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aitsl Australian Institute for Teaching and School Leadership Limited

Designing Professional Learning

2014

learningforward THE PROFESSIONAL LEARNING ASSOCIATION

The Australian Institute for Teaching and School Leadership (AITSL) is a national body established to promote excellence in teaching and school leadership. AITSL is committed to the key principles of equity and excellence in the education of all young Australians in order to cultivate successful learners, confident and creative individuals and active and informed citizens.

AITSL works with the education community to:

- define and maintain standards for excellence in teaching and school leadership
- lead and influence excellence in teaching and school leadership
- support and recognise excellence in teaching and school leadership.

Learning Forward is an association focused solely on the most critical lever in improving schools – building the knowledge and skills of educators. Through the Standards for Professional Learning and a range of products and services, Learning Forward leads the field in understanding what links professional learning to improved student achievement.

Learning Forward is committed to ensuring that every educator engages in effective professional learning every day so every student achieves, believing that:

- effective professional learning is fundamental to student learning
- all educators have an obligation to improve their practice
- more students achieve when educators assume collective responsibility for student learning
- successful leaders create and sustain a culture of learning
- improving student learning and professional practice requires ongoing systemic and organisational change.

Learning Forward worked in partnership with AITSL to produce this report on effective professional learning design, including advice on how to design learning experiences and defining those elements that underpin effective learning designs.

The Australian Institute for Teaching and School Leadership (AITSL) was formed to provide national leadership for the Commonwealth, state and territory governments in promoting excellence in the profession of teaching and school leadership with funding provided by the Australian Government.

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Foreword

At the Australian Institute for Teaching and School Leadership (AITSL), we are passionate about supporting Australian teachers and school leaders to be active, lifelong learners. We are committed to cultivating a culture of professional learning nationally because we know that ultimately Australian students will be the beneficiaries. In order to achieve this, teachers need to know what is expected of them, receive frequent constructive feedback and be able to access high quality support to improve their practice. AITSL fosters the professional growth of Australian teachers and school leaders in three ways:

1. **Research** – we provide analysis and critique of current research and global trends so that you can be assured of staying up-to-date with local and international thinking in critical areas related to professional growth
2. **Insight** – we partner with schools, systems and sectors to profile promising practices and strategies from across Australia and internationally, sharing this collective wisdom with you
3. **Support** – we provide tools and resources which support teachers, school leaders, sectors and systems to implement professional growth strategies in their contexts.

This report is the result of our research partnership with Learning Forward. Concurrently with the development of this report, AITSL commissioned the Innovation Unit in the UK to undertake a comprehensive horizon scan of innovative performance and development and professional learning practices: *Global trends in professional learning and performance & development – some implications and ideas for the Australian education system (2014)*.

AITSL commissioned this study to give greater guidance around the 'how' of professional learning. Research has found that job-embedded professional learning is proving to be more effective in improving teacher practice in schools than many of the 'traditional' external professional learning opportunities. This means a shift towards professional learning that is primarily school-based and focused on improving teacher practice, where schools become learning communities and professional learning is part of teachers' everyday work. This change creates a need for a greater understanding and awareness of learning design.

We recognise that professional learning design is a new area of research and is of particular interest to the education community and AITSL is committed to keeping abreast of emerging trends. Together, these complementary reports map current thinking and practice, and identify emerging trends in innovative professional learning and performance and development in Australia and internationally.

This report provides a snapshot of the key elements involved in creating effective and engaging professional learning design in a globally dispersed market. Whether you are developing professional learning from scratch, enhancing an existing program or evaluating professional learning for yourself or others, the report provides detailed guidance on how to configure and/or evaluate your own context-specific model/s. Each learning design element is framed by a detailed series of questions that will challenge you to refine and clarify your aims, the learning outcomes you want to achieve and the most effective ways in which to engage – taking into consideration the unique context for learning.

The report is designed to be of use to teachers, school leaders, policy makers, system administrators and professional learning providers. I encourage you to read this report and to use its insights to develop high impact and substantial professional learning that will engage and support teachers and school leaders individually and collectively.

Margery Evans
Chief Executive Officer
Australian Institute for Teaching and School Leadership

Introduction

Research into designing effective professional learning has grown out of a larger body of work focused on what constitutes effective professional learning (i.e. learning that positively impacts student achievement). Researchers have identified common features of effective professional learning that are likely to produce the most benefits for learners.

Developed by AITSL and endorsed by Ministers for Education in 2012, the *Australian Charter for the Professional Learning of Teachers and School Leaders* (PL Charter) recognises the significance of professional learning to the teaching profession. Informed by a body of research, the PL Charter identifies those characteristics that make professional learning effective and emphasises the importance of facilitating a culture of professional learning.

Given the large body of research identifying the characteristics of effective professional learning, it is logical to use that knowledge when designing professional learning. In this sense, common characteristics of effective professional learning may be used as design principles to support the development of effective professional learning experiences.

Research into the design of professional learning for educators is in its infancy, but it has the potential to support educators and learning providers to move beyond identifying common features towards applying these features to create learning opportunities that are more effective for participants. Elements of effective learning designs can be used to develop new professional learning, enhance existing professional learning, or evaluate professional learning to decide if it is likely to meet individual or group learning needs, prior to participation.

Learning design involves making careful decisions based on an integration of theories, research and models of human learning in order to contribute to the effectiveness of professional learning.

This report is underpinned by the *Australian Charter for the Professional Learning of Teachers and School Leaders*, the *Australian Teacher Performance and Development Framework*, the *Australian Professional Standards for Teachers* and the *Australian Professional Standard for Principals*. Each of these policy documents supports educators to discuss, reflect on, and develop learning within a supportive culture and based on what we know is effective practice.

The *Global trends in professional learning and performance & development – some implications and ideas for the Australian education system (2014)* (hereinafter *Global trends*) identified approaches to professional growth that had already gained traction and demonstrated some level of impact in innovative and successful organisations. The report identified a number of features and trends in innovative professional learning and performance and development. These are referred to throughout this document and more fully explained in Appendix 2.

Relevant

- current research
- timely
- linked to school goals
- matched to learner goals
- student outcomes
- identified needs
- new solutions

Collaborative

- observation
- learning from experts
- seeking feedback
- creating learning communities
- reflection
- coaching
- mentoring

Future Focused

- future needs
- high-level skills
- research and inquiry
- adapting to change
- innovation
- challenge
- theorise

How to use this report

This report will help readers design, revise and evaluate high-quality professional learning by clarifying the elements of learning design that significantly increase participants' learning outcomes and their use of those learning outcomes in classroom practice.

This report is designed to be used by:

government agencies

university and teacher educators and administrators

the private sector

school leaders

classroom teachers

system and sector leaders

This report is about:

- ☑ the principles that make professional learning designs effective and impactful
- ☑ the principles of professional learning designs that help educators learn
- ☑ the relationship between educators' learning and their implementation of new strategies in classrooms and schools
- ☑ the importance of the relationship between professional learning design and context
- ☑ understanding that learning design selection is context-specific

This report is not about:

- ☒ the content (such as mathematics) of professional learning
- ☒ specific strategies for improving student learning
- ☒ the causal links between what educators learn and do and improved student outcomes (although correlation is desirable).

This report will help you to:

Develop new professional learning	Use the report to guide the development of new professional learning or tailor professional learning to meet an identified need. Users may include, but are not limited to, professional learning coordinators/school leaders, teachers, universities, sectors, systems or commercial providers.
Enhance existing professional learning	Use the report to guide a review, revision or update of existing professional learning. Focus on correcting problems in the learning design; review the learning design to ensure professional learning is current and relevant; or strengthen a learning design to sustain or improve the effectiveness of professional learning. Users may include, but are not limited to, professional learning coordinators/school leaders, teachers, universities, sectors, systems or commercial providers.
Evaluate professional learning for yourself or others	Use the report to consider which learning design is best suited to how you or others learn and identify the most appropriate professional learning to meet your needs. Users may retrospectively reflect on what it was about a specific learning design that worked or did not work for them. Users who choose to evaluate a learning design for themselves or others.

