

**It's About Learning
(and It's About Time)**

Dr Louise Stoll

President

**International Congress for
School Effectiveness and Improvement,
Visiting Professor: Institute of Education,
University of London
London Leadership Centre
email: l.stoll@ioe.ac.uk**

**BC School Superintendents' Association Fall Conference,
Victoria Conference Centre and Fairmont Express Hotel, BC
Thursday 27 November 2003**

Outline

Why learning?

What do we know about learning?

What is capacity for learning?

How can you build capacity from the inside and outside?

A wide-angle photograph of a calm, deep blue ocean stretching to the horizon. The sky is a clear, vibrant blue with some light, wispy clouds. A faint rainbow is visible on the horizon line, adding a touch of color to the scene. The overall mood is serene and expansive.

**Why must it be about
learning?**

Futures

Possible futures - things which could happen, although many are unlikely

Probable futures - things which probably will happen, unless something is done to turn events around

Preferable futures - things you prefer to have happen and/or what you would like to plan to happen

Beare (2001)

- 57 Asians: 21 Europeans: 14 from Western Hemisphere, both north and south; 8 Africans
- 52 female; 48 male
- 70 non-white; 30 white
- 70 non-Christian; 30 Christian
- 89 heterosexual; 11 homosexual
- 6 possess 59% of entire world's wealth, and all 6 from the US
- 80 live in substandard housing
- 70 unable to read
- 50 suffer from malnutrition
- 1 near death; 1 near birth
- 1 with college education
- 1 computer owner

Harter (2000)

What do we know about learning?

Learning is making connections

Learning and the brain

Learning and understanding

Learning and motivation

Learning is social

Learning is emotional

Learning is different for everyone

Learning takes time

Stoll, Fink and Earl (2003)

High

C
H
A
L
L
E
N
G
E
S

Arousal

Flow

Anxiety

Worry

Control

Apathy

Relaxation

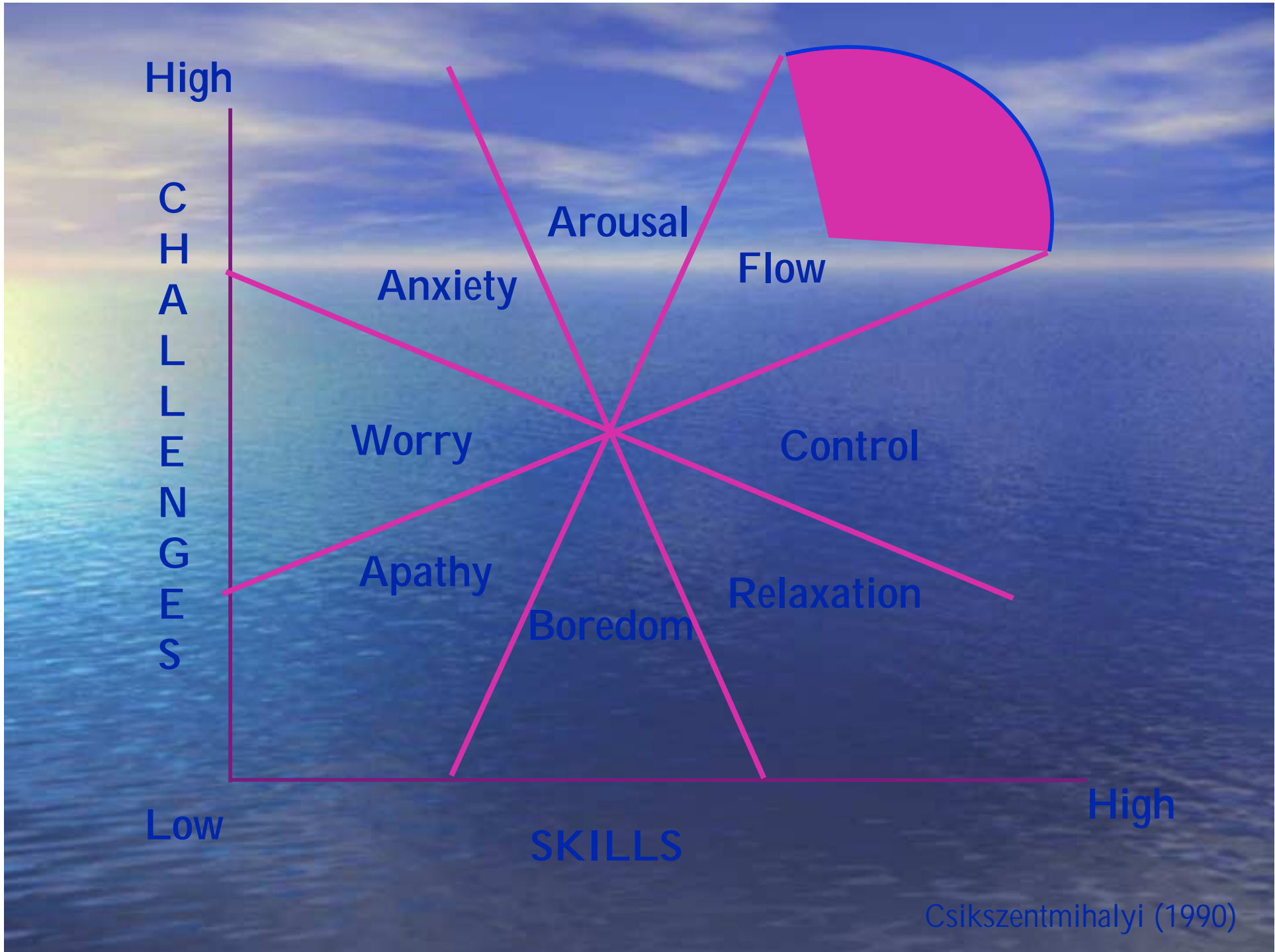
Boredom

Low

SKILLS

High

Csikszentmihalyi (1990)



What are the implications of what we know about futures and learning for:

1. What pupils must learn?
2. Enhancing pupils' learning?
3. What teachers must learn?
4. Enhancing teachers' learning?

Opening Minds

The reforms of recent years have focussed largely on standards and structures. These are important - standards especially; but they have almost nothing to say about whether the system can help students become capable of meeting the more complex demands that will be made on them in the future.

Five Competencies for the 21st Century

- Learning
- Citizenship
- Relating to people
- Managing situations
- Managing information

Bayliss for the RSA (1999)

Teachers' Learning: seven 'r's

Rehearsing and Refining

- Practising
- Trial and error

Reflecting

- Reflection in and on action
- Becoming assessment literate
- Meta-learning

Reading

- Study groups
- Book clubs
- Internet

'Riting

- Journal writing/diaries
- Portfolios

Researching

- Research enquiries

Relating

- Joint work
- Mentoring and coaching
- Co-operative group learning
- Networking

Risking

- Trying new strategies
- Seeing pupils as partners in the learning process

Stoll, Fink and Earl (2003)

A wide-angle photograph of a calm, deep blue ocean stretching to the horizon. The sky is a clear, vibrant blue with some light, wispy clouds. On the left side, a faint rainbow is visible, its colors blending into the blue of the sky and water. The overall scene is serene and expansive.

What is capacity?

Capacity

. . . is a complex blend of motivation, skill, positive learning, organisational conditions and culture, and infrastructure of support. Put together, it gives individuals, groups and, ultimately whole school communities the power to get involved in and sustain learning.

