

# Connecting Classrooms 2015-18: a journey in evidence informed decisions

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# What I will cover:

1. Caveats
2. The logic model and the rationale behind it
3. Questions

# Caveats?



# A journey through the case:

1. Why education?
2. What should education look like?
3. What is actually happening (and therefore what do we need to change)?
4. What shall we do about this?
5. How does one do this?
6. How will we know if it's working?
7. Is it working?

# 1. Why education?

DfID (2013) *Education position paper: Improving learning, expanding opportunities* [Online].

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/225715/Education\\_Position\\_Paper\\_July\\_2013.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/225715/Education_Position_Paper_July_2013.pdf)



**Education position paper**  
Improving learning, expanding opportunities



## 2. What should education look like?

Levy, F. & Richard J. Murnane, R.J. (2005) *The New Division of Labor: How Computers Are Creating the Next Job Market*, New York and Princeton: Russell Sage and Princeton University Press.

Council of Europe (2008) *Global Education Guidelines*, Lisbon: Council of Europe North South Centre.

Fullan, M. and Langworthy, M. (2013) *Towards a new end: New Pedagogies for Deep Learning*

UNESCO Bangkok. 2015. *Transversal Competencies in Education Policy and Practice (Phase I)*

CBI (2010) *Ready to Grow*

McKinsey, R. (2013) *Education to Employment*

### 3. What is actually happening (and therefore what do we need to change)?

UNESCO (2012) *Education For All, Global Monitoring Report 2012/3*, Paris: UNESCO .

UNESCO (2013) *Education For All, Global Monitoring Report 2013/4*, Paris: UNESCO .

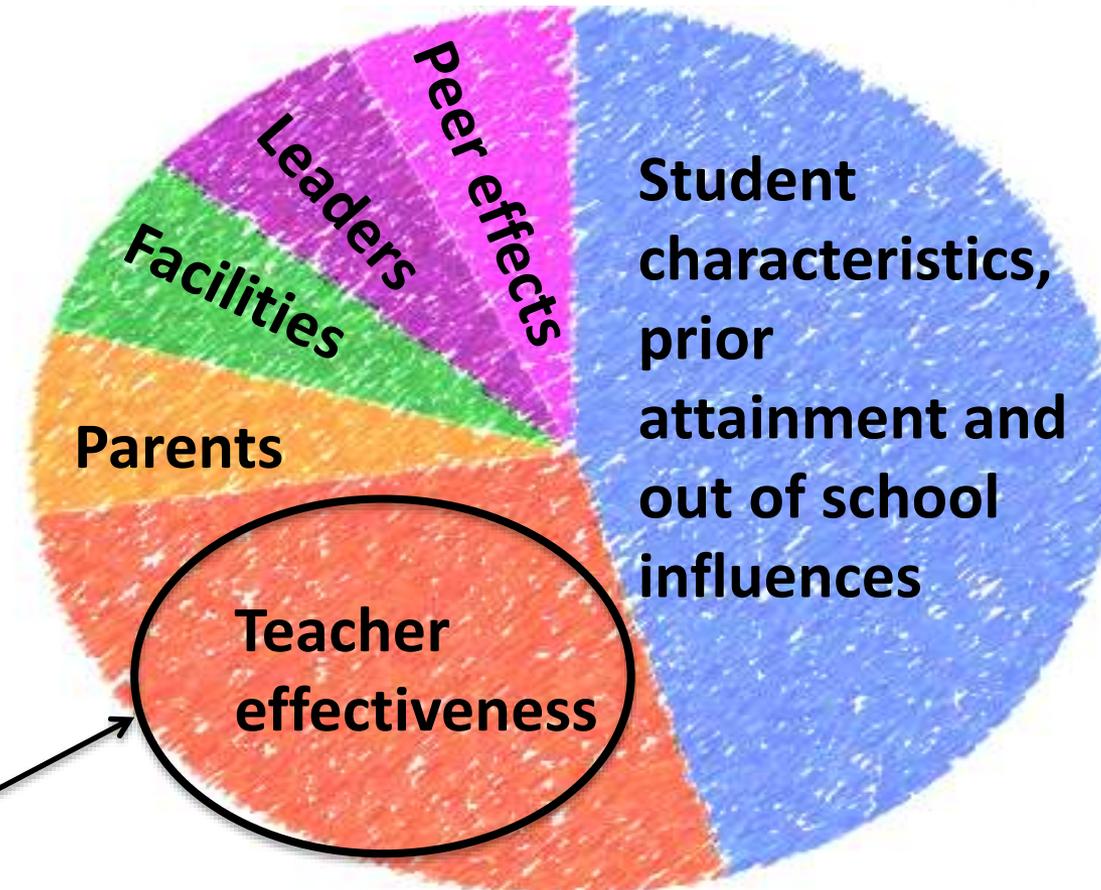
UNESCO (2013) *Education For All, Global Monitoring Report 2015/6*, Paris: UNESCO .