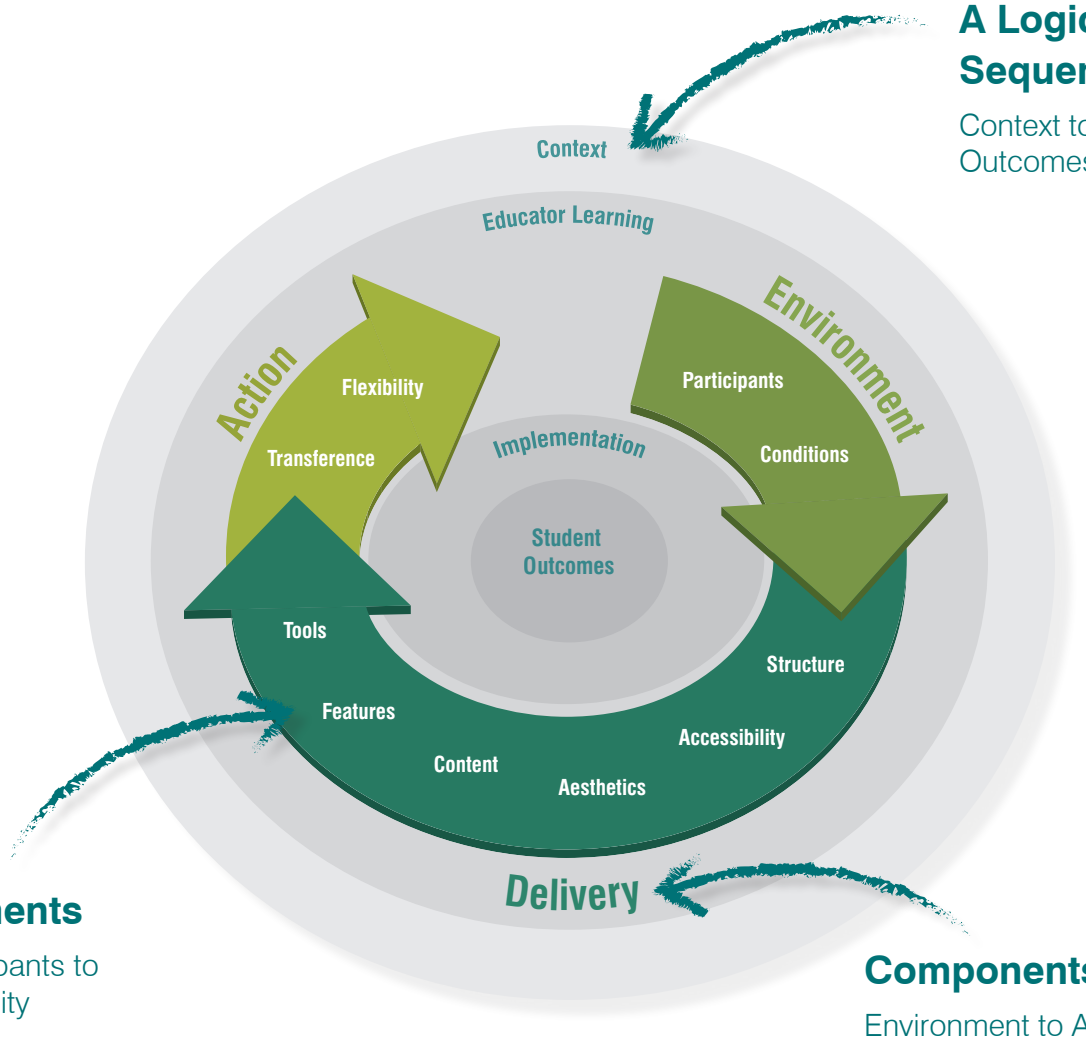
Definitions

There are a number of definitions or uses of the terms listed below in education research and literature on professional learning and professional learning design. The definitions below describe what the authors mean when using these terms in this report.

Professional Learning (PL)	This refers to the formal or informal learning experiences undertaken by teachers and school leaders that improve their individual professional practice, and a school's collective effectiveness, as measured by improved student learning, engagement with learning and wellbeing. Where the report refers to 'learnings', this means the knowledge, skills and ability acquired through the professional learning that will be translated into practice.
Learning Design	This term refers to the process undertaken where choices are made toward developing new professional learning or reviewing existing professional learning. The Learning Design Anatomy defines the elements of Learning Design which should inform those 'design choices'. The term is also used to refer to the entire collection of these 'choices', the 'sum of the parts', as combined to constitute professional learning.
Components	This terms refers to the three sub parts of the 'Educator Learning' sphere of the Learning Design Anatomy i.e. 'Environment', 'Delivery', and 'Action'. The Components are broken down further into ten 'Elements'.
Elements	This term refers to the ten elements of professional learning design, positioned within the three Components of the Learning Design Anatomy. The ten elements are Participants, Conditions, Structure, Accessibility, Aesthetics, Content, Features, Tools, Transference and Flexibility. The Features element is found in both the Learning Design Anatomy and the *Global trends* report.

A Learning Design Anatomy

After analysis of a broad range of professional learning the Learning Design Anatomy (the 'Anatomy') was developed to provide a framework for understanding the elements of effective professional learning design.



A Logic Sequence

Context to Student Outcomes

Elements

Participants to Flexibility

Components

Environment to Action

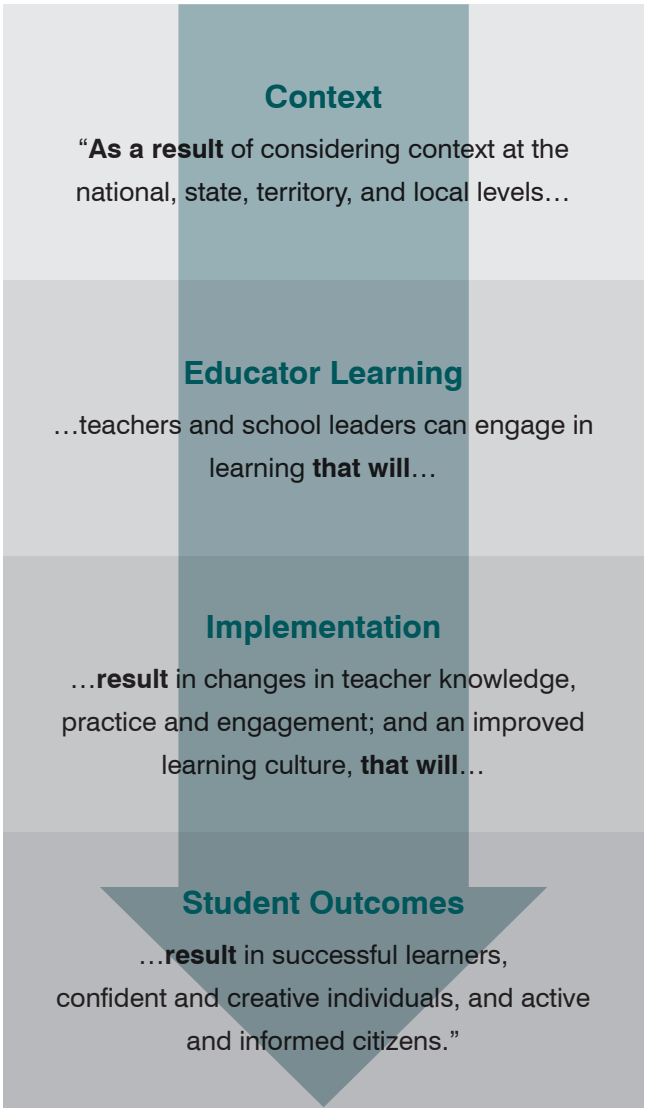
The Anatomy is so named as it characterises the resource not as a model or sequence, but as a complex structure of internal workings, all of which affect and depend upon one another. As a support for considering learning designs, the Anatomy can be viewed 'piece by piece' or as the whole, the 'sum of parts'.

In this section, examples of professional learning design are provided to illustrate the components and elements of the Learning Design Anatomy.

Readers should not necessarily view these as definitive examples, nor as necessarily the best examples of either the element or the professional learning more broadly, but rather as indicative and illustrative. Readers might also find that the examples chosen illustrate additional elements from the Anatomy.

Logic Sequence

The logic sequence represents the causal links that lead to improved student outcomes. The logic of the Anatomy and the relationship between the concentric circles, is best read as a (long) sentence:



'Context' relates to those broader factors in the operating environment that impact on educator learning. This may include the high-level geographic, economic, political and social factors that characterise the environment. In the Australian context, this may relate to the location of the learner(s) in rural, remote or regional settings, to the sector within which the professional learning will take place, or access to the funding and resourcing necessary to undertake certain professional learning.

'Educator Learning' is the primary focus of the report. It refers to the impact of a learning design on the participants' knowledge, skills, understanding and readiness to engage in changed practice.