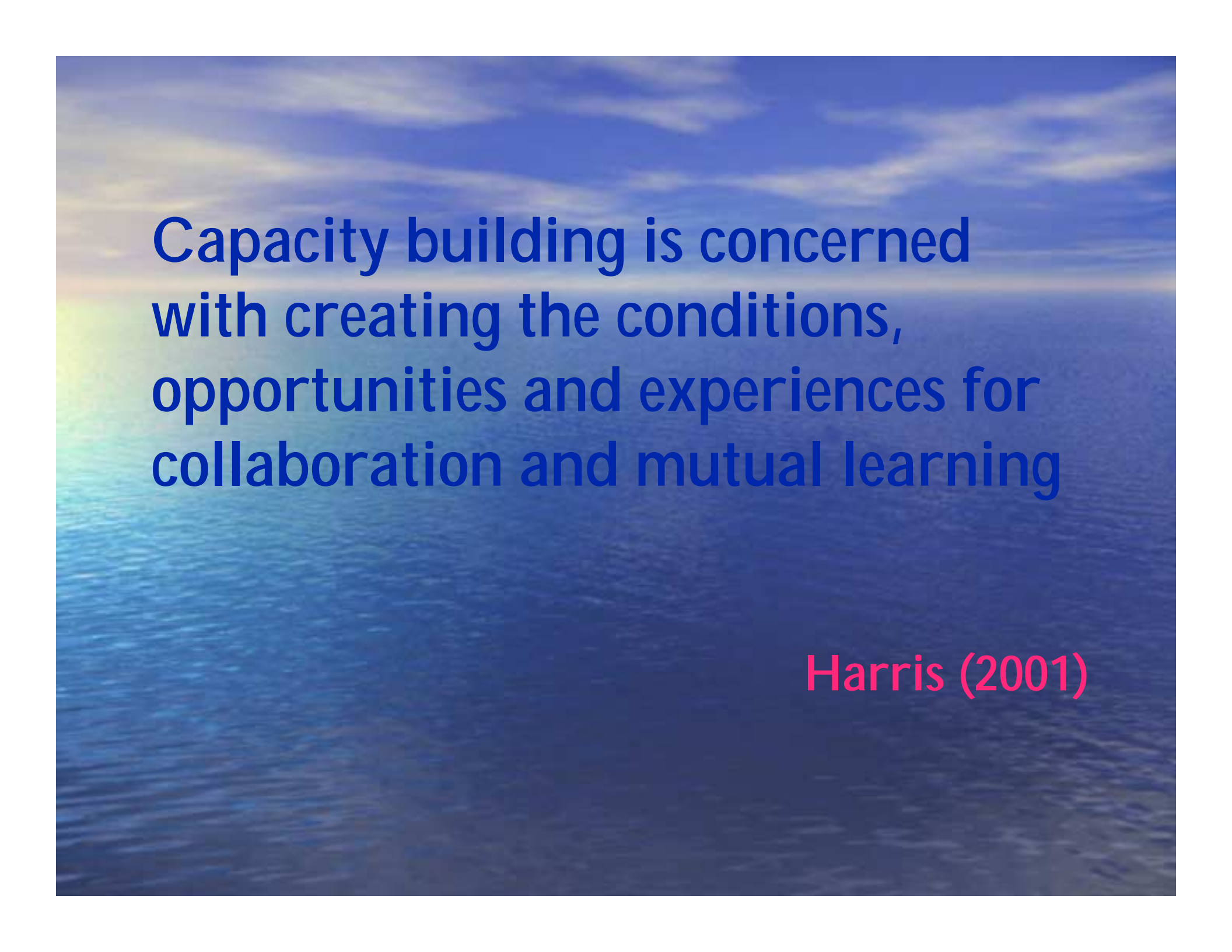
Stoll, Stobart et al (2003)

Three ways leaders handle twin pressures of education and change

- Coping** Limit selves to managing school and respond only to directives from higher sources
- Diffusion** Aware of new trends and indiscriminately set goals - "Christmas tree schools" (Bryk et al, 1998)
- Goal-focused** Select a few reasonable goals, establish priorities, and ignore or manage other pressures Tye (2000)

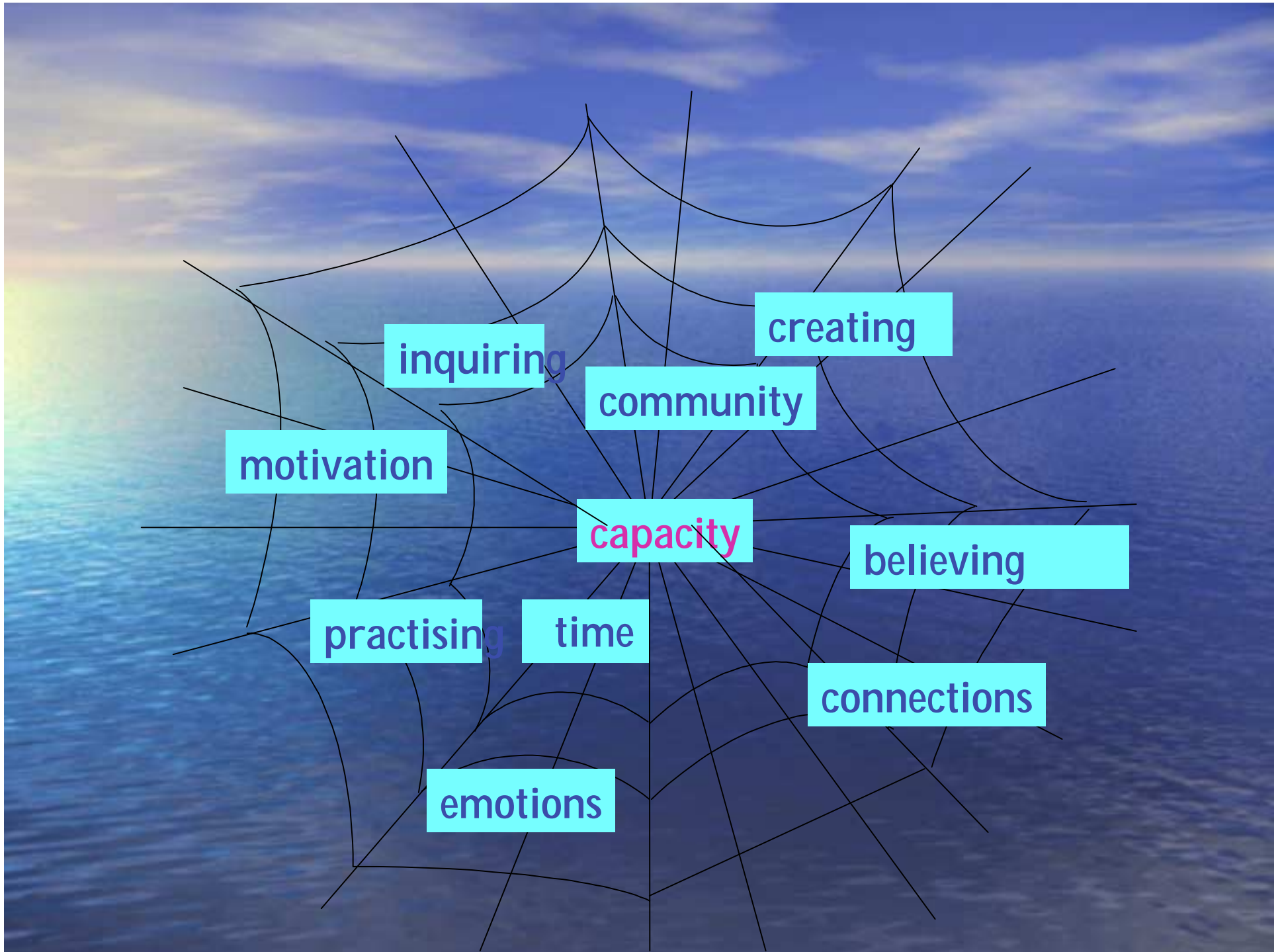


Building capacity



Capacity building is concerned
with creating the conditions,
opportunities and experiences for
collaboration and mutual learning

