



# Leading professional growth and inquiry as a peer-to-peer model of support

Ann Lautrette - Taipei European School

# The state of play...

Coaching



Appraisal System

Department  
Reviews



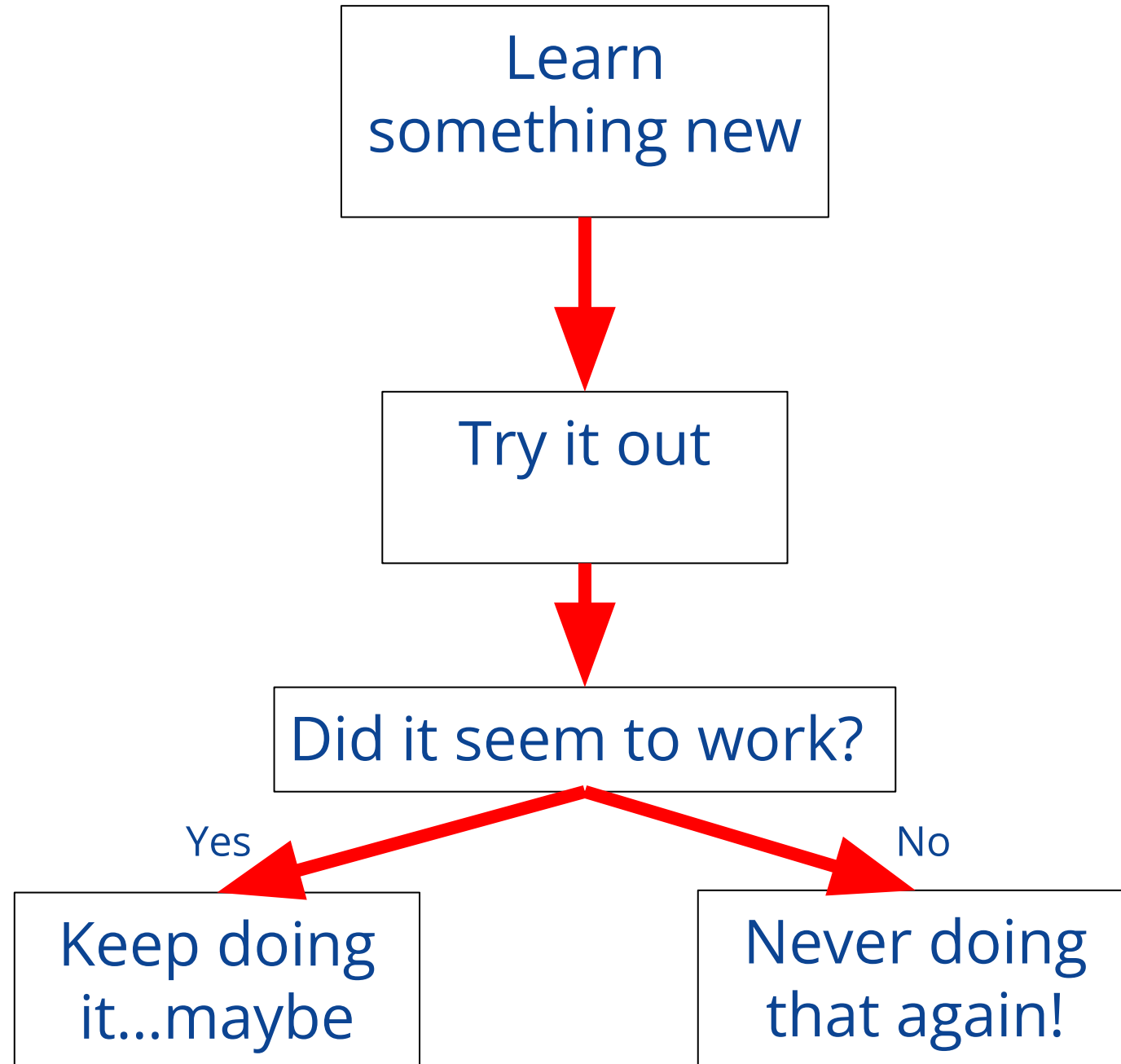


TAIPEI  