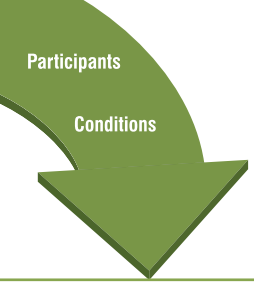
'Implementation' relates to action that takes place as a result of learning when participants apply their understanding, make revisions to practice, trial and implement new ideas and approaches. While a learning design can support implementation, participants are responsible for deciding whether and how to implement a change. Implementation continues the process of educator learning. As participants monitor the impact of new approaches, or reflect on their application of new strategies and skills, the pedagogical part of pedagogical content learning takes place. As adjustments need to be made new theoretical knowledge or peer collaborations may be sought.

'Student Outcomes' represents the end goal of the logic sequence. When teachers and school leaders take part in professional learning that is designed to be engaging and effective, be easy to implement and support improved practice, student learning, engagement with learning and wellbeing will be positively affected.

Components and Elements

The three components and ten elements of the Learning Design Anatomy provide a structure that users can apply to consider learning designs, as well as grouping related elements of learning design. While a structure is suggested, there is no hierarchy to the components or elements and users may find that some hold greater significance or priority given the context of the professional learning itself.

In the next sections, each component and its elements are considered in more detail. At the conclusion of each section, a series of questions is provided to guide users in designing professional learning, reviewing existing professional learning or evaluating the design of professional learning.



Environment

Designing an environment that matches the purpose of the professional learning is critical. Successful learning designs construct environments that engage participants in learning while taking into account the underlying conditions that affect that learning.

Participants

Effective professional learning design requires a clear understanding of the participants, their learning needs and behaviours and the type of learning environment that will resonate with them.

Participants make choices about how well professional learning aligns to their needs. If the learning environment does not take account of a learner's needs, fails to acknowledge the way they learn, or runs counter to what they are seeking, disengagement follows. Learning delivered, for example, via an online platform for a cohort of participants not disposed to online learning is likely to fail.

Decisions about a design to be used by a particular group of participants should consider the learning needs unique to adults, including personal learning preferences, active involvement of participants, application of knowledge and expertise, and broader concepts of professionalism.

Conditions

Understanding the unique conditions of the environment in which learning will take place is paramount. The wider operating context (outer ring of the Anatomy) will determine which elements need to be prioritised in different contexts. For example, support from leadership, access to required resources, prior knowledge, student data, composition of the learning group and workload constraints are examples of the immediate operating factors that can affect learning.

The operating context and local conditions can be used to enhance opportunities for learning. A learning design should take account of underlying policies and generally accepted practices, the use of data and the gap between desired outcomes and the current reality. Within a local context, there may be either ethical or strategic purposes, goals or objectives for participants that will influence how they engage with the learning.

Understanding what support the local context can provide and what the learning design can provide needs to be clear from the outset.

Questions

- Who are the participants? Have they changed?
- What is the purpose of the professional learning? Is this clear to participants?
- Have the focus 'issues', 'problems' or goals been clearly identified and agreed by participants/ learning communities in participant-led and designed professional learning?
- Are the learning goals aligned with the needs of participants?
- What are the broader factors that will influence this professional learning (policies, alternatives, opportunities, constraints)?
- What can be done to minimise or negate the impact of those factors that might impede learning?

Develop new professional learning

- If participants are seeking to address student or teacher learning needs what evidence or data do they have?
- What do participants already know and what do they seek to learn in order to close the gap between current and desired practice?
- What are the learning preferences of the participants?
- What outcomes do the participants want? Think Knowledge, Attitudes, Skills, Aspirations and Behaviours (KASAB) (Killion, 2008)?

Enhance existing professional learning

- Have we learned new things about our participants that should be accounted for in the learning design?
- Does the purpose of the professional learning match the demand for it? Are we attracting the right participants?
- Have the conditions for our participants changed? What new strategies are required to manage the impact of conditions that might impede learning?

Evaluate professional learning

- How do I/we/my team/my staff learn best? Does this learning design support this way of learning?
- How will this learning design fit with what I am/we are already doing?
- Does the learning design allow sufficient flexibility to help close the gap between current and desired practice?

A purposeful learning design – PD 360 (US)

www.pd360.com

PD 360 demonstrates learning design that is cognisant of participants and the purpose of their learning. The system provides truly differentiated learning, with a range of topics of interest to teachers and school leaders.

Educators have access to a versatile online platform that addresses a range of needs for a diverse range of national online participants. Teachers and school leaders drive their own learning through offerings in areas such as teaching practice, implementation of standards and assessment strategy, and classroom observation. They can access expertise through webinars, blogs and e-books.

The site is structured to allow individuals or groups to engage in an activity and draw as much or as little from the offering as they desire. It includes a balance of the theoretical (e.g. sections on experts and research) and the practical (strategies of the week and classroom videos).

Schools and systems can amend activities to suit their purpose, with PD 360 deploying a diverse approach to delivery, characterised by an assortment of learning features including thousands of annotated videos of lessons, observation tools and e-books. School administrators can set goals and objectives, manage the workflow related to observations, individualise professional learning, collect evidence and track progress.

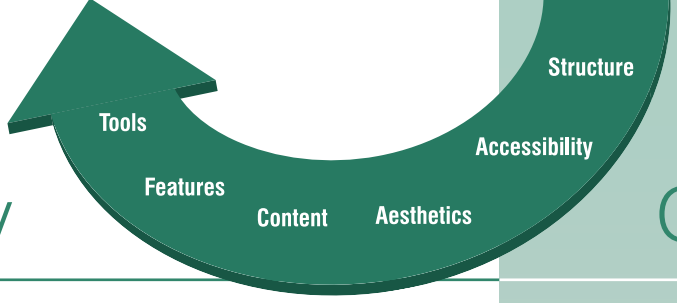
Characteristics:

- differentiated learning to meet the needs of diverse participants through a wide range of topics
- clearly structured website architecture to support engagement in learning
- learning can be adapted with users able to engage as much or as little as they require in an activity
- ability to create personalised development plans to individualise learning, collect evidence and track progress
- 30-day free trial of most PD 360 products.

Figure 1: The learning design demonstrates an understanding of participants and purpose throughout the site architecture, where information is grouped under the headings 'Products,' 'Topics', 'Experts', 'Research', and 'Blogs'.

Global trends (2014)

…some of these features appear more often in the most powerful offerings. Features which give agency to the individual to drive the focus and design of their experience… for self-direction…and personalised learning appear to be very important. (p.16)



Delivery

Delivery relates to the 'how' of learning, the ways a learning design enables participants to engage with learning. It includes what it is they can expect to learn, how they will participate in the learning and what interactive supports will be deployed to enhance knowledge transfer, deepen engagement and support application of learning.

Structure

Structure is concerned with the practical arrangements of learning i.e. the amount of time it takes and decisions about location and sequence of events. Structural decisions in learning design may be intentionally free, allowing the user to manage their own learning. Others may apply a deliberately sequential approach, requiring the learner to progress through milestones or demonstrate competency before advancing.

Whether job embedded or offsite, there is typically a rationale/catalyst to engage, instruction in theoretical principles, and opportunities to translate theory into classroom practice (Timperley 2007). Effective structures can provide helpful processes and discipline around specific forms of job-embedded professional learning such as action research and professional learning communities. As with all elements of the Anatomy, decisions about structure should be driven by an understanding of the broader context and the underlying purpose of the learning design.

Accessibility

A learning design will apply strategies that provide the necessary information that enables the user to navigate and participate in the learning environment without difficulty. Online, these factors are often easily identified and can be evidenced for example in a website's architecture i.e. an intuitive layout. In face-to-face learning, accessibility may include things such as time commitment or pre-reading, convenience of location, and the way the activity is facilitated. In job-embedded professional learning, accessibility would be enhanced through the provision of ongoing support from lead practitioners or experts from within or outside the school.

Aesthetics

Aesthetics refers to those aspects of a learning design that elicit a sensory response from the participant. Aesthetic choices within a learning design include, decisions about the visual, auditory and physical construction of the professional learning that enable engagement with the learning. In an online environment, aesthetic choices are most obvious in the visual themes or the integration of multi-modal objects. In job-embedded and face-to-face learning, the aesthetic choices may include decisions about the physical environment such as place to meet, seating or supporting on-screen resources.

Questions

- Is the learning design flexible and easily altered to fit participants' needs? Can it be tailored to suit individuals?
- Do the learning design aesthetics engage participants?
- Is the learning design easily accessible and navigable?