Harris (2001)



inquiring

creating

community

motivation

capacity

believing

practising

time

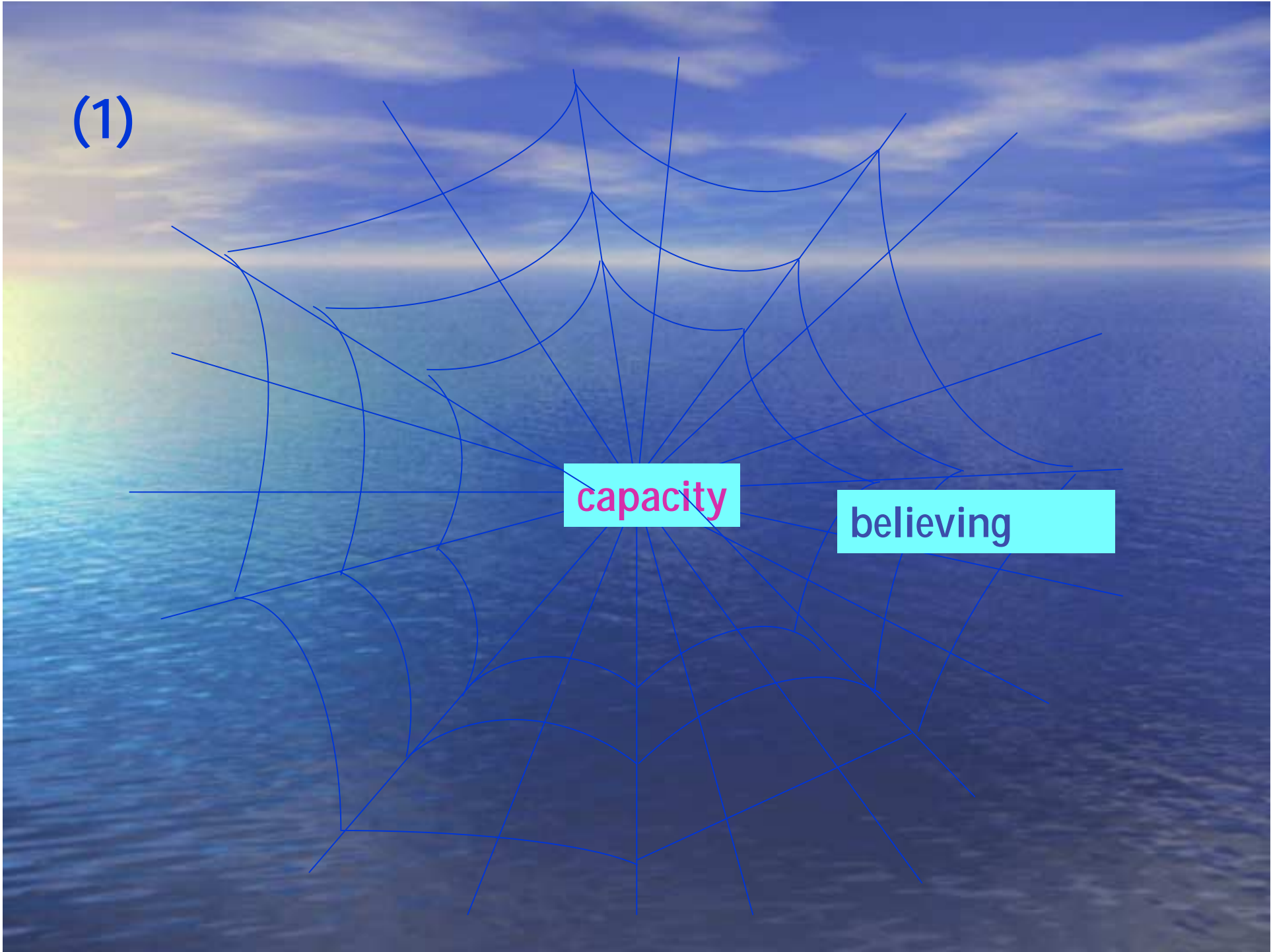
connections

emotions

(1)

capacity

believing





How organisations work when no-one is looking

Morgan (1998)

Expectations - Quotes from Improving School Effectiveness Project Teachers in Scotland

“Home background, deprivation, parental views on education. Often survival is more important than taking on board educational opportunities”.

“Some children are never going to achieve very much”.

“...there are no limitations. You can come in this door and the world is your oyster... the children will be encouraged. Nothing is holding us back”.

Stoll et al (2001)
in MacBeath and Mortimore (eds)

Questions

What do you do to try to ensure that your school(s) has/have appropriately high expectations of its/their students?

What are the challenges you face?

How do you resolve these challenges?



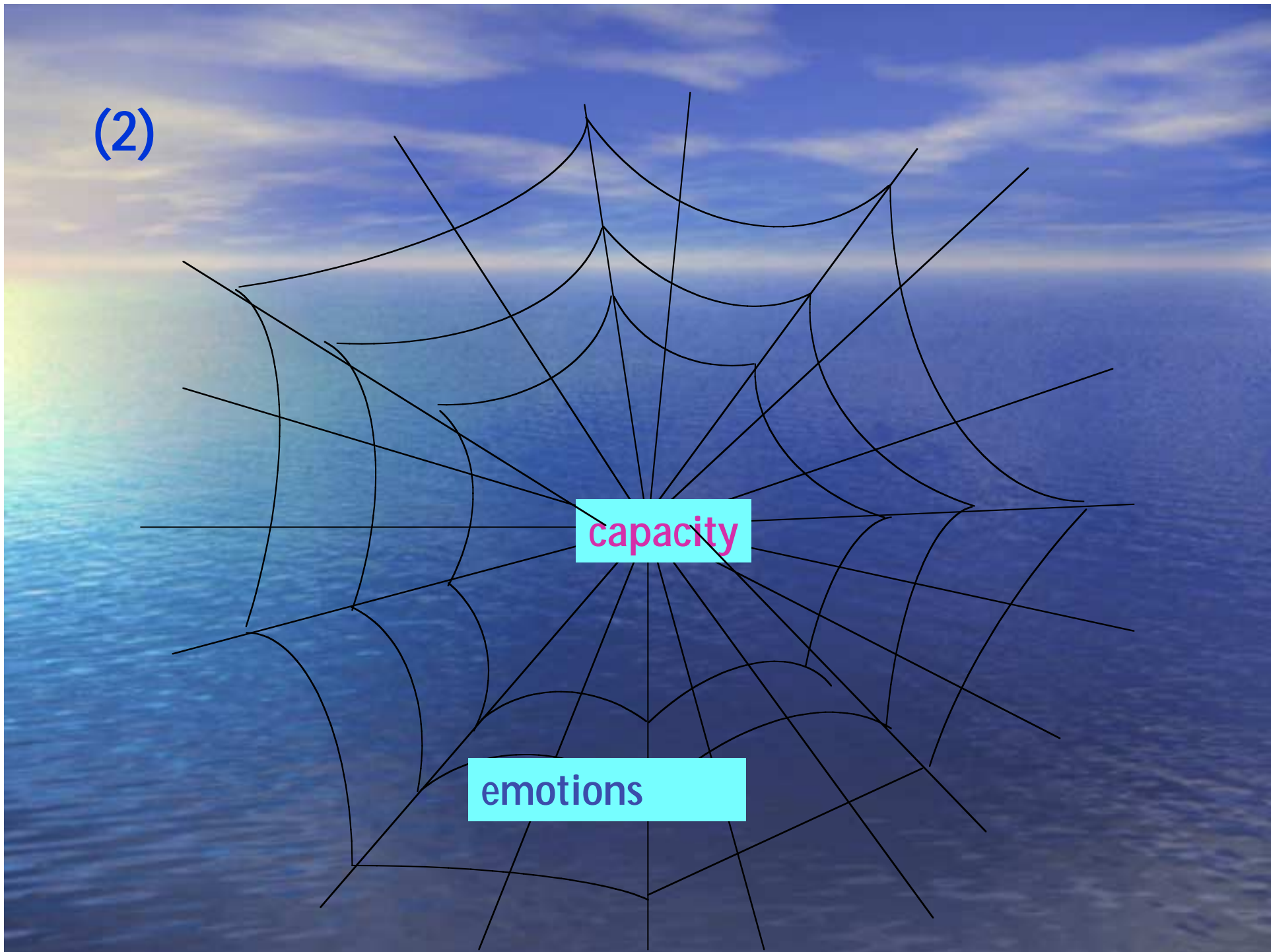
Task

List ceremonies, rituals and symbols that demonstrate that your school's culture focuses on learning

