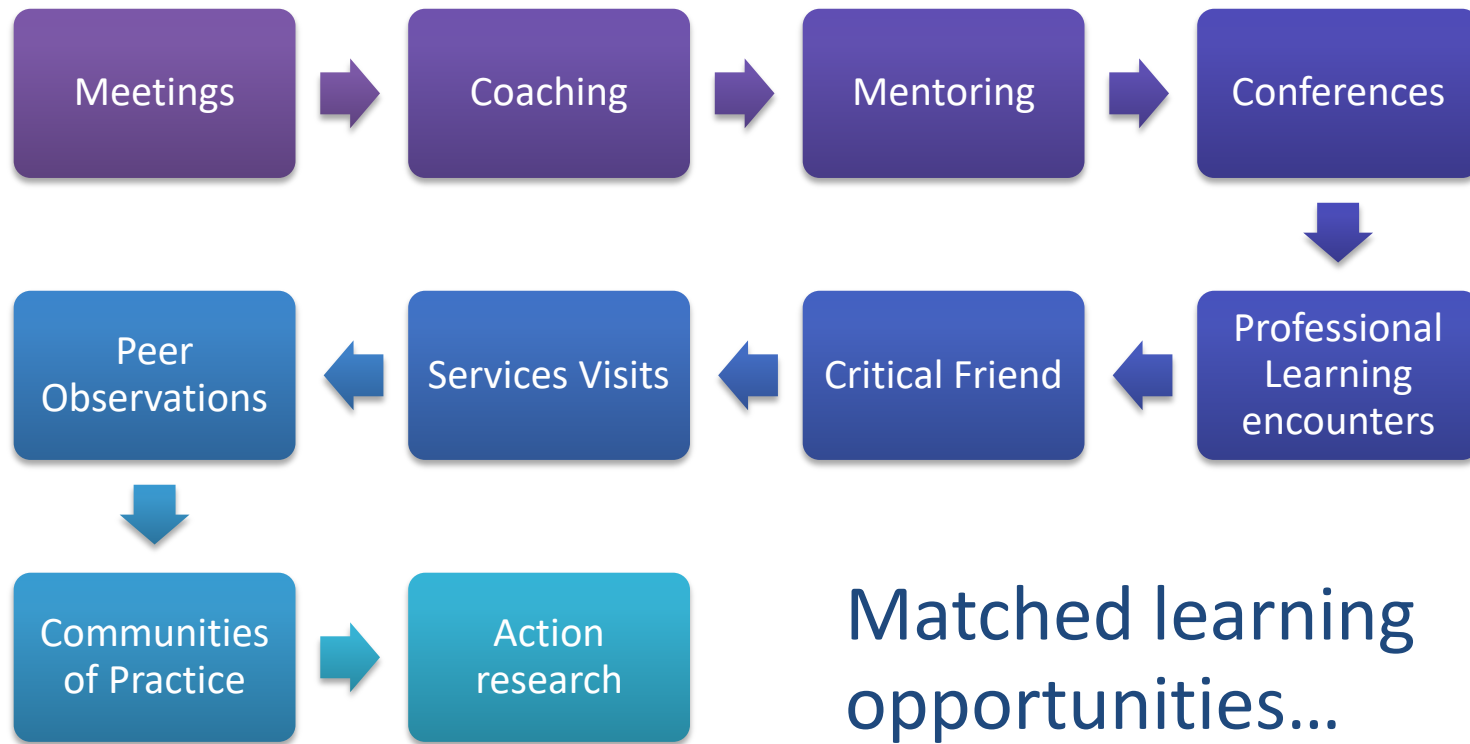


Early Childhood Australia
A voice for young children

Celebrating **80** years

EARLY CHILDHOOD AUSTRALIA NATIONAL CONFERENCE 2018

BE THE DIFFERENCE
FOR CHILDREN AND FAMILIES



Contact us:

Debbie Cole

Early Years Training and
Consultancy

0488 006 121

debbiecole8@bigpond.com

Catharine Hydon

Director, Hydon Consulting

0409 554 450

catharine@hydonconsulting.com

www.hydonconsulting.com



Early Childhood Australia

A voice for young children

Celebrating **80** years

EARLY CHILDHOOD AUSTRALIA NATIONAL CONFERENCE 2018

BE THE DIFFERENCE
FOR CHILDREN AND FAMILIES