Develop new professional learning

- What features does our professional learning design need to make it usable for this group of participants?
- Does the learning design have a logic or flow that helps users navigate it?
- What structural and accessibility design features will optimise learning outcomes for participants in job embedded professional learning situations such as through a change or improvement process, an action research project, a peer review and coaching process?

Enhance existing professional learning

- Are participants progressing through the learning? Do participants disengage at any time?
- Can we identify new ways to make our learning design more accessible?
- Does our learning design still provide challenging learning experiences? Is the relationship between theory and practice helpful?

Evaluate professional learning

- Are we making sufficient progress with our job-embedded professional learning?
- Does the learning design challenge me/us?
- What aesthetics do I/we find attractive or engaging? Does the learning design have any aesthetics that would disengage me/us from the learning?

Content

Content relates to the knowledge, attitudes, skills, aspirations and behaviours (Killion, 2008) that educators will work on through professional learning. Content may be subject-area specific or related to pedagogical, personal or professional knowledge or practice. The alignment between content, purpose and context is critical. A successful learning design will feature a selection of content that both meets the needs of and extends participants. Content selection should involve a deep consideration of the other elements of the learning design (aesthetics, features, participants etc.) to promote engagement, foster understanding and facilitate the successful transfer of knowledge. Decisions about content should consider what to include, as well as what to leave out. The credibility of material presented, the use of applied expertise, and choices about the kinds of content that may be foregrounded will help determine this.

Features

Features are the practices associated with the delivery of, or mode of participation in, professional learning. Features include approaches such as face-to-face, remote, self-directed, online, facilitated, individual, collaborative and/or blended forms of these. Participants respond to stimuli in many different ways so the optimal features for participation in professional learning need consideration for each individual and group.

Tools

Tools are instruments used to enhance knowledge transfer, deepen engagement and support understanding of content aims. Typically, they include items such as templates, proformas or schematics, surveys, forms, questions, polls or other interactive elements. Tools are those elements of the learning design that encourage participation through activity, interaction, collaboration, application or review. They encourage the learner to test and apply their understanding as an active participant in the learning.

Global trends (2014)

Some of the most innovative examples were also the least structured and regulated. Some features are more likely than others to appear… In particular, the features associated with agency of the individual in the choice and design of the professional learning. Informal examples of professional learning seem to be associated with more radical approaches…to generate new ideas and practices. (p.15–16)

Questions

- Is the content aligned to the purpose of the learning and participants' needs?
- Is the content sensitive to the context of the participants?
- Does it help us learn what we need to do to promote our students' learning needs and well-being?
- What resources or tools are required to support participants? Do they require updating to meet participant needs?

Develop new professional learning

- What content do participants need to know? What content will extend and challenge participants?
- Does the learning design support the content?
- Does the format of delivery or mode of participation meet participants' needs and the purpose of the learning?

Enhance existing professional learning

- How up to date is the content? Have there been changes in our field that would require changes to our content?
- Does the method of delivery or mode or participation still meet participants' needs? Does it still match the purpose of the learning?
- Are there new technologies available that could improve our learning design, format of delivery or support learner agency and collaboration?

Evaluate professional learning

- Does the learning design have the right amount and mix of content that I/we require and need?
- Does the content provide new challenges and extend us as participants? Does it engage me/us as learners?
- Does the format of delivery meet our learning styles and needs? Does it align with our context?

Structure in an online professional learning community – edWeb.net

www.home.edweb.net

The key to using the US based offering 'edWeb.net' is to join a community. The site is home to more than 25 professional learning communities. Users can, for example, be part of *Growing School Gardens*, with 1,690 members, or *Game-Based Learning*, with 5,600 members. Communities are growing constantly and often are sponsored by education organisations, such as the National Association of Secondary School Principals in the United States, which sponsors the *School Leadership Network*, with over 1,400 members.

Participants set the structure for their own learning, with educators and institutions able to access edWeb.net for free to start a community. Many schools, school departments, year-level teams and special events committees have their own communities and structure the learning community to suit their localised purpose.

The structure is evident in the event calendar, found by clicking on the "Attend Webinars" link. Here the user can identify what is offered during the month, with a combination of site and user-led offerings on show. The site has 46 pages of listings from 2011–2013, with several webinars per page, which viewers can watch at any time, along with PDFs to download.

Characteristics:

- the underlying structure is simple and direct, letting users quickly access desired content
- structuring learning through individual communities puts educators in touch with other educators based on intersecting interests
- edWeb.net's structure allows educators options for when, where and how they access its features, providing more flexible learning opportunities
- edWeb.net's structure allows users to engage as groups and teams from the same school. Participants can access the same webinar, participate in the same communities, or create their own community
- registration is open to anyone, in any role, worldwide. Resources are free.

Figure 2: edWeb.net is home to more than 25 professional learning communities convened around a diverse range of topics including 'EdTech innovators', 'digital learning' and the 'brain and learning'.

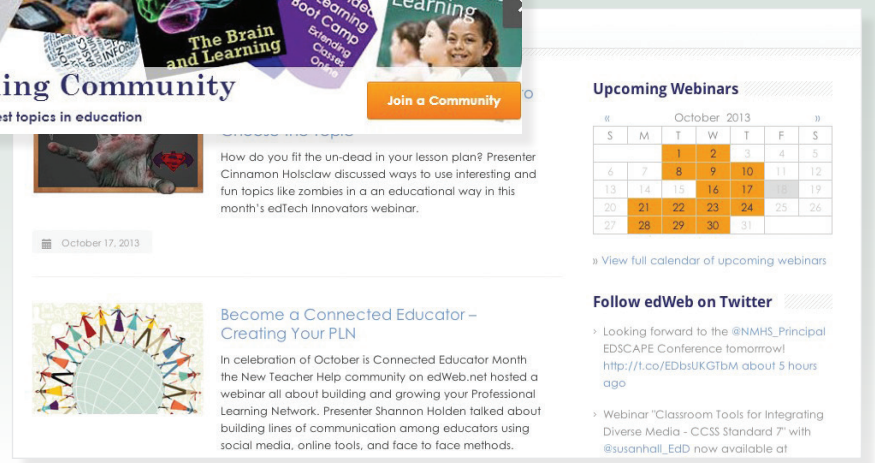


Figure 3: The upcoming events calendar allows users to register for live webinars. Access to previous webinars is available through the relevant Professional Learning Community.

An accessible learning design – Teaching Channel

www.teachingchannel.org

The Teaching Channel is a professional learning model offering videos and related materials to support teachers in situating practice. In addition to the extensive video library, the Teaching Channel seeks to cater for organisational professional learning and deeper learning labs that lead interested teachers to implement an innovation.

The four featured videos on the homepage change daily, and with over 800 videos it offers the user a lot of choice.

Via the 'Video' button at the top of screen, users are presented with a searchable database of all material. Users can sort by subject, year level and topic to create a customised list that groups content of interest along with a guide and additional information about featured teachers and video. A list of related content is also just one click away, along with posts from others who watched the video.

Content is also grouped into readily accessible categories on the home screen. Sections such as, 'Tch by the Numbers' and 'Active Topics' lead users directly to videos by topic and also provides a space where users can interact with like-minded teachers through forums like 'Active Teachers'

Characteristics:

- the Teaching Channel is designed to work across a variety of browsers and operating systems and can be used on multiple devices
- the site has a very accessible design, with material presented in intuitive groupings that enable users to navigate content easily, choosing how they interact
- the site privileges the use of filters so users can move through the material easily, reducing the number of videos listed to those that are most applicable. Relevant content can be accessed via multiple pathways
- users do not need to navigate away from the site to access complementary materials to enhance their learning
- the Teaching Channel regularly tracks use and surveys users, responding to feedback directly.

Figure 4: Driven by three buttons at the top of the homepage ('Videos', 'Teachers' and 'Q & A'), the Teaching Channel makes navigation easy.