EUROPEAN  
SCHOOL



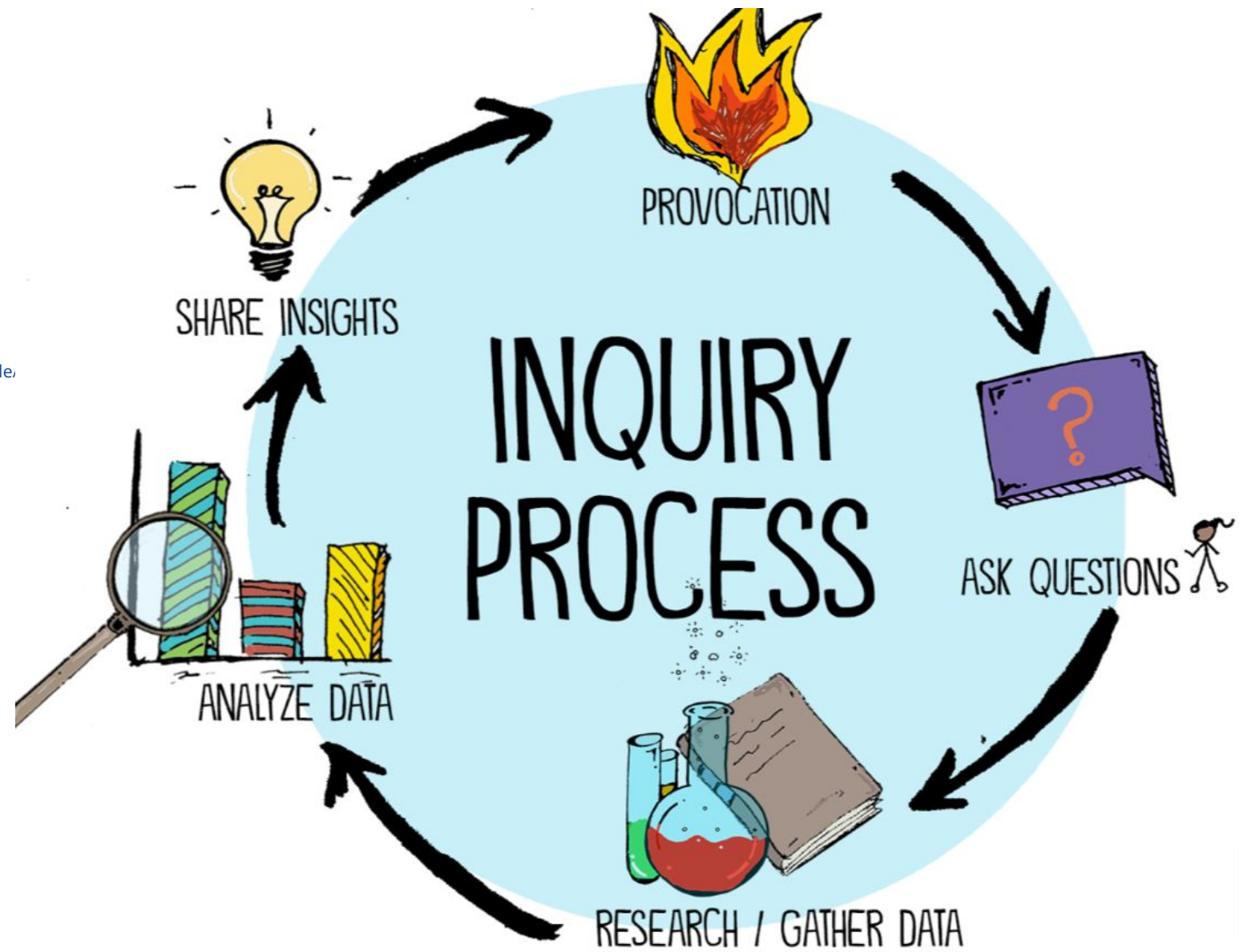
# Why 'professional growth and inquiry'?

# CPD



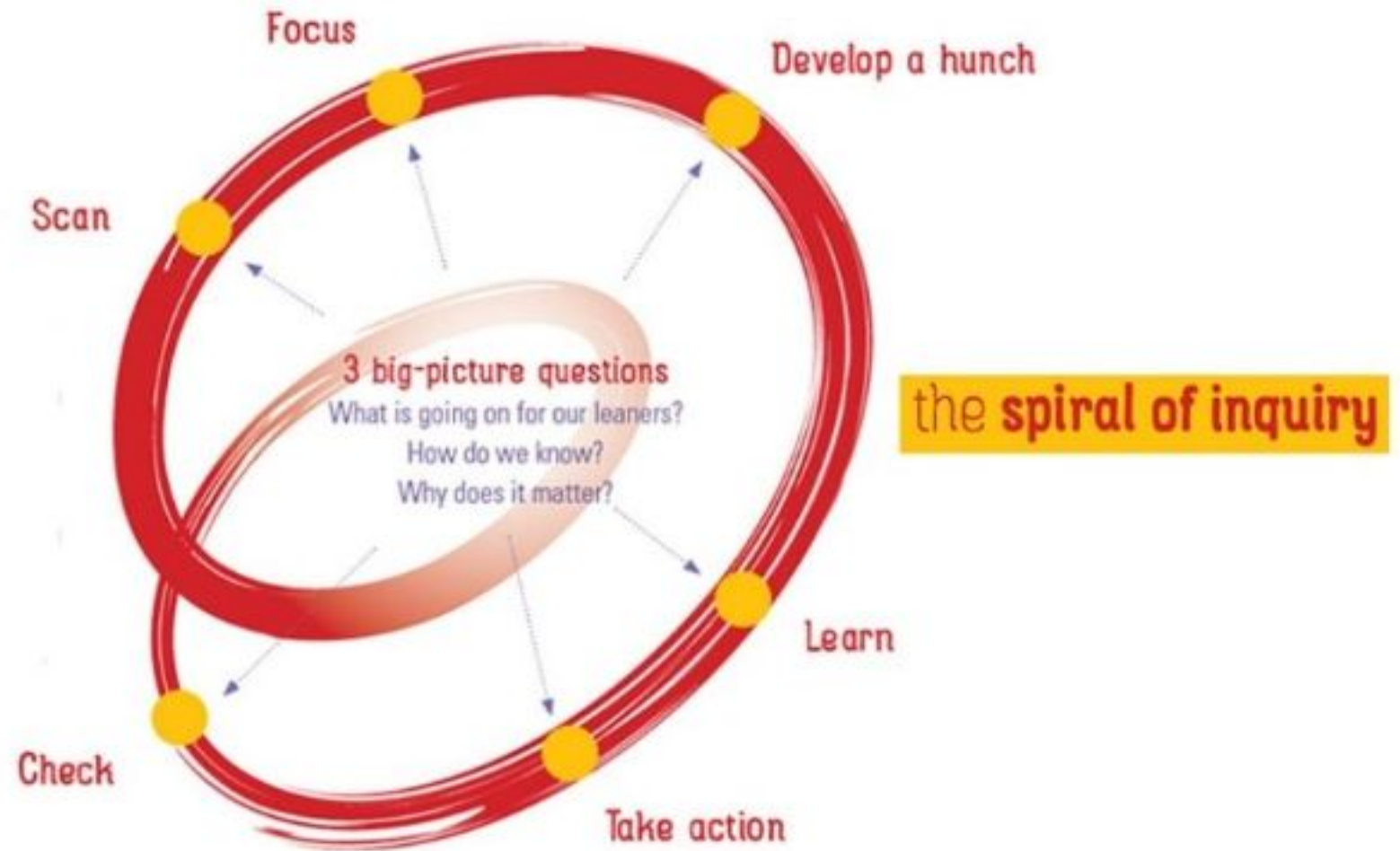
# Dr John Spencer

(<https://spencerauthor.com/visible-thinking-virtual/inquiry-cycle>)