(2)

capacity

emotions



Four Dimensions of Relational Trust

1. Respect
2. Competence
3. Personal regard for others
4. Integrity

Bryk and Schneider (2002)

Emotional Intelligence Domains

Self-awareness

Self-management

Social awareness

Relationship management

Goleman, Boyatzis and McKee (2002)

Connecting to our feelings is not soft;
disconnecting from our feelings is not clever

Antidote, the Campaign for Emotional Literacy

Questions

What are the ways in which you invite others personally by:

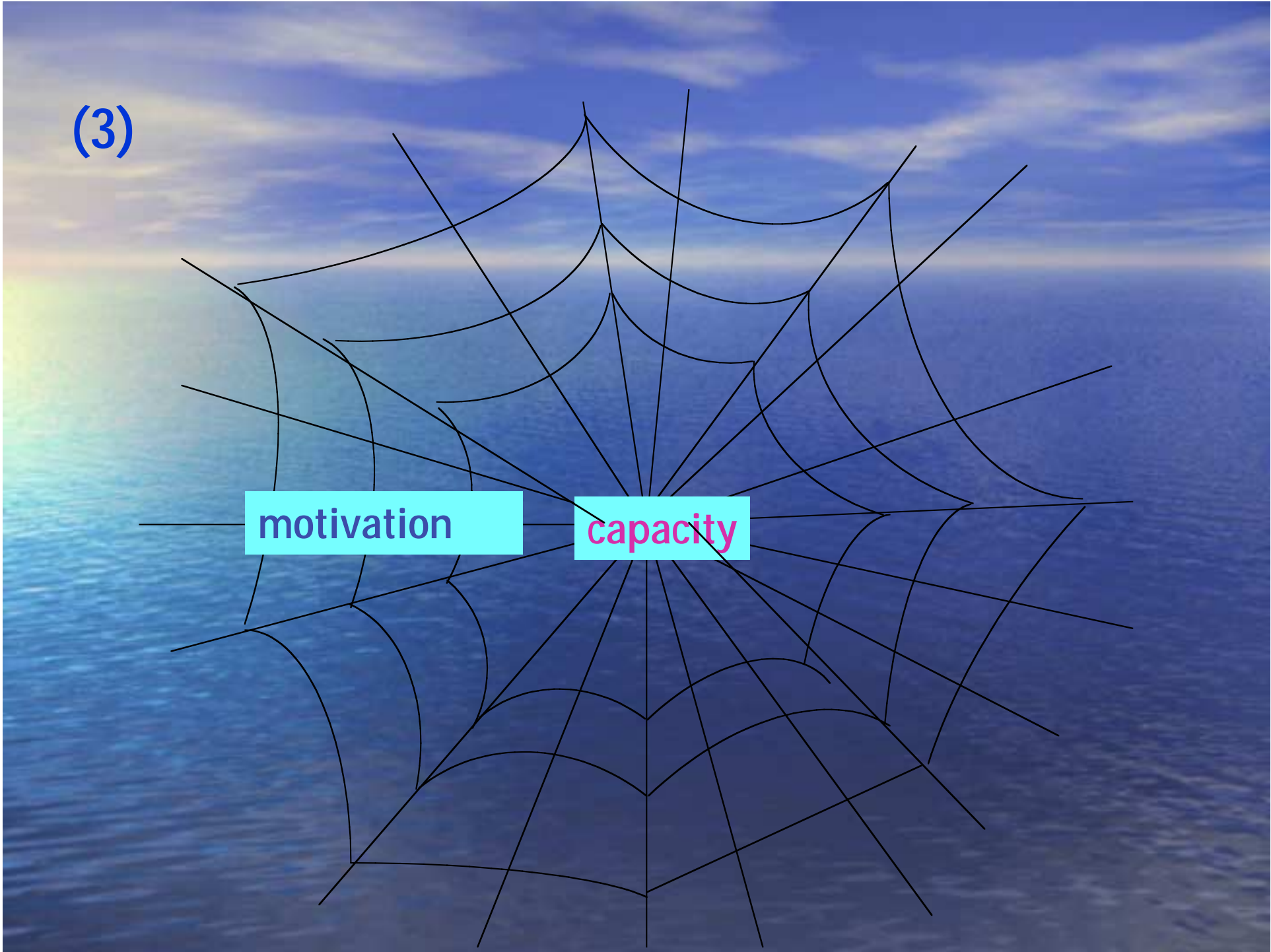
- Creating a community spirit?
- Relating to others on a personal level?
- Providing opportunities for creativity and imagination to flourish?
- Finding reasons to celebrate and have fun?

Based on Stoll, Fink and Earl (2003)

(3)

motivation

capacity



Five key features of motivational leadership

Individualism

Recognition

Awareness

Interest

Direction

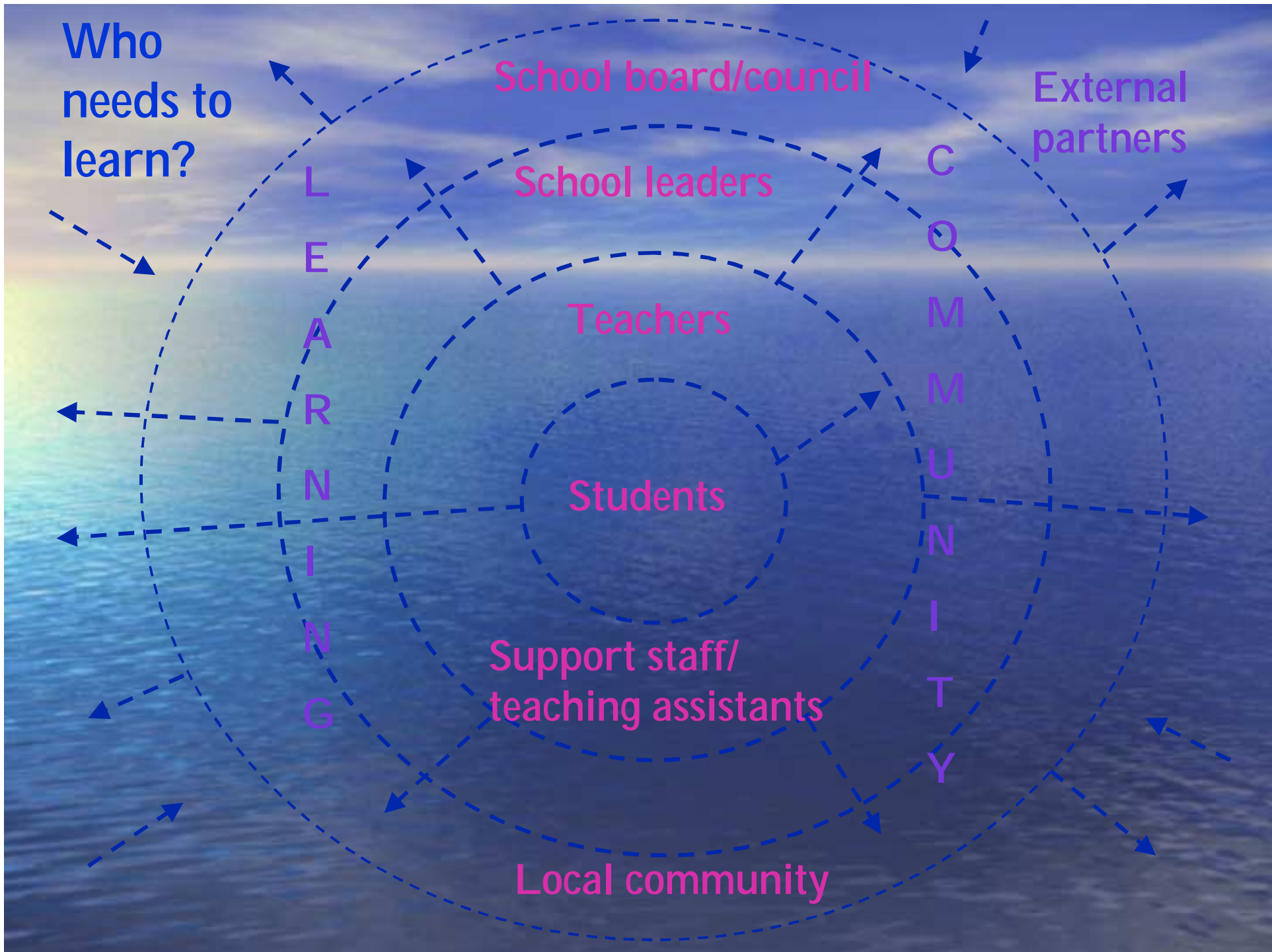
Evans (1999)