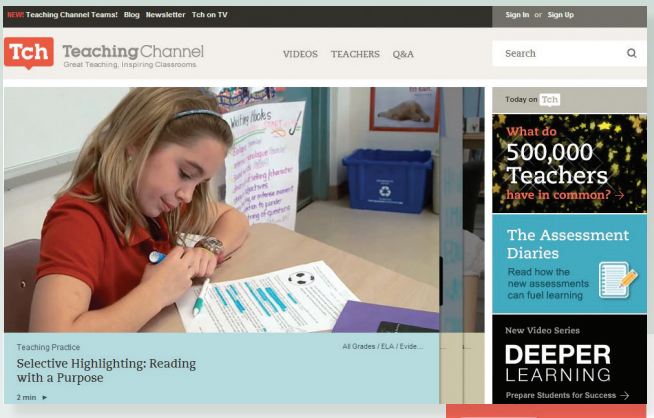
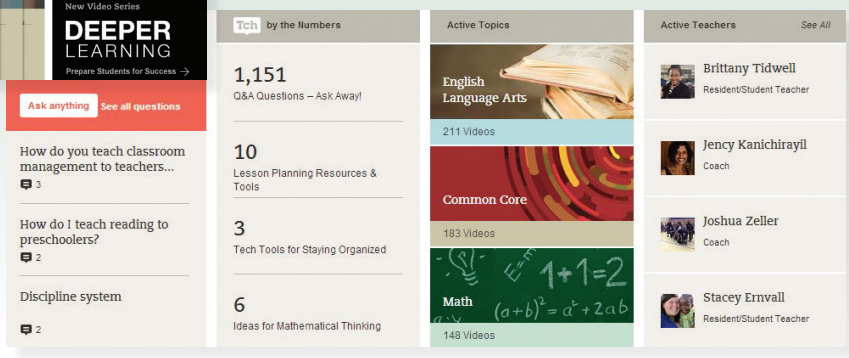


Figure 5: Content on the homepage is grouped into categories such as 'Tch by the Numbers' and 'Active Topics'. 'Active Teachers' connects the user with over 450,000 teachers; each with their own profile and unique professional learning interests.



Aesthetics in an online platform – eduplanet21

www.eduplanet21.com

Eduplanet21 provides an online mode for collaboration and shared learning experiences, utilising a platform with features such as live chat, discussion forums and file sharing services. Eduplanet21 brings conference presenters to participants in virtual, online forums. The site provides resources for educators to network, customise and apply learning in a range of contexts.

According to its website, eduplanet21 is *flipped* professional development that parallels the 'flipped classroom model', where the traditional schedule of being introduced to new content at school and studying further at home is "flipped" and students instead approach content at home and come to school to work collaboratively with others having reviewed critical material in advance. In traditional teacher professional learning, teachers will receive training and then be expected to integrate this on their own in the classroom or in small professional learning communities. There is little personalised learning, front-loading, or pre-assessment of their individual learning needs. Eduplanet21 seeks to support the implementation of learning, fostering online collaborative approaches where learning is tested in a collegial setting.

Participants access a range of digital, multimedia and other content in a self-directed way: on their own, at any point being able to access peers, new resources and experts to respond to questions, clarify thinking and equip them with new tools. This allows for 'just enough', 'just in time', 'just for me' learning based on the learner's own curiosity, with the guidance and support of experts.

Characteristics:

- eduplanet21 applies a consistent visual theme throughout its web presence. Bright colours and iconography will engage many, but are also kept simple to avoid distraction or barriers to learning
- information is presented to encourage users to find their own way through the elements of the site, as they are drawn to the graphics and visuals applied to the organising categories
- the composition and presentation of buttons, links, drop down menus and tabs all serve to draw the learners' focus, engaging them in the content housed within
- a range of learning objects are accessible via the website with learning activities navigable via a structured pathway, or according to the users' needs. Progress through learning activities can be checked and is easily viewed
- a multitude of learning activities are offered with various entry points and opportunities to connect with others, yet the website remains clearly organised and structured, easily navigable and offers straightforward links to support if required.

Figure 6: The site applies a very distinctive visual design to its user-friendly layout, with a deliberately consistent theme and iconography applied across all sections of the architecture.

Content driven professional learning – The Literacy Design Collaborative

www.literacydesigncollaborative.org

The Literacy Design Collaborative (LDC) is an online platform that helps American educators develop modules in reading and writing for their students through a series of user driven activities, an adaptive framework and supporting material. There is also a mathematics offering available via the Mathematics Design Collaborative. In the example below, a teacher develops a unit according to the LDC process and using resources from the site.

Celebrating Women's History Month through LDC

Students in Linda Scott's American literature class at Lumberton High School in North Carolina spent the month of March learning about the women's rights movement in the United States through LDC. "I always had this unit in my mind, and had even tried to develop ones like it in the past, but was never able to pull all of the pieces together," says Scott.

Scott originally set out to create a module on women in combat, using the U.S. military's decision to allow women to fight on the front lines as a starting point. However, she says, "When I started with general questions on women's rights, my students knew very little. They needed context to be able to think about this current issue". She decided to expand the module to a full four weeks to provide her students with more foundation on women's history, including the women's suffrage movement and women's struggle to enter the work force.

Scott selected resources to engage her students and received support to develop her module from literacy coach Linda Mabe. "Linda provided encouragement through this process, helping me to create the tasks and to build a realistic timeline for the module." Scott says this module was a good opportunity for her student's to read nonfiction texts. In one class, students compared the Declaration of Independence's grievances against the king of England to the Declaration of Sentiments against men in the United States. Noting that her students responded well to visual material, she also incorporated films, advertisements and posters.

Her students particularly enjoyed an online educational video on women's suffrage set to the tune of Lady Gaga's 'Bad Romance.'

Scott chose to do an argumentative task where she asked her students to write a speech on women fighting in combat. Her students were required to support their arguments with resources. "I saw a difference in my students; I have never seen them so engaged." Scott says she knew that college writing requires critical thinking and synthesis, and that LDC's writing tasks helped her home in on the skills her students needed to learn to be college-ready. The students were not just learning facts about women's history but actually developing an argument on a modern-day issue using information they learned from their historical research.

Scott says, "LDC modules are a great way to teach topics like these. It provides a useful structure to connect history to current issues."

Characteristics:

- provides a framework and tools to support teachers to develop literacy-rich tasks and instructions for students to complete the task(s)
- allows teachers to easily share adopt, adapt or obtain feedback on their work
- access a bank of tasks created by teachers to use as-is or modify to suit

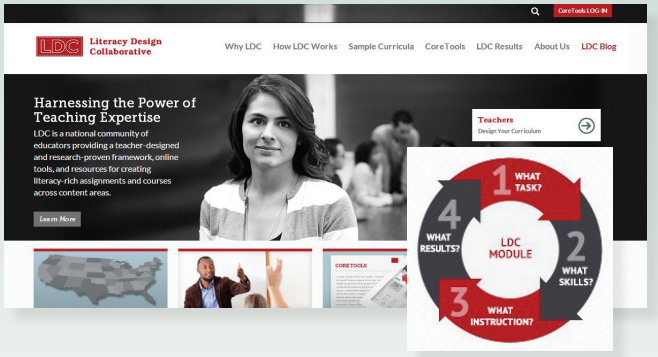


Figure 7: LCD's Modules comprise four sections. Scott credits this framework with prompting her to keep in mind "the end point – what writing and synthesis skills I wanted my students to come away with when they finished the lesson".

Excerpted from www.literacydesigncollaborative.org. Used with permission.

Features applied – TeachMeet

www.teachmeet.net

TeachMeets are teacher led meetings where educators '…share good practice, practical ideas and personal insights into teaching with technology. All participants are encouraged to be ready to volunteer an idea, a tool or a website that they have delivered in their classroom. Any teacher can host a TeachMeet, and choose a theme relevant to their practice – participants then offer to present an idea that is related to the theme.'

Participants drive the sessions, which are highly informal in nature and are supported by an online presence including a dedicated website and locally collated wikis, with some meetings also available online via a live stream.

Its raw, affective power
Matt Esterman and Cameron Paterson

We had gathered just before the end of the Australian school year in a library on Sydney's north shore. The people in the room were all volunteering their time to come together and share ideas on what they do, or would like to do, in their classrooms to make learning as relevant, engaging and valuable as possible for their students. We had called it TeachMeet Xmas, and after a few presentations on technologies, networks, resources, connections and possibilities, just before the first networking break, a teacher moved to the presentation space.

He stood there, delivering his presentation: young, keen, constantly moving around the space with an energy that wafted over the crowd in the form of a stream of excited words and phrases. He was talking about things like 'collaboration' and 'creativity', buzzwords that seem to lose their meaning when spouted by the ubiquitous keynotes that pervade education conferences. With him, from him, these words had real meaning, tethered to real examples and sketches of how he had tried to fuse them to his students' learning experiences. He flashed images of extended metaphors and clever visual puns, using jokes to draw participants closer to his argument.

Then, a moment we will never forget. The movement stopped, save for some shaking that no one had noticed during his vibrant exposition. He looked at us, a group of fellow teachers, with all our myriad motivations for being part of the profession. He looked at us, with our different approaches and philosophies to education. He looked at us, and he began to cry.