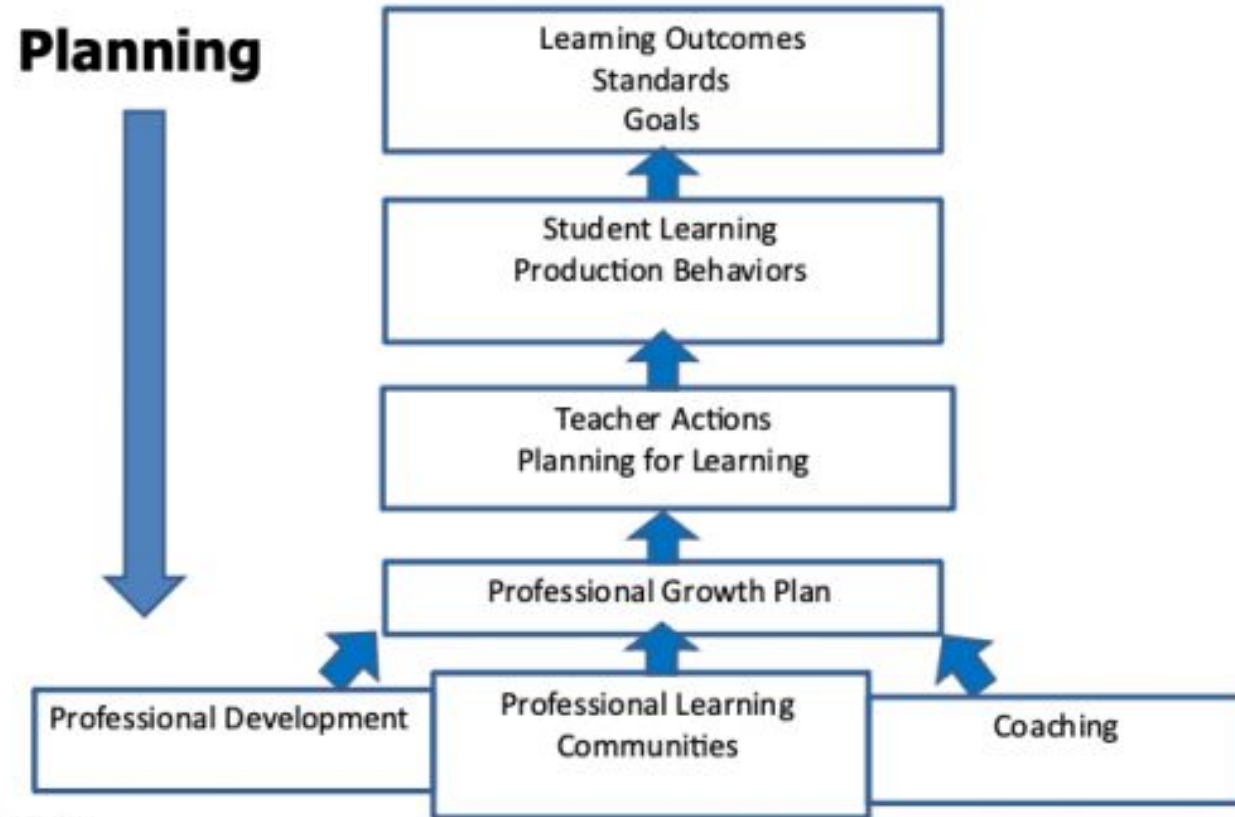
# Halbert & Kaiser

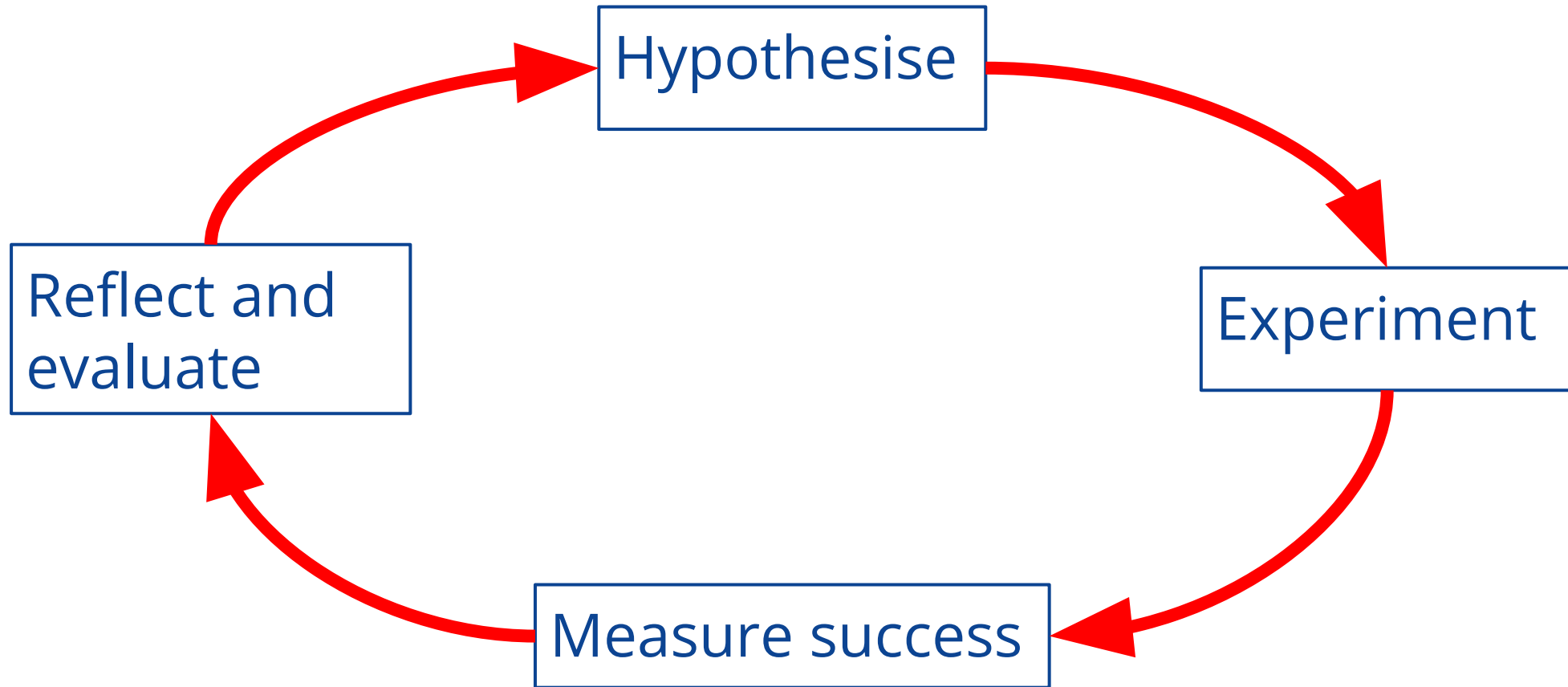
Transformative Educational  
Leadership Journal | ISSUE: Spring  
2020