(4)

community

capacity







The Creating and Sustaining Effective Professional Learning Communities Project 2001-2004

Aims to identify and convey, characteristics of eplcs in different school settings

Key enabling and inhibiting factors

Processes to create, develop and sustain them

Literature review, survey to schools

Case studies in 16 school settings – nursery, primary, secondary and special

Ongoing dissemination – workshops, website etc:
www.eplc.info



Identified characteristics of an
effective professional learning community

Shared values and vision

Collective responsibility

Reflective professional inquiry

Collaboration

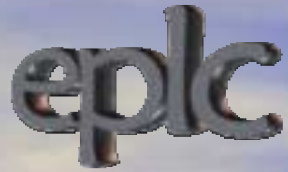
Group, as well as individual
learning

Stoll, Wallace, Bolam, McMahon, Thomas,
Hawkey, Smith and Greenwood (2003)

Innovation and Best Practice Project

Probably the most important outcome of the IBPP project was its lessons for teacher learning. The most powerful innovations incorporated teams of teachers learning by 'working' with new knowledge and, in the process, enhancing their understanding of the learning needs and capacities of their students.

Cuttance and Stokes (2001)



An effective professional learning community may have an impact on:

- pupils' learning process and progress, attitudes, attendance
- individual teachers' and other staff's practice, morale, recruitment and retention
- individual leadership and management practice
- organisational learning practices among groups or across the whole school

Questions

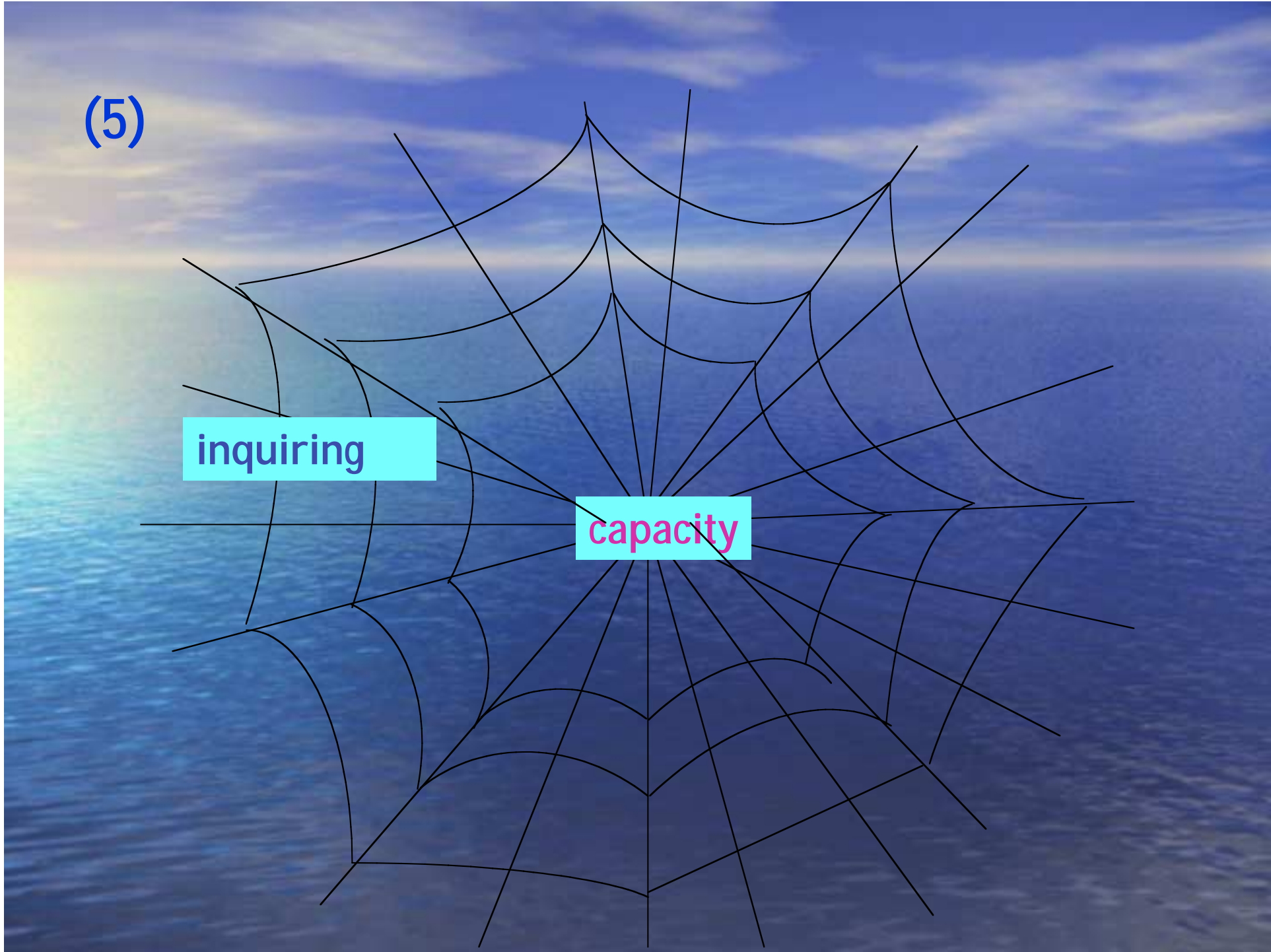
If you were starting out, what are some things you'd do to create an effective professional learning community?

If you already had an effective professional learning community, how would you try to sustain it?

(5)

inquiring

capacity





Leaders in a Data-Rich World

Develop an Inquiry Habit of Mind

Become Data Literate

Create a Culture of Inquiry

Earl and Katz (2002)

Leadership and management: comparison between different levels of responsibility

<i>Statements</i>	<i>% teachers</i>		<i>% middle managers</i>		<i>% SMTs</i>	
	<i>Pri</i>	<i>Sec</i>	<i>Pri</i>	<i>Sec</i>	<i>Pri</i>	<i>Sec</i>
Staff participate in important decision making	53	29	72	38	87	80
The SMT openly recognises teachers when they do things well	48	26	60	35	91	71
There is effective communication between SMT and teachers	55	46	60	48	86	87

Data collected for Improving School Effectiveness Project - see McCall et al (2001) in MacBeath and Mortimore (eds) Improving School Effectiveness.

Task

Imagine that this was your school's data.

What are the issues raised by this data?

Having looked at the data, what would your next steps be and why?

Key Stage 3 Strategy Pilot Evaluation: Year 8 Survey

2614 pupils

% agree

Getting good results is important to me 96

I like to be clear what I am learning 93

I enjoy working in groups 91

Assessing my own work helps me to learn 70

I give up when work gets too hard for me 26

% all/most

My teachers explain things clearly 63

Help me understand my work 73

Tell me how I can improve my work 70

Listen to what I say 58

Questions

To what extent are you involving student input in your inquiry processes? What are some examples?

With more data available, how are you helping teachers make best use of it to inform their learning and teaching?