This young teacher shed tears of pure appreciation for those in the room, and beyond, who had helped him through his first tumultuous year in what is often a highly demanding role. He thanked those – specifically and more generally – for their offer of advice, resources, strategies and coping mechanisms that carried him through and brought him successfully to the close of an academic year that he truly did not think he would survive.

That, in all its raw, affective power, is TeachMeet's real impact on the people who are involved in this thing we call 'teaching', and it is the true purpose of organic professional learning communities.

For more see Esterman, M & Paterson, C (in press), 'Teacher-led conferences', in L.B. Easton (ed.), *Powerful designs for professional learning, 3rd edn*, Oxford, OH: Learning Forward. Used with permission

Characteristics:

- TeachMeet features face-to-face learning driven by participants, supported by an online presence including a dedicated website and locally collated wikis, with some meetings also available online via a live stream
- participants are the presenters, learning from one another and driving their own learning agenda
- presentations are relevant to teachers' own practice and participants determine the theme
- locally hosted TeachMeets draw learners together collaboratively
- frequent and substantial scheduled networking time is characteristic of teacher-led conferences such as TeachMeet.

Figure 8: Events are held all over Australia.

Tools to support collaboration and shared practice – Visual Dialogue

For more, see L.B. Easton (ed.) 2008, P*owerful designs for professional learning, 2nd edn,* Oxford, OH: NSDC

Visual Dialogue (VD) is an interactive learning exercise that provides a structure for sharing practice, allowing participants to test, apply and review their understanding. VD may be applied in any number of professional learning activities. VD is conducted in small groups using a template to guide thinking, support discussion and simultaneously record that discussion. Traditionally, the template will be the focus of discussion, visible to all, perhaps fixed to a wall or laid out in front of participants.

Characteristics:

- Visual Dialogue can be a useful tool to surface new ideas
- as a tool, Visual Dialogue encourages participation through supporting educators to work collaboratively, to understand each other and work toward solutions that they might not have considered
- encourages the participant to take a focused approach to learning, slowing down and simplifying activity to enable deeper thinking about the topic at hand and their own learning
- the conditions for Visual Dialogue deepen engagement by encouraging meaningful collaboration and consensus building in professional learning
- knowledge transfer and understanding are supported through visually depicting ideas that represent group consensus.

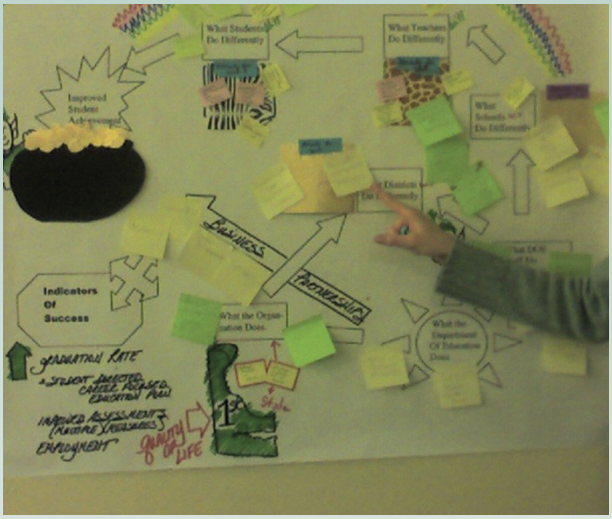
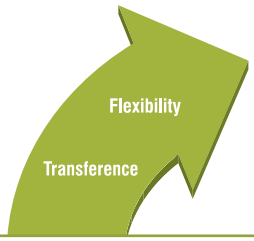


Figure 9: Information written/drawn on the chart represents group consensus (Photo by L. B. Easton)

Figure 10: Each spokesperson summarises the group discussion (Photo by L. B. Easton)



Action

Action refers to those aspects leading to implementation of learning; translating learning to practice. This may be achieved through tailored support or an agile design that allows the learner and the design to be effective over time and in a range of contexts.

In job-embedded professional learning developing new knowledge and translating it into practice may be integrated and iterative – examples include collaborative problem solving, enquiry and research projects, peer observation and feedback programs.

Transference

Transference is concerned with aspects of the learning design that directly support the application of learning, in context. It relates to the ease with which participants transfer new knowledge and understanding, implementing their learning.

Transference may be expressly supported through tailored materials and resources embedded within the learning, designed as scaffolds for use in context, such as templates, guides or outlines. Alternately, transference may occur through the combination of elements within the learning design, for example: a series of learning experiences encouraging participants to reflect on implications of a new concept as part of a broader inquiry; examination of student data to determine needs and approach; receiving feedback from observation, linking this to theory.

Deeper understanding and transference are supported by multiple opportunities to learn through a range of activities focused on content aims.

Implementation is sustained through:

- in-depth understanding of theory, which serves as a tool to assist instructional decision-making;
- the skills of inquiry to judge the impact of teaching on learning and to judge next steps (Timperley 2007)

Flexibility

Flexibility refers to the degree to which educators are supported to reflect on and evaluate their learning and apply it in a variety of situations and contexts over time. A flexible learning design will be broad enough to provide professional learning for a variety of situations. It will support educators to link their learning to changes in the classroom or school and implement new learnings; perhaps even in a different way to what was originally intended.

Flexible learning designs accommodate variability in application, support participants to reflect, review and reassess and encourage a sustained, ongoing view of learning. Flexible learning designs consider how the learning may be applied and address the diversity of such applications.

Questions

- What support is required for participants to successfully transfer their learning to the classroom? Does the learning design provide this support?
- How are participants supported to transfer learning into practice or create new knowledge and improve practices through cycles of goal setting, enacting, monitoring and adjusting (Timperley 2007)? How can the learning design be altered to better support such practice?
- Does the learning design enable participants to apply the learning to different situations and contexts? Is the learning more broadly applicable? How easy will it be for participants to do this?

Develop new professional learning

- What support can the learning design provide and what needs to be provided from the learner's context and situation? Is this clear from the outset?
- What interim success do we expect for participants?

Enhance existing professional learning

- Have participants' support needs changed? Do we need to provide more/less support?
- Can the learning design be altered to better enable transfer of learning to a range of situations or contexts?

Evaluate professional learning

- Is the learning design clear about what is required for transference and application of learning?
- What are the interim successes I/we will see as the learning is implemented? Are they clearly outlined in the learning?

Global trends (2014)

The open trend reconceptualises professional learning as a social movement. Ideas, resources and examples of practice are exchanged; solutions are crowd sourced; and quality is assured through peer review... (p.21)

Transference – Shadowing in the European Union

http://ec.europa.eu/education/lifelong-learning-programme/comenius_en.htm

Shadowing aims to help participants learn from and understand another's point of view. Educators can shadow other educators, students or administrators.

Comenius In-Service Training for Teachers and Other Education Staff

Comenius In-Service Training for Teachers and Other Education Staff is available through National Agencies in the European Union. It provides grants for participation in 'training in a country other than that in which they normally work or live. In this way, participants are encouraged to improve their practical teaching, coaching, counselling, or management skills and knowledge, and to gain a broader understanding of school education in Europe'.

Among the possibilities is job-shadowing. 'Job-shadowing should enable the applicant to improve his or her professional competencies through a period of observation of, and interaction with, other professionals at work in a different country and to experience another culture and another workplace at first-hand. Job-shadowers normally follow the host professionals throughout their working day, undertaking structured observations of, and reflections on the content of the job, the challenges faced, the competencies used, the school/company culture, etc. A program of job-shadowing is to be agreed mutually by the applicant and the host institution, based upon the professional competencies that the applicant needs to practice and develop'.

In the example provided, teams from Norway and Scotland had mutual interest in improving literacy. They shadowed and provided feedback to each other and then carried out plans to implement change.

Ringsaker municipality (Norway) and South Lanarkshire Council (Scotland)

Ringsaker municipality in Norway, and South Lanarkshire Council in the United Kingdom, decided to compare their approaches to see whether greater use of libraries would help them uncover innovative ways to develop literacy skills.

After shadowing each other in their respective schools and visiting libraries in each region, the teams decided to strengthen links between the two environments. In Ringsaker, local librarians now work in schools. Pupils benefit from newly installed ICT systems that connect to the library and allow them to see if the books they want are available.

Introducing new teachings methods from South Lanarkshire, they use every minute of a lesson to show students how to improve. "Consequently, we learned to give more feedback and our pupils are now better guided," explains Anne Kari Thorsrud from the Norwegian team. The Norwegians have also produced a new literacy plan in English and Norwegian.

