

**Working  
with the  
schools**

# The working group

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# Vision vs. Aim

**Schools**

**as**

**Learning organizations**

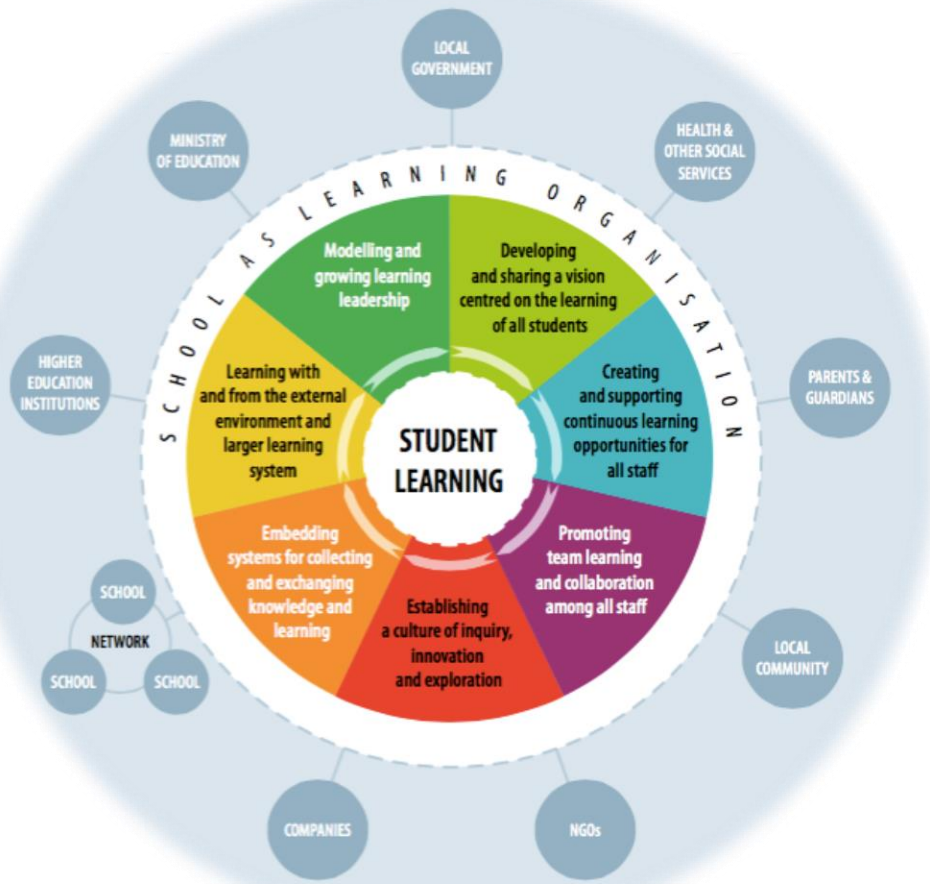
# Why

- Today's schools **must equip students** with the knowledge and skills they'll need to succeed in **an uncertain, constantly changing tomorrow.**
- Many schools look much the same today as they were a generation ago, and too many **teachers** are not developing the **pedagogies and practices required** to meet the diverse needs of 21st-century learners
- Schools need to **react quickly** to changing external environments, **to embrace innovations in internal organisation**, and ultimately to improve student outcomes.

# Learning organization

- A learning organisation is a place where the beliefs, values and norms of employees are brought to bear in support of sustained learning; where a “**learning atmosphere**”, “**learning culture**” is **nurtured**; and where “**learning to learn**” is **essential for everyone involved**.
- It is generally agreed that the **learning organisation is a necessity, is suitable for any organisation** and that **an organisation’s learning capability will be the only sustainable competitive advantage in the future**.
- The learning organisation as a **multi-level concept** involving **individual behaviour, team work, and organisation-wide practices and culture**.