How do/might external colleagues help you with this?

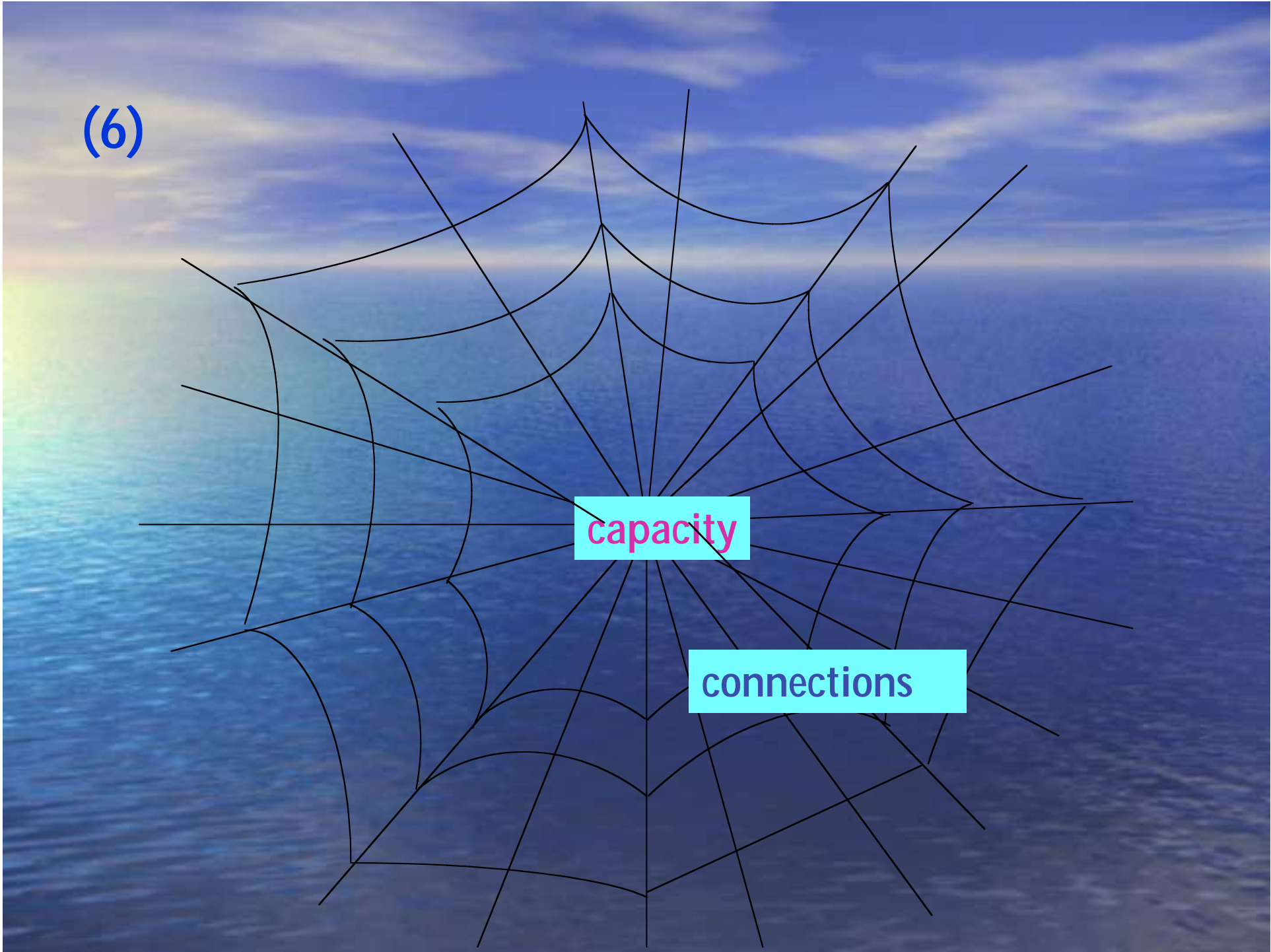
There is one touchstone question for the critical friend, which is not too far away from what a teacher would, or should, ask in relation to the class or individual learner: 'Will this help to develop independence, the capacity to learn and to apply learning more effectively over time?'

MacBeath (1998)

(6)

capacity

connections



Preparing for Change: Evaluation of the Implementation of the Key Stage 3 (11-14 year olds in England) Strategy Pilot

Making connections

- Many schools struggled initially trying to connect 'the big picture'
- Implementation was more successful when schools were clear about their priorities and found ways to connect the Pilot to them
- The more successful schools and LEAs took a co-ordinated strategic approach to linking KS3 to other initiatives

Stoll, Stobart, Martin, Freeman, Freedman, Sammons and Smees, with Jones, Maw, Cuttance and Muschamp (2003)

Task

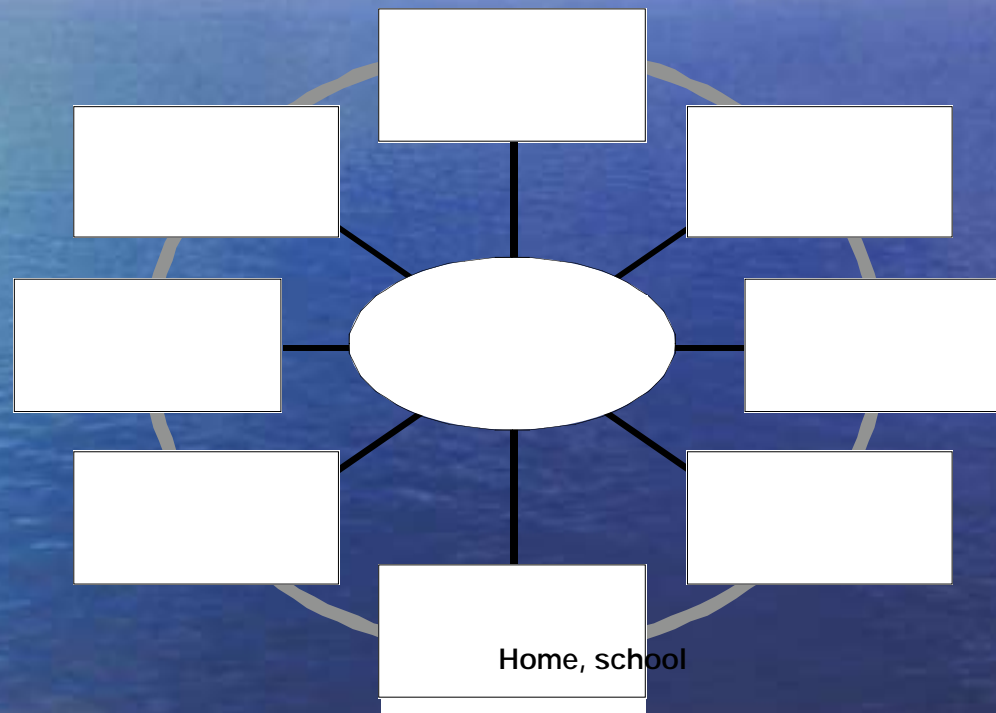
Pick one teaching and learning initiative in which your school is involved.

List the other initiatives in your school which may impact on teaching and learning.

Represent visually how these other initiatives are, or are not, integrated with the first initiative in terms of:

1. Teaching and learning policies and activities
2. Senior leaders' responsibilities and coordination
3. Professional development of staff

A whole-school design for school improvement



Hill and Crevola (1997)

The Role of Networks

Support systems

Organisational forms for innovative schools – not only disseminating ‘good practice’, but also helping schools to share and understand ‘good process’, capacity-creating collaborative processes that lead to quality practice

Overcoming traditional isolation of schools and, even, challenging traditional hierarchical structures

Hopkins and Jackson (2002)

Leading networking

“Scouting for talent”

Making connections

Inspiring people

Facilitating learning possibilities

Presenting new ideas using a model of collective inquiry

Lieberman and Wood (2003)

Task

Think about a network in which you are involved.