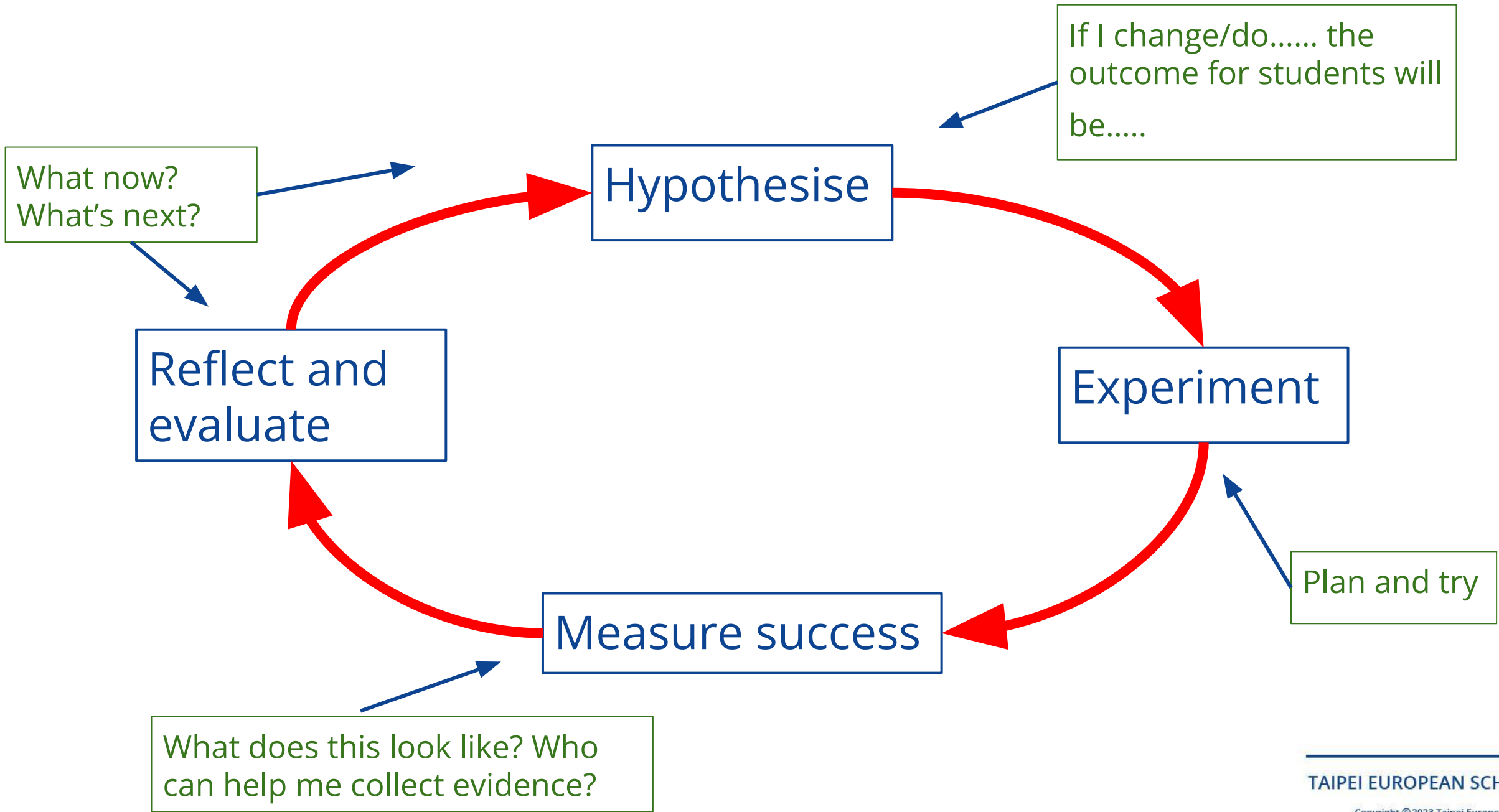
# Steve Barkley's Bottom-Up Model

## Conceptual Framework









# Why peer-to-peer?



# Removes Hierarchy



# 'Research Assistant'

Observing teaching

Observing learning

Talking to students

Interviewing students  
post-lesson

Reviewing lesson materials



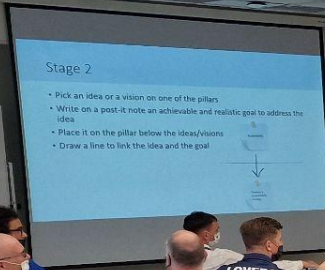
# Leading the process



YES OSCARS' FILM PRODUCTION WITH CATEGORIES INCLUDING PARENTS!

Develop Own Curriculum

kill



Less single use plastic. Separate recycling (link to oceans etc)

Celebrating our Diversity

Globalisation awareness in class.