The Scottish team was particularly impressed by the Norwegians' 'outdoor learning', a practice that builds children's confidence and can transform their relationships with teachers. "Their overall approach inspired several of our schools to adapt their methods," Margaret Gibson from the Scottish team says. "For example, they helped us to identify the need for more in-service training, which we now do. The exchanges also made us appreciate the things we do well and boosted our confidence," she adds.

The teams have produced videos to help teachers improve their methods, and these have been shared between the regions. They have also exchanged ideas on promoting quality improvement, for instance by holding a seminar on this topic for Ringsaker head teachers. The project has had a lasting impact on participants. "It was truly inspirational and fascinating to compare and draw upon other teaching approaches from another region" Margaret says.

Characteristics:

- shadowing allows the learner to 'feel' the perspective of the mentor, bringing greater understanding
- shadowing supports both the learner and the person being shadowed
- educators benefit from seeing innovations in action and can assess how it might be used in their own setting
- providing feedback to each other and sharing plans to implement change can help keep participants accountable for making changes
- agreeing on the program for job-shadowing provides structure and supports transference.

A flexible learning design – Action Research at McWhirter

Adapted from: Chapman, S, Ortloff, D, Weaver, L, Vesey, W, Anderson, M, Marquez, M, & Sanchez, M 2013, 'Moving in unexpected directions: Texas elementary using exploratory research to map out an evaluation plan', *Journal of Staff Development*, vol. 34, no. 5, pp. 19–23. Used with permission.

In action research, educators work alone or collaboratively using data to determine the focus of a study, act upon their information, collect data about the results of their actions and share results. At McWhirter Elementary Professional Development Laboratory School in Webster, Texas, action research was conducted into the effects of a guided reading professional learning initiative.

From shock to awe

McWhirter Elementary Professional Development Laboratory School is a partnership between Clear Creek Independent School District and the University of Houston-Clear Lake, where the staff have access to a university faculty with expertise in educational research.

In spring of 2010, members of the school leadership team at McWhirter reviewed results of the state reading assessment and were shocked. The school's scores on this annual assessment had taken a sudden and dramatic drop from the previous year. The team realised it had to sort through the tangle of intertwined dynamics to gain a sense of what Michael Fullan has labelled 'simplexity… finding the smallest number of high-leverage, easy-to-understand actions that unleash stunningly powerful consequences' (Fullan 2009, p16).

Thus, exploratory action research (James, Milenkiewicz, & Bucknam, 2007) became the first step of the improvement strategy. The team chose action research because team members needed a more complex picture of what was happening in reading instruction than standardised test scores could reveal.

To begin, teachers and leaders worked together to develop an Innovation Configuration (IC) map that articulated the specific instructional practices they wanted to spread across classrooms. Next, the school hired an outside consultant to provide three workshop sessions to deepen teacher understanding of guided reading instruction. Each session included study of an aspect of guided reading and observation of a McWhirter teacher conducting a guided reading lesson. The classroom observation was followed by debriefing and reflection on the practices observed in light of the session's content focus.

With these structures (and others) in place, the team designed an action research study to examine the impact of the guided reading initiative on teacher instructional practice

Characteristics:

- action research is a flexible design and can be adapted to most purposes and contexts
- McWhirter educators were able to select who would participate in and what would inform the research. The structure and direction of the learning was constructed entirely in their immediate context
- McWhirter educators used a learning design that incorporated a range of data to determine the focus of their action research
- while action research typically has a specific focus, as the McWhirter example highlights, it does not restrict learners to one focus; it is open to a range of opportunities and possibilities
- based on their findings, McWhirter educators determined their own strategies for subsequent intervention. Flexibility of approach and subsequent action was required to account for both the expected and unexpected findings.

Conclusions

This report and accompanying Learning Design Anatomy (the Anatomy) are not presented as definitive findings. Indeed, the work seeks to draw attention to observed trends and areas of commonality between learning designs that have demonstrated success. It is intended that this report and the Anatomy will serve as provocation for a broader conversation about the composition of professional learning and the elements that establish the strongest correlation between participants, environment, delivery and action.

Getting it right the first time

There are important elements in professional learning design that need to be considered so that the professional learning offered is matched to the participants and the context. Few professional learning designs are perfect for everyone just as they are. Individuals and groups learn differently and so professional learning designs need to be adapted to suit. Further, the role of the context for learning cannot be underestimated. This means the learning design often must be flexible enough to work for various participants, for different purposes and in a range of contexts. Learning designs that are selected because they fit a certain context (and educators' purpose in that context) and are applied in that context are more likely to produce results than a 'one-size-fits-all' design.

Tweaking towards perfection

Ultimately, the degree to which a learning design is successful for a learner will be a function of how well the designer understood and capitalised on the context within which the learning occurs. For this reason, the report and the Anatomy will only be as effective as the degree to which the designer understands the context for the professional learning.

By reviewing a particular example of professional learning against the elements of learning design, minor tweaks can be made to those elements of the learning design that are weaker, in order to improve the learning experience for the user. By adjusting just one or two decisions made originally, the professional learning can become more relevant and impactful for the participants.

Choosing what's right for you

By examining the learning design behind potential professional learning activities, educators can choose the activity that will have the most impact on their learning and their students' outcomes.

The learning design of potential professional learning activities should suit the context and the participants' learning needs. It should be attractive to the learner through the content, the accessibility, the mode of delivery and the aesthetics used. The professional learning should be designed to support educators, teams and schools to transfer learning to the classroom and have enough flexibility for learning to be applied to other situations over time.

The role of technology

Technology is one of the factors affecting change in professional learning. Technology can enhance professional learning through a range of critical attributes:

- **Personalisation:** For many participants who are frustrated with 'one-size-fits-all' professional learning, technology allows both professional learning providers and participants to design what works best for educators;
- **Collaboration:** Technology promotes collaboration among individuals who have common interests and needs through multiple forms of dynamic interaction;
- **Access:** The degree to which educators can engage in high-quality professional learning is influenced by access to and use of technology;
- **Efficiency:** Technology can increase the efficiency of routine tasks and access to resources at the workplace, and serve as a vehicle for ongoing feedback;
- **Learning designs:** Technology-based learning, if designed well, supports added practice, feedback and support to deepen learning.

(Killion, 2013)

While technology has the potential to enhance professional learning, it should not necessarily be viewed as 'the answer'. Technology does not automatically lead to effective professional learning and cannot ensure educator learning. Killion (2013) cautions that technology has limitations such as misuse, disconnection from other support systems, inadequate support for participants, and limited assistance with implementing new strategies. This is not to say that new and emerging online activities are not without merit, but the mere fact that they are new and apply technology is no guarantee of quality.

Impact

A challenge for any learning designer is to support participants to realise changes in practice, however changes as a result of learning cannot be guaranteed; the learner always holds ultimate agency in this sense. The Anatomy applies a logic to learning design, which suggests that effective learning, that occurs in context and is implemented in context, positively affects student outcomes. Obviously, the transfer of learning to improve teaching practice remains the responsibility of the learner. As such, no single approach can ever guarantee improved outcomes for students, but can only lay the foundations for such improvement to occur.

Evaluation of professional learning

The study was never intended to result in a method for the evaluation of individual professional learning activities. However, it is entirely feasible that when making decisions about undertaking professional learning, the Anatomy may prove a useful support. It is important to note that using the Anatomy to evaluate a potential or completed professional learning activity is a point in time process and should be treated as such. As with all applications of the Anatomy, evaluation rests with the user and is only as effective as their ability to infer the intended participants, purpose and context in particular.

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Appendix 1

Investigating Learning Design

Lois Brown Easton and Terry Morganti-Fisher, consultants at Learning Forward, were tasked by AITSL to lead the development of a model for engaging, effective and impactful professional learning design for adult learners.

A consultant, coach and author, Lois Brown Easton has a particular interest in learning designs for adults and for students. She suggests teachers should be able to identify and select the most appropriate design elements for their own professional learning.

Terry Morganti-Fisher has served as president of Learning Forward, Texas. She has experience in operationalising professional learning communities through the use of best practice methodology and is a strong advocate for the use of the SMART goal process to effect change and achieve real school improvement.

The authors of this report investigated over 50 professional learning designs; about half were online and half face-to-face. A range of Australian and international examples were selected to assist in the identification of those elements that enable learning designs to be 'engaging, effective and impactful'. A final list of 30 was selected for use in the development of this report.