# The integrated model of the school as a learning organisation



OECD report, 2016

Developing and sharing a vision centred on the learning of **all students**

Creating and supporting **continuous learning opportunities** for **all staff**

Promoting **team learning** and collaboration among all staff

Establishing **a culture of inquiry, innovation and exploration**

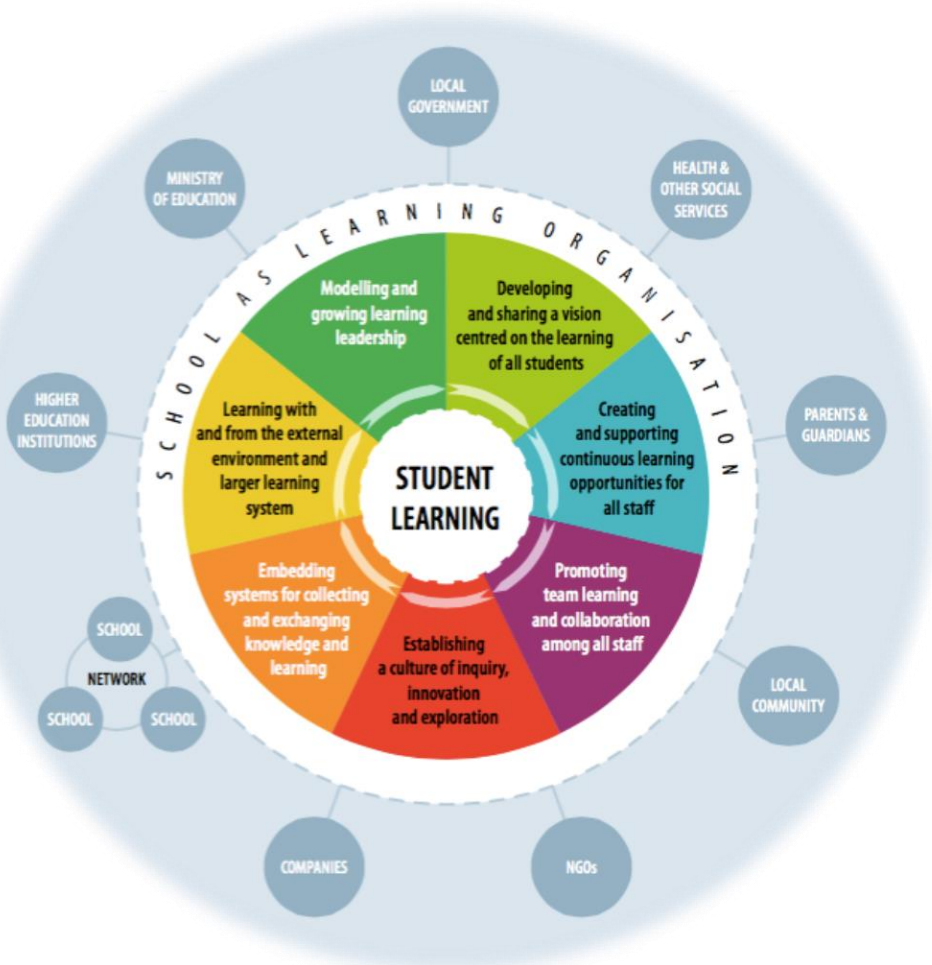
Embedding systems for **collecting and exchanging** knowledge and learning

**Learning with and from the external environment** and from larger learning systems

Modelling and growing **learning leadership**

**All of these dimensions are essential for making school transformation sustainable. The whole will be greater than the sum of its parts.**

# How




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STEM LEARNING

**TRUST & Time & Mutual respect**

# How

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**TRUST & Time & Mutual respect**



# Recommendations to CPD providers

1. Foster a **broad range of partnerships** involving schools
2. Teachers should **be involved in deciding** their own professional development **needs**, which should **also align** with the school/departmental development plan.
3. Promote the participation of **teachers as schools' team** and fostering the creation of **learning communities inside the school** connected with others at **local, national and international levels**.
4. Teachers' learning through CPD **should be recognised** by principals and senior leaders through the provision of **dedicated time to share and discuss** new ideas and practices with colleagues when back in school.

# Recommendations to CPD providers

5. Involve **school leaders** and school staff members in **planning, organising and evaluating** training activities
6. The impact of CPD should be **assessed after teachers have had sufficient time to embed new practice**, and teachers should be supported in how to measure this impact so that they can become **strategic users of CPD rather than ad hoc users**.
7. Foster the development of **intermediate leadership models** (also offering specific training courses) **to enhance and capitalize** on the training experiences of teachers through the planning of spaces and **devoted time** of sharing and dissemination within schools.

# Recommendations to CPD providers

8. A **blended CPD** offer can better meet the **varied needs** of schools and teachers in a **long term perspective**.
9. External **input from science education experts** is essential to provide well-researched examples of effective practice for schools, introducing fresh ideas as well as enhancing teachers' subject knowledge.

# Recommendations

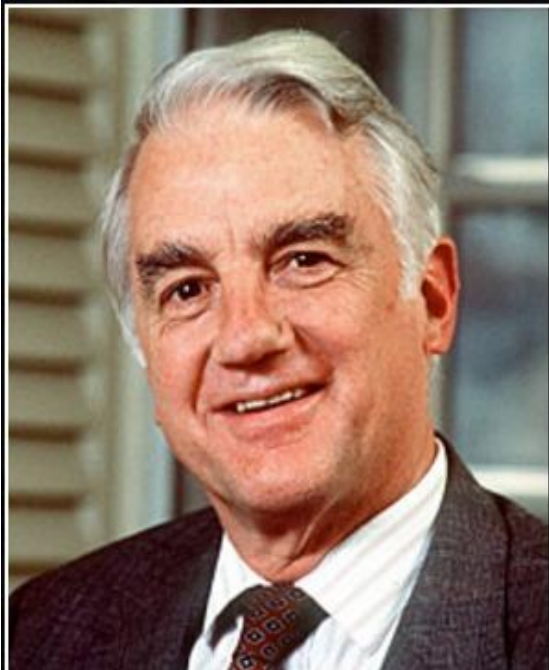
## to Ministries and Educational authorities

1. Ministries should provide **funds** for supporting professional development **at school level**
2. School authorities should **count specific CPD project work** as **working time** (e.g. members of steering groups).
3. Adequate **infrastructure for intermediate institutions** enables the provision of **teaching materials on loan** as well as the **individual support of schools**.
4. CPD should be free for all teachers. CPD should also be organized so **that schools/municipalities cover the costs**, not the teachers.

# Recommendations

## to Ministries and Educational authorities

5. A **system of recognition** would be desirable in which schools receive rewards in the form of **human or infrastructural resources** for CPD activities completed.
6. A **blended model** combining the **benefits of school** and teacher led self-improvement with externally provided, subject-specific professional development is recommended.



*“If you think education is expensive, **try ignorance.**”*

***Derek Bok***  
former President, Harvard University



# LINKS

Learning  
from  
Innovation and Networking  
in STEM

## Thanks for listening

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Erasmus+