More work on translang using & other ways to promote home language culture.

Inter

Help trip & easier student learning

CULTURE ALWAYS

C P

Just with feedback of any

SOCIAL EVENTS

one opportunity to be happy in a week and collective on a school building basis

What will happen? The teachers do not know. We'll have to find out. What will the students' response be?

What will happen? The teachers do not know. We'll have to find out. What will the students' response be?

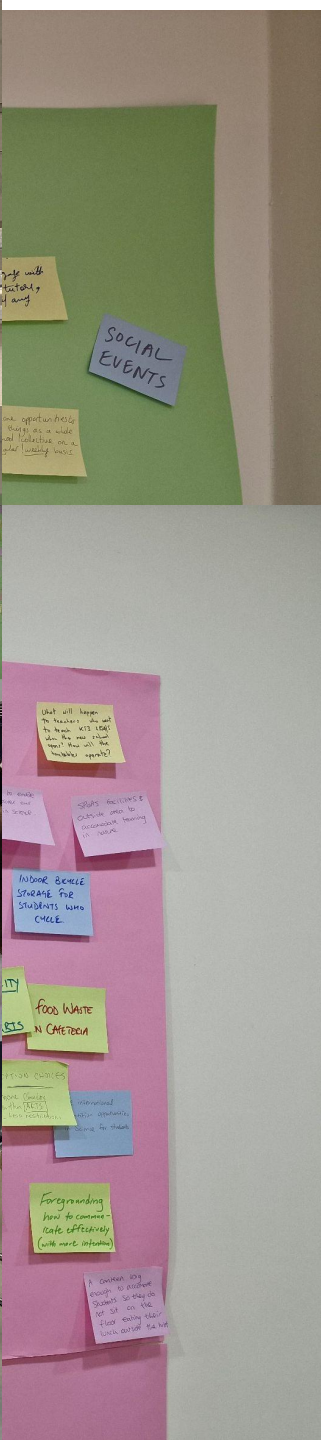
INFORM BECOME STRONGER FOR STUDENTS WHO CHOOSE

FOOD WHITE IN CAMERON

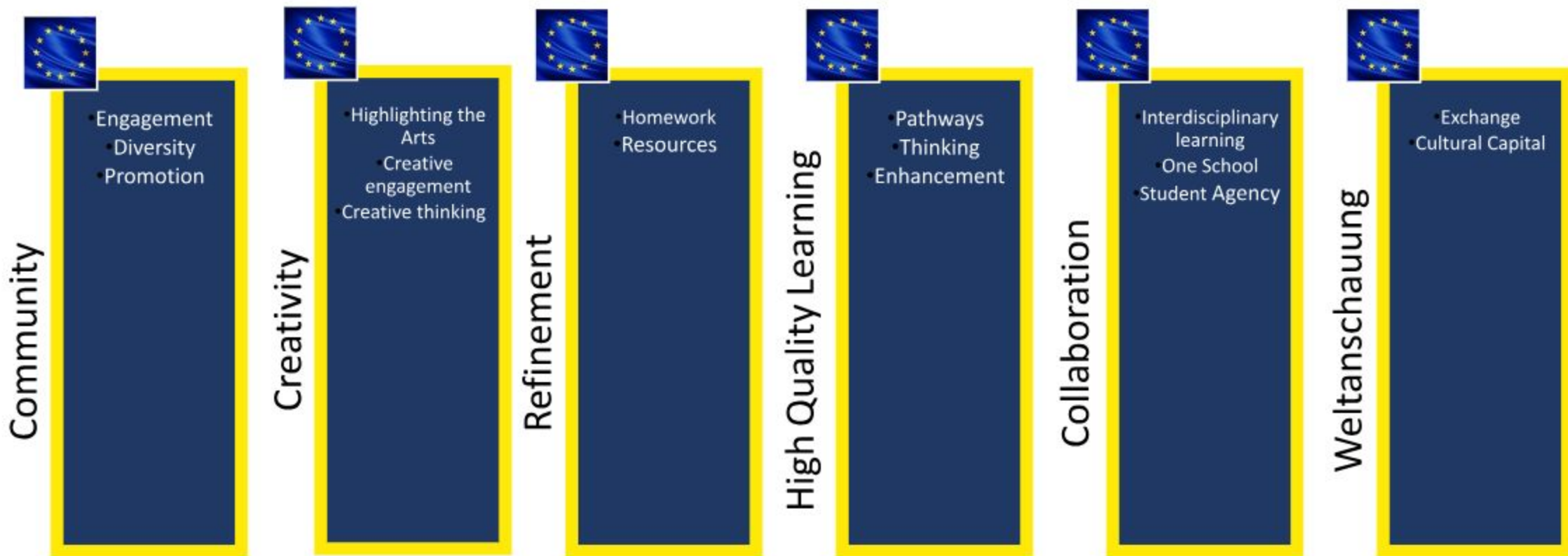
FORWARD THINKING

Forword thinking how to connect with more effectively

A common language to connect with more effectively



# Our school Plan



## Departmental Growth Plan

### Focus of Programme Growth

### Part 1 - PLANNING

#### Rationale for Development

What problem are we trying to solve or what need are we trying to address? Include reference to data/evidence which demonstrates that there *is* a problem/need.

**What is the intended impact on students?** Be as specific and measurable as possible.

**What data and evidence will be collected to review the effectiveness of this growth plan?**



# Know your why





<b>Policy Number:</b>		<b>Number of Pages:</b>	<b>5</b>
<b>Approved by:</b>	BSHS SLT	<b>Effective Across:</b>	TES BSHS
<b>Date Produced:</b>	September 2022	<b>Review Period:</b>	June 2023

**BSHS Professional Growth and Inquiry Guiding Document**

*“In the most effective schools, the best professional practices are not locked in the minds of a few outstanding teachers and restricted to the privacy of their classrooms, but are the common property of all who might profit from them.” Education Epidemic (Hargreaves)*

# Know your why - and tell everyone

“At BSHS we believe that staff can better develop their skills if they are self-directed and assume responsibility for their own learning and growth.”