This is what we came up with:



British Council (2015) *Unlocking a world of potential: core skills for learning, work and society* [Online].  
<https://Schoolsonline.britishcouncil.org>

## 4. How shall we intervene?



The largest effect we can influence is the most efficient area to concentrate on.

## 4. How shall we intervene?



The case for international collaboration:

- William, D. (2011) *How do we prepare students for a world we cannot imagine?: Salzburg Global Seminar Volume 1, 2012.*
- Gosling, D. and O'Connor, K.M., Eds. (2009) *Beyond the peer observation of teaching.*

## 5. How should we do this?

Fullan, M and Stiegelbauer, S, (1991) *The New Meaning of Educational Change*

Various (2015) *Developing great teaching: Lessons from the international reviews into effective professional development*, London: Teacher Development Trust.

‘Core skills for learning, work and society’ and ‘Teacher as researcher’ in British Council (2015) *Unlocking a world of potential: core skills for learning, work and society* [Online].  
<https://Schoolsonline.britishcouncil.org>

# *What does transformative CPD look like?*

**Intensity:** at least 15 contact hours but preferably more than 30.

**Spaced:** regular (but short) sessions over at least two terms but preferably two years.

**Modelling:** watching someone else successfully implement the strategy.

**Practise:** requirement for participants to implement what they have learnt via inter-sessional tasks.

# ***What does transformative CPD look like?***



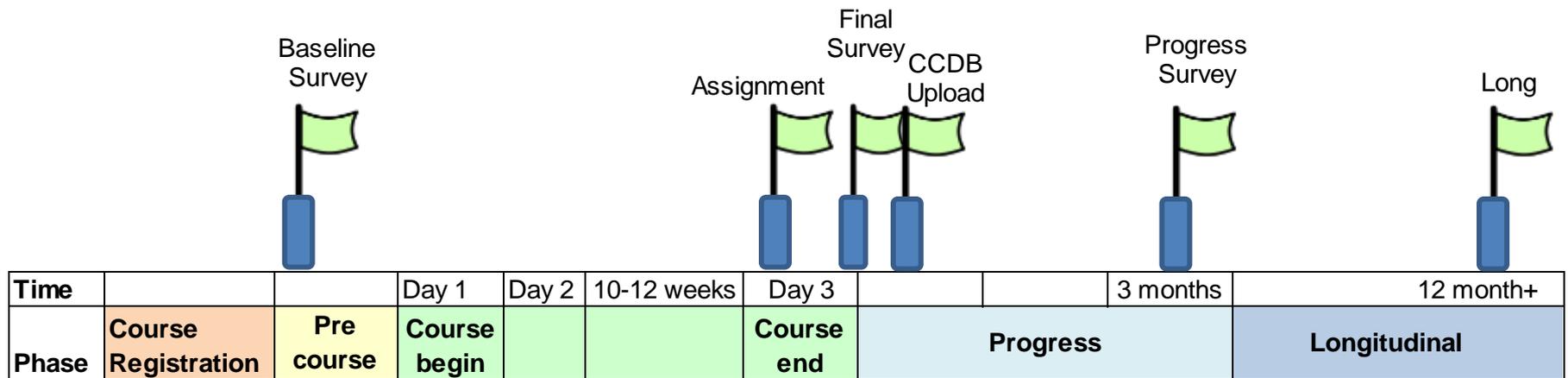
**Feedback:** being observed or reporting back to others and then being given the opportunity to reflect on their own practice.

**Evidence-based:** promoting strategies supported by robust evaluation evidence and promoting discussion of differing theories of change.