The investigation was interested in the following features in particular:

- Face-to-face, off-site
- Face-to-face, on-site
- Online, self-directed
- Online, facilitated
- In-class coaching/peer mentoring and modelling
- Blended forms of the above

The authors looked for designs supported by one of these types of research:

- Quantitative/experimental designs
- Qualitative/descriptive designs
- Local evidence

Examples were drawn from a variety of providers, including:

- schools
- universities
- education bodies such as a government education departments
- organisations outside of the education sector.

Determinations around the 'impact size' of different types of professional learning were deemed out of scope for this report. Where 'effectiveness' was concerned, examples of localised efficacy were sought, particularly those where participants had demonstrated positive support for an activity through high participation, evidenced application of learning or personal testimonials. As such, many learning designs have been investigated using qualitative or descriptive research methods, especially through single or multiple case studies, warranting their effectiveness in a variety of settings, or "general proof".

Lewis, Perry and Murata argue that a 'local route' to prove the professional learning experience's effectiveness is also acceptable, especially when a design is highly contextualised and results in local improvement (2006, p6). Lewis and colleagues propose that some designs, such as lesson study, are intended to get results locally and therefore using local evidence is sufficient.

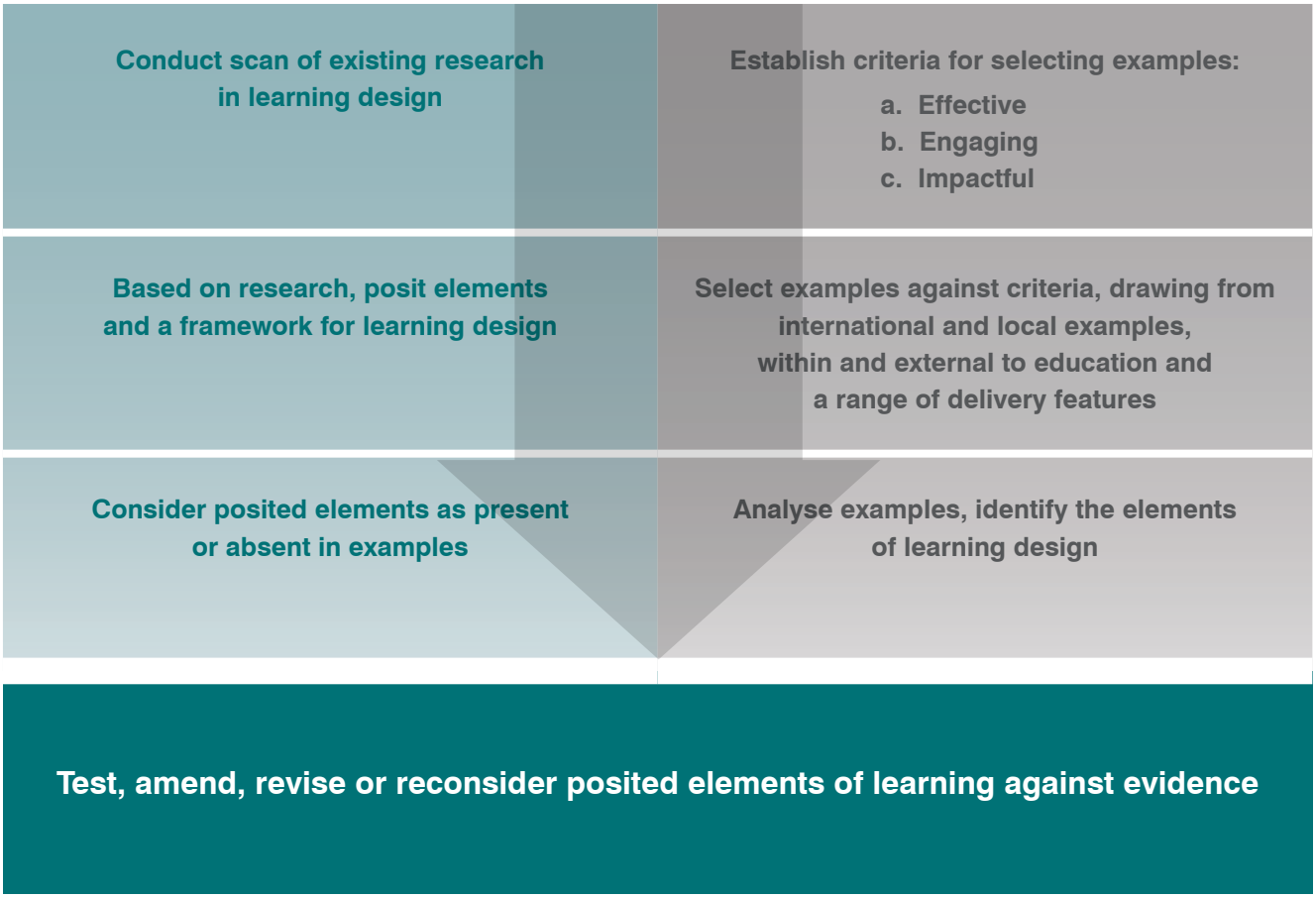
The authors also looked for designs from other professions, including business and economics, the arts and astronomy. Case discussions and simulations are used extensively in law, medicine, business and the military. Coaching is often connected with sports but also is popular in health and business fields. Webinars and online courses have proven effective in business and industry. Games have been developed as effective learning tools for military, business, science and health purposes. Professional learning communities may be known as teams or quality circles in business and industry. Doctors and other professionals engage in rounds or shadowing.

Some of the learning designs investigated are comprehensive (i.e. they provide multiple ways to connect or engage in learning). Among these are eduplanet21 and PD 360. Others were simpler with one way to engage in learning.

The designs investigated were used in a variety of settings (remote, regional and metropolitan) and across role groups (teachers, school leaders, jurisdictions and sectors), with some oriented more specifically to one group or another.

Concurrent, to the investigation of suitable examples, the authors posited a model for the development of effective, engaging and impactful learning design. The examples drawn served to both inform and test the proposed elements of the model. The method applied on the following page.

Method


Conduct scan of existing research in learning design
Establish criteria for selecting examples:
a. Effective
b. Engaging
c. Impactful
Based on research, posit elements and a framework for learning design
Select examples against criteria, drawing from international and local examples, within and external to education and a range of delivery features
Consider posited elements as present or absent in examples
Analyse examples, identify the elements of learning design
Test, amend, revise or reconsider posited elements of learning against evidence

Appendix 2

Global Trends – Emerging Patterns

AITSL commissioned the Innovation Unit UK to undertake a comprehensive horizon scan of innovative performance and development and professional learning practices. Specifically we wanted to know what processes successful and innovative organisations were using to support professional growth, including the sort of cultures that existed within these organisations. We wanted to know what sort of formal and informal professional learning typified these organisations and analyse what impact these sorts of professional learning opportunities had on improving employee practice and organisational effectiveness.

As part of this scan, examples of innovative and impactful professional learning were grouped according to a set of commonly used features. These features are also captured in the Anatomy.

The results have shown that there are surprisingly few completely new practices in professional development employed by organisations. It is in the ways in which the individual features of a professional development experience are combined that make them unique.

What the scan also uncovered was five emerging trends in professional learning. These approaches, classified as integrated, immersive, design-led, market-led and open professional learning are outlined opposite.

When we examine the professional learning examples in this report we are able to both clearly map them against features and find them within the emerging trends on innovative practice.

Designing Professional Learning Example	Features	Horizon Scan Trends	
PD360 (US online)	Remote Individual Personalised Self-directed Collaborative Informal	**Market-led**	
edWeb.net (US online)	Remote Individual Personalised Self-directed Collaborative Informal	**Open**	
Teaching Channel (US Online)	Remote Individual Informal Self-directed Personalised	**Open**	**Design-led**
eduplanet21 (US online)	Remote Self-directed Informal Collaborative Personalised	**Market-led**	
Literacy Design Collaborative (US Online)	Remote Self-directed Informal Individual Personalised	**Open**	
TeachMeet Sydney (Aus)	Face-to-face Collaborative Self-directed Personalised Remote Informal Intensive	**Open**	**Immersive**
Visual Dialogue (US/UK)	Face-to-face Formal Intensive Collaborative Personalised (to group)	**Open**	**Immersive**
Shadowing (EU)	Face-to-face Informal Individual and collaborative Intensive Self-directed	**Integrated**	**Immersive**
McWhirter (USA)	Face-to-face Formal Situated Individual and collaborative Intensive Sustained	**Integrated**	**Immersive**

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