“At BSHS we believe that learning from one another is the most powerful form of professional growth and as such we maintain an open-door policy to classrooms.”

# My Individual Growth Plan

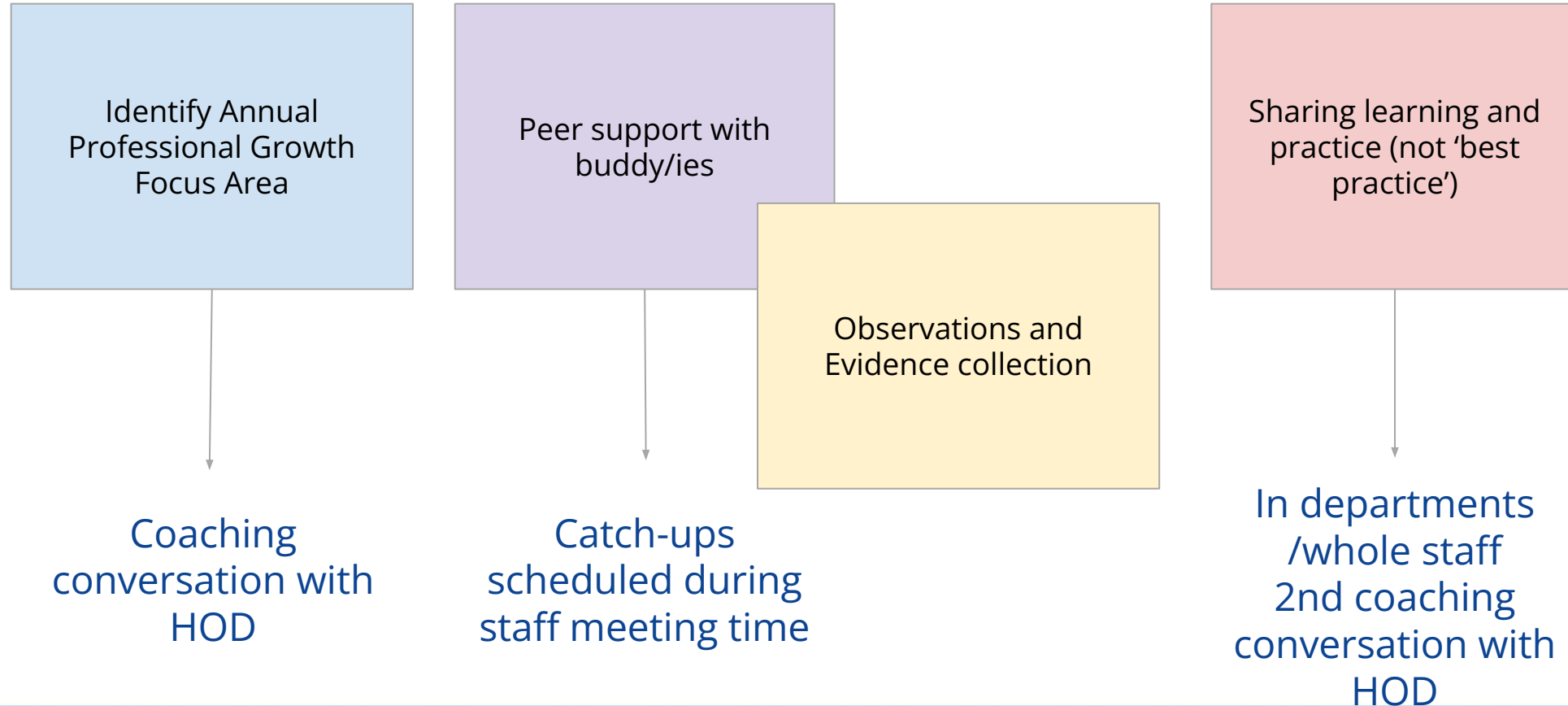
## Part A: My Plan (To be completed at the start of the year)

Teaching and Learning Focus Area	
What is your focus area?	
Which ' <u>Essential Element of Teaching and Learning</u> ' underpins this?	
How will your focus on this area contribute to the collective growth of your department? (Refer to your Department's Growth Plan)	
What is your intended impact on learning?	
What actions do you think you'll need to take to work on this area?	
What support will you need? (This may include training, materials, visiting other classes, etc.)	

## Part B: My Reflection (To be completed at the end of the year)

Teaching and Learning Focus Area	
To what extent do you feel you were able to progress in this focus area?	
What was the impact on students of your focus on this area?	
Were there any actions which were particularly successful? Any that were unsuccessful? Why?	
What do you feel you contributed to the department's collective growth?	
Are there any next steps you'd like to take in relation to this particular focus area?	

# Our process



# Making it work by building culture



# Creativity

YES OSCARS' FILM PRODUCTION WITH CATEGORIES INCLUDING PARENTS!

Develop Own Curriculum

Problem-Solving

Scheduling

Experiential Learning Expeditions

Variety of Arts choices for students

ARTIST IN RESIDENCE OPPORTUNITIES: BOTH LOCAL + INTERNATIONAL

Time to prot + creative eg. music

Kill Homework

# High Quality Learning

Cross-curricular activities

5 MIN SHARES (LIMITED TO 30 SECS) ON TOPICS

Teach Critical Thinking

Emphasise practice & experiments over theory and in lessons

to include tasks to try back with at next cycle

BETTER DESKS & CHAIRS

STABLE LAPTOPS & TECHS!

Q+T

MAINTAIN A FOCUS ON SUBJECT CONTENT KNOWLEDGE

Project based learning and use of materials to help and facilitate learning

Collaboration (Teaching + Planning together)

Bring back tutor groups

concept-based learning/teaching for deep understanding

Understanding how to learn

Pupils are fully engaged and making progress

More opportunities for dependent ability students eg. A-levels/IB/CPM/...