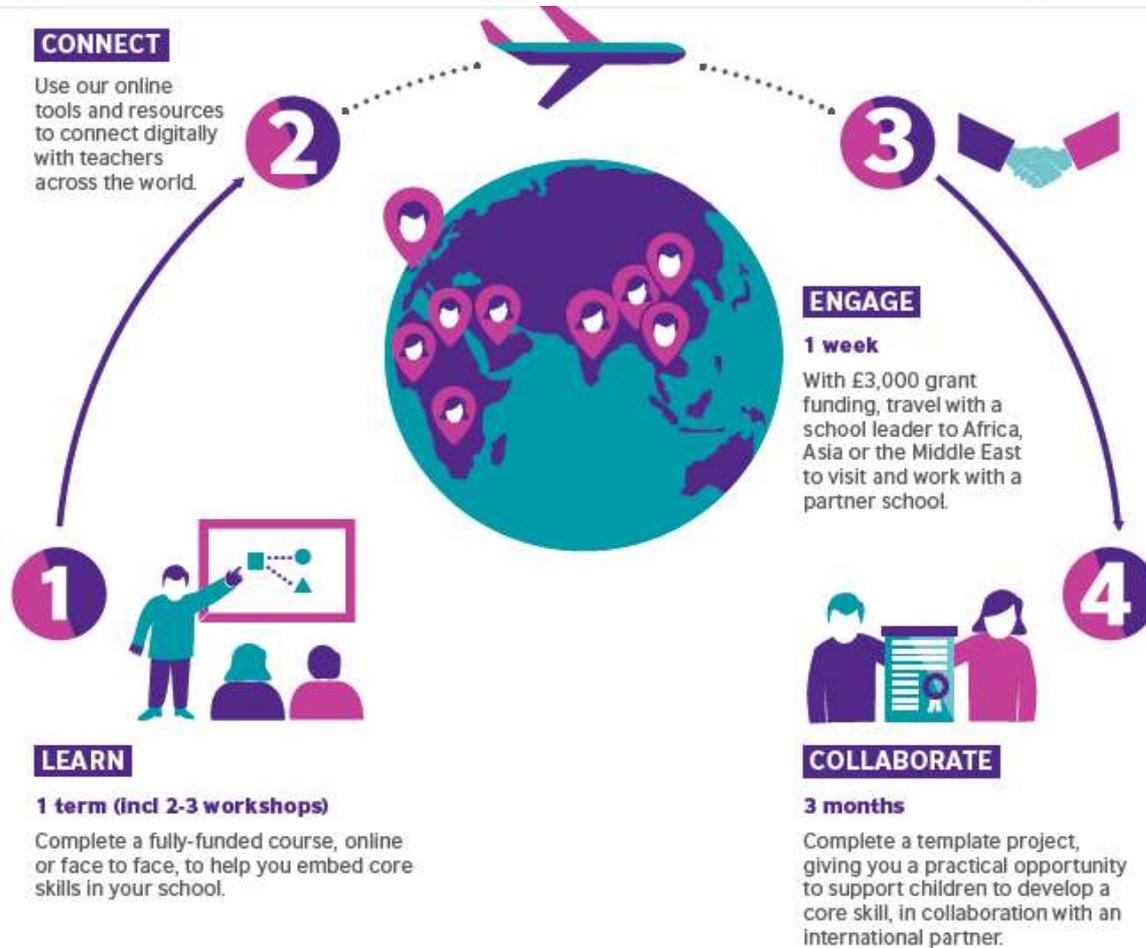
**Teacher learning communities:** teacher networks to improve and sustain, after the centralised intensive training has concluded.

# The professional learning journey

Step 1: The teacher journey with monitoring points indicated



# The professional learning journey



## 6. How will we know it's working?



Evidence for  
Excellence in  
Education

1. Baseline (all participants)

- Core skills knowledge, understanding and skills before participation.

2. Course assignments\*  
(sample of participants)

- Application of core skills learning in own context.

3. End of course (all  
participants)

- Core skills training satisfaction and learning at end of course.

4. Progress (sample of  
participants)

- Use of core skills in school; support from school leaders.

5. Impact evaluation (sample  
of countries and schools)

- Participants' use of new knowledge and skills and student learning outcomes.

**Guskey, T. R. (2000). *Evaluating Professional Development*. Thousand Oaks, CA: Corwin Press.**

## 6. How will we know it's working?

Logframe available at: <https://devtracker.dfid.gov.uk>

# 7. Is it working?

## Examples from the UK context:

*• ‘As a school we have been on a journey from special measures to good, and the core skills have been fundamental in that journey.’*

- Linchfield Community Primary School, Lincs

*‘Hugely valuable and has enabled me to lead change in my school.’ Senior leader,  
Scottish secondary school*

- #Video links:
- <https://vimeo.com/205582477/eb1303b907>
- <https://vimeo.com/205580973/662cae2743>

**- Progress on log frame targets and stories from overseas**



**What next?**



**Fin**