What processes promote successful networking?

To what extent is this network helping your school(s) enhance:

- * Student engagement, learning, progress achievement?

- * Teacher morale/motivation, aspirations, deep learning and practice?

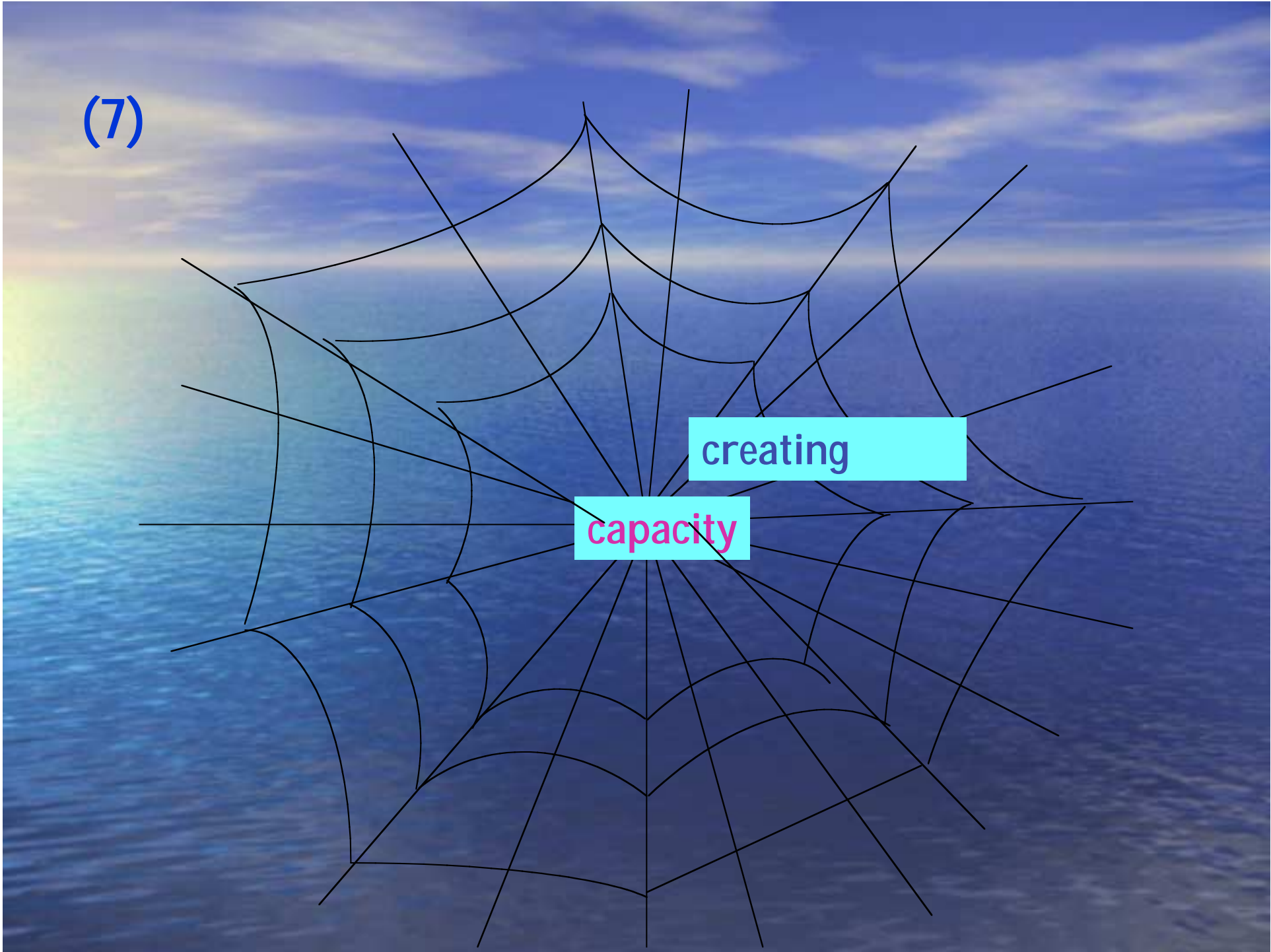
- * Leadership learning and practice?

- * Professional learning community?

(7)

capacity

creating



Innovation

... is what the imaginative and responsive school does when it encounters problems and challenges or when it thinks out a different and potentially better way of doing something that has become staled by custom or tradition.

Hargreaves (1999)

Knowledge creation

New knowledge which is collaboratively constructed or developed through the processes and interactions . . . the collaborative processes which characterize the programme's activities support the development of new understandings and insights which are both collectively understood and shared and which support deep learning for individuals about themselves and their leadership.

Creasy, Cotton and West Burnham (2003)

Four key conditions for creative learning

The need to be challenged

The elimination of negative stress

Feedback

The capacity to live with uncertainty

Lucas (2001)

(8)



capacity

practising

Coaching

... unlocking a person's potential to maximize their own performance. It is helping them to learn rather than teaching them.

Whitmore (1996)



Leadership for Learning

Inviting others personally

Community spirit
Personal relationships
Creativity
Celebration

Inviting others professionally

Expect learning
Organise learning
Mentor learning
Monitor learning

Inviting yourself personally

Reclaiming
Recognising
Regenerating

Inviting yourself professionally

Risking
Researching
Reflecting
Relating
Rehearsing
'Riting
Reading

Learning for Leadership

Swap Shop

Ways I invite myself:
myself:

Personally

Professionally

Good ideas to
invite

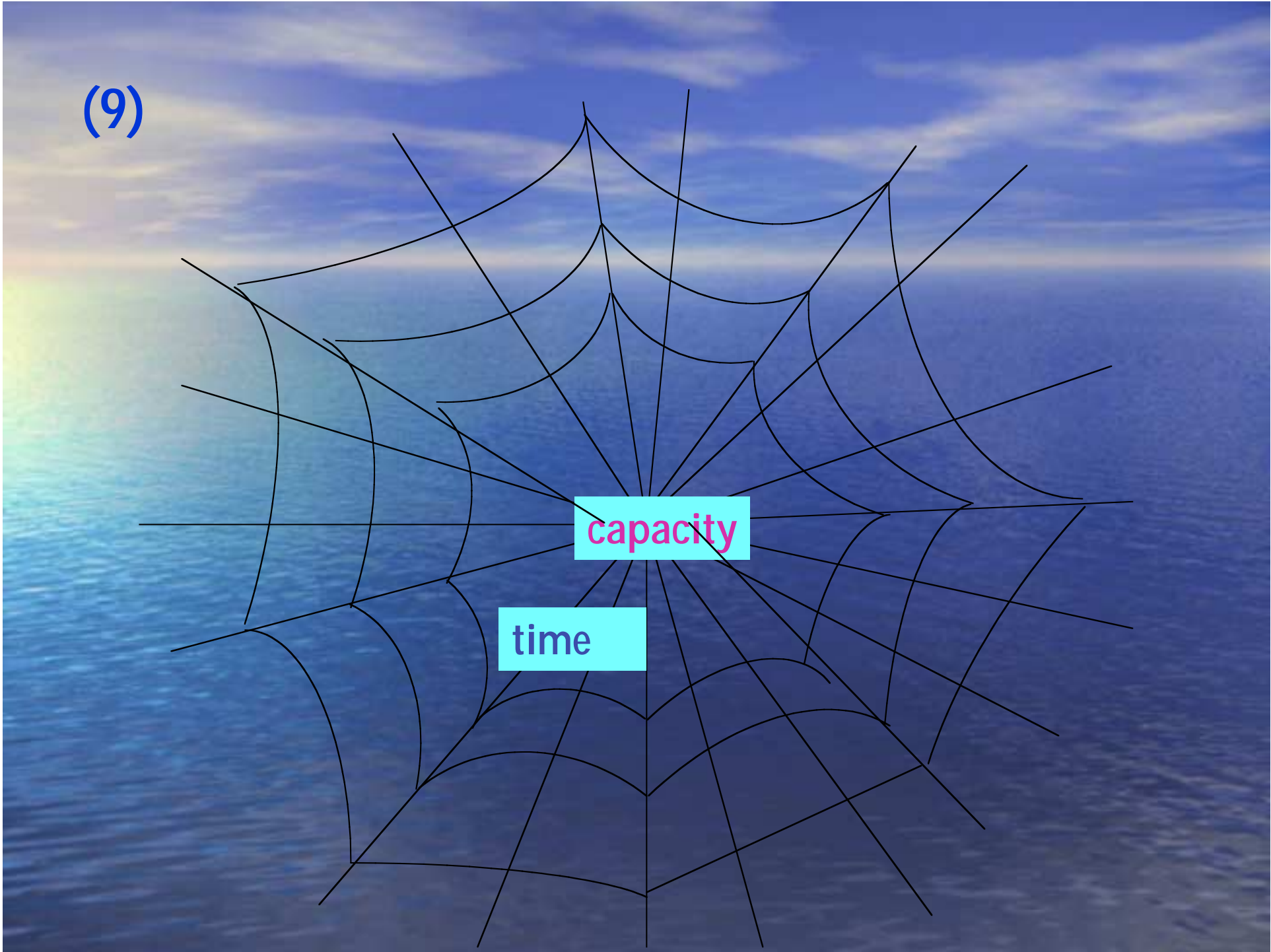
Personally

Professionally

(9)

capacity

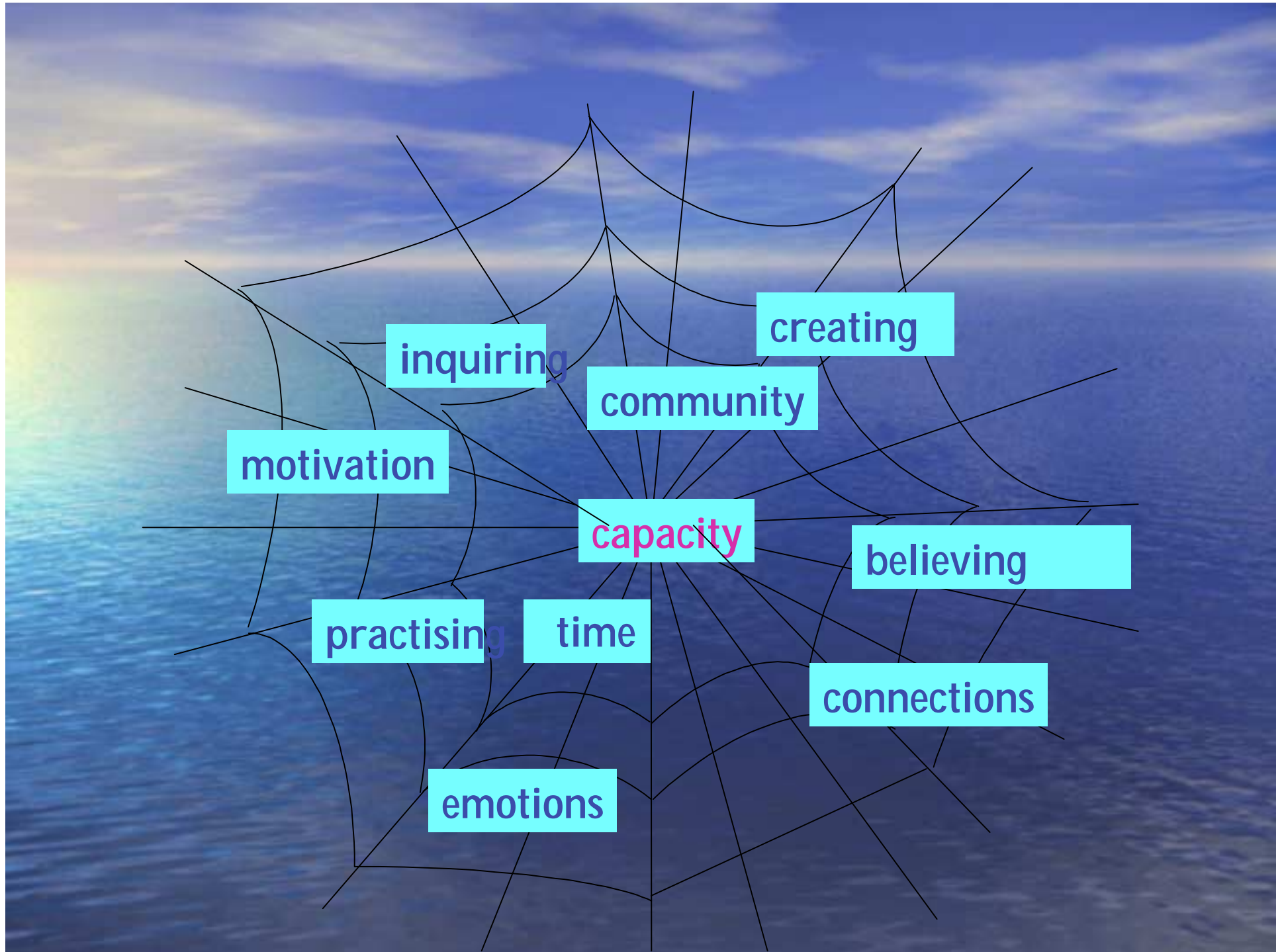
time



Questions

How do you find time for teachers to reflect on their work, develop their practice and network with other teachers?

How do you make time for your own reflection and development?



inquiring

creating

community

motivation

capacity


believing

practising

time

connections

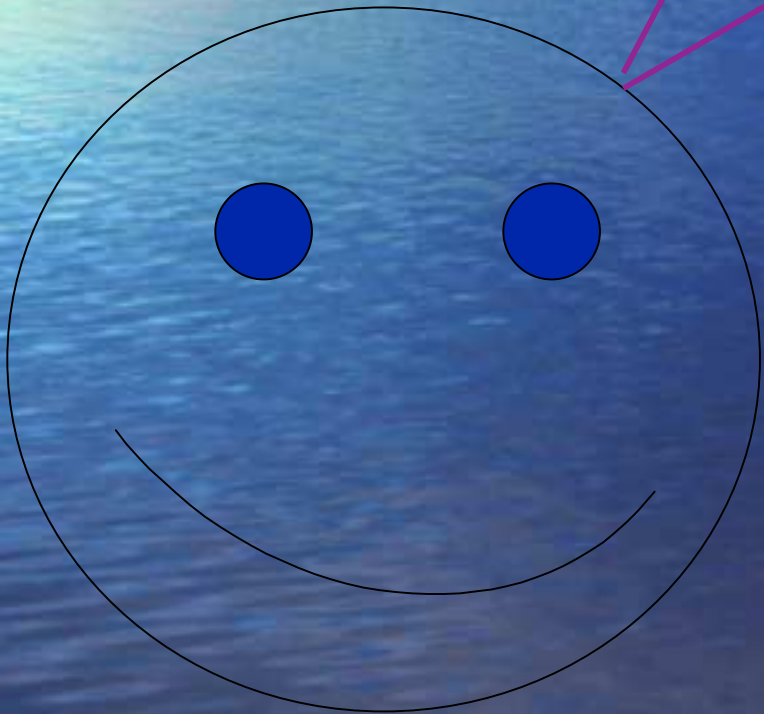
emotions



**. . . discover and provide
the conditions under
which people's learning
curves go off the chart.**

Barth (2001)

**What have you learnt
about your learning
this morning?**



Websites

Key Stage 3 Strategy Pilot evaluation:

www.standards.dfes.gov.uk/keystage3/publications/?template=down&pub_id=2432

Effective Professional Learning Communities project website:

www.eplc.info

International Congress for School Effectiveness and Improvement (next conference 6-9 January 2004, Rotterdam, the Netherlands):

www.icsei.net

PLEASE COME!