NO

Plan for PE facilities in new build we don't want to go back to

Equalise timing across subjects

Think carefully about the use of IT

MORE TIME FOR DESIGN

Collaborative learning spaces (less teacher centred)

Interrelated Curriculum

Learning for Teaching

Assessment Review

More time to go deeper, not just cover content

Creating context for topics

COGNITIVE SCIENCE

Teaching how to be resourceful

Modelling how to be resourceful to promote understanding

Better way to meet the needs of more capable students

Standardisation

Review why we give homework - recognise its purpose before giving it out

Do things better when they are done rather than simply best good





 Customize

# Professional Growth and Inquiry

BSHS



TAIPEI  
EUROPEAN  
SCHOOL

*Learn and Flourish*

 Meet[Generate link](#)

Class code



**nxmd2vg** 

Upcoming

No work due soon

[View all](#)

Announce something to your class



Ann Lautrette

Feb 4



Dear all,

I know most of you were unable to attend the workshop sessions on Friday but there are some very interesting shared resources from those sessions which I have added to the conference website. I thought you might be interested.

Have a restful Sunday,

Ann



Authentic Assessment - S...  
<https://sites.google.com/tes.tp.e>

# Staff Read





TAIPEI EUROPEAN SCHOOL  
British Secondary  
& High School

# PROFESSIONAL GROWTH DIGEST



December 2023



"I learned about the concept and specific methods of "silent support" in the classroom; useful tricks / ideas on how to provide learning support e.g. 15 ways of using post-it notes" (Marta on her Senia course)

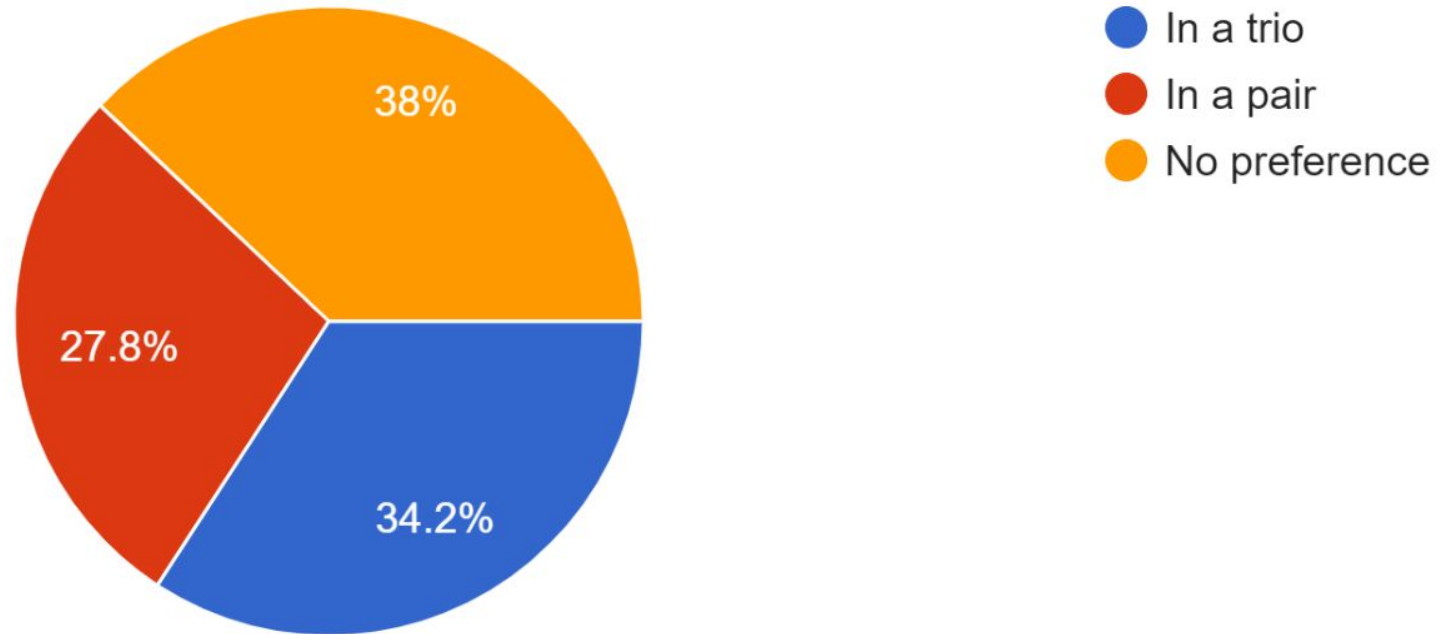
"I highly recommend this conference. It is very inspiring seeing how teachers from other school use different methods and tools. The conference had a lot of technology and design focus and every teacher would have learned a lot. There were lots of sessions on AI and there were sessions on VR and AR."

John Chin on Learning2



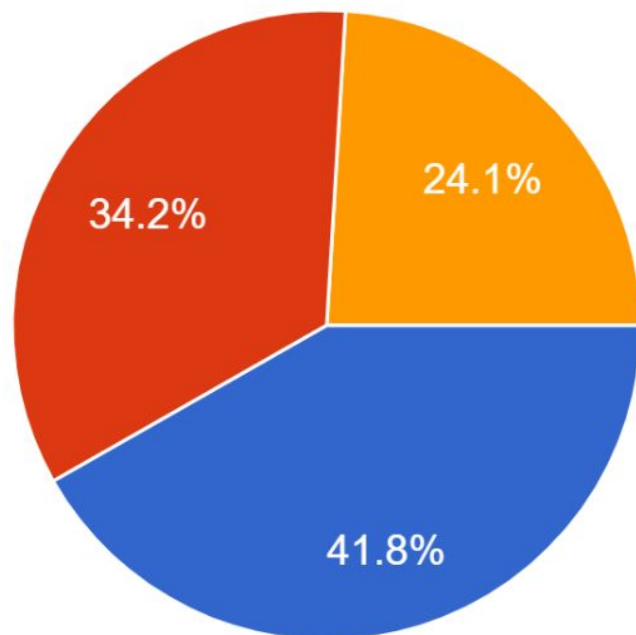
# How would you prefer to work in a professional buddy system?

79 responses



## Who would you prefer to work with?

79 responses



- a person/people in my department
- a person/people outside of my department
- No preference

**Rotacion: Methodical Revision Process**

Instructions: you have the opportunity to correct your paragraphs

1. Read out aloud the number of strong responses your teacher will hear
2. Read your paragraph aloud to yourself
3. Highlight in orange your **strong** sentences
4. Highlight in yellow your **weak** sentences
5. Highlight in blue your **weak** sentences
6. Read comments made to you last week, highlight each comment in the colour of the sentence it applies to. Consult with the teacher and/or peers if you want further understanding at the comment.
7. Repeat step 4 of the paragraph applying the comments you have received.

**Example Gde. 6.7**

Great! Thinking in his speech to those 100 college students, Louis chose words to persuade the audience to have a more active life. He used persuasive language to encourage the audience to have a more active life. He used persuasive language to encourage the audience to have a more active life. He used persuasive language to encourage the audience to have a more active life.

**Annotations: Marking Your Partners' Response**

1. Circle the main idea of the response.

2. Highlight the main evidence from the response.

3. Write a short comment on the response.

La persona camina hacia la izquierda en camino de la computadora. El la gente puede hacer las cosas, pero según la tecnología, lo mejor siempre que regular y revisar.

**Observation:** Students and teachers cannot come to a consensus about the meaning of criteria written in ambiguous, overly complicated language

**Opportunity to resubmit after feedback**

**Observation:** many students did not have the skills to act on feedback

**Conclusion:** Less is More

Small, actionable feedback is more effective than large, unactionable comments

**Recycle**

**Thought:** The goal of a successfully implemented proofreading and editing programme is that by the end of High School students are doing the whole process while teachers observe

**Name: Anne K. Focus Group: GT Language and Literature**

**Feedback sources to be in different mediums & to occur in quiet or informal learning styles**

**Reflection on success:**

- 1. High on effectiveness: most of all, feedback had high impact that it could make a difference to their attitudes or amount of the feedback, however the amount of feedback was not as high as we hoped.

**Reflection 2:**

- 1. Encouraging students to act on feedback should be part of the feedback process.
- 2. If they respond more to feedback on their work than their skills, only one criteria could be targeted at, being particularly the lower grades. Students will be in a good position of being very difficult.

**Feedback Methods:**

**Student roles: Peer-Goal Guide 7**

- 1. Peer-reviewing: editing before writing this time
- 2. Peer-reviewing: responding to their reviewer's comments
- 3. Peer-reviewing: responding to their peer feedback
- 4. Peer-reviewing: responding to their teacher feedback
- 5. Peer-reviewing: responding to their teacher feedback with impact quoted

**Observations:**

- 1. Students who are interested in proofreading and editing will do so with or without an external incentive
- 2. Students who are not interested in proofreading and editing will not do so through teacher feedback

**Conclusions:**

- 1. Self-proofreading and editing need to be taught early in the writing process and be part of the student's writing process at all levels. This means that this response has to be able to be used in the classroom but it has to be a part of the writing process.

**COSIS PINK program**

1. crea la sostenibilidad
2. genera recursos en el día
3. genera orga
4. genera la paz
5. no desastres
6. genera a los animales en el océano

**Proteger a Willi**

menos plástico para el océano!

**Epfe G.8**

**Focus on Proofreading and Editing**

**What does it mean to proofread?**

An Example of an Analysis of Lines

Read the relevant lines 1100-121 of the Tragedy of Julius Caesar and answer the question that follows.

Based on the boxed sentence, what is Brutus' reason for assassinating Caesar?

**Response**

By comparing Caesar to "a serpent's egg" Brutus is suggesting that the characteristics of a serpent are part of Caesar's personality. Uncomfortable of the reaction Caesar would have to increased power, Brutus feels that such power would do more harm than good. The extended metaphor suggests that Brutus wants to prevent such a beast from ever being hatched. He breaks to "kill him in the arm". Brutus's support does not only follow any enemies but also follows the very values. The reference to Brutus also connects the serpent from the Creation of Eden which tempted Adam and Eve into sin.

**TASKS:** Write the response into your notebook making these changes.

- 1. Leave out one word in each sentence.
- 2. Remove the full stops and quotation marks.
- 3. The piece is in literary present tense. Change one sentence to past tense.

You will proofread another student's work by circling and labelling their errors.

**Comments: what do they mean? Class Discussion**

- Full
- awkward language
- general
- specific
- use of the word specific
- use of the word quote
- spelling
- punctuation
- Underlined language, e.g. a lot of really, very
- underlining
- Underlining needs understanding of the effect of the examples you chose on the audience/reader
- First it not only marked your own responses do not clearly state the author, the content of the text you are analyzing. Can also be that your answer is not clearly stated in the point sentence
- Using present tense
- Underlining quotable you writing

**Annotating students' work, MARKING YOUR PARTNERS' RESPONSE**

1. Circle the main idea of the response.

2. Highlight the main evidence from the response.

3. Write a short comment on the response.



# Thoughts from our teachers







“For me, the most valued element of the model we are now using is that it puts the emphasis on the individual teacher to determine what they want to do with their professional development: this autonomy is vital for all professionals to feel a sense of worth in what they do.”



“For me, the most valued element of the model we are now using is that it puts the emphasis on the individual teacher to determine what they want to do with their professional development: this **autonomy** is vital for all professionals to feel a **sense of worth** in what they do.”

“It enables me to pinpoint the areas of my practice that I want to develop and focus on them specifically. The buddy system also creates a feeling of safety and gives me the confidence to take creative risks.”



“It enables me to pinpoint the areas of my practice that I want to develop and focus on them specifically. The buddy system also creates a feeling of safety and gives me the confidence to take creative risks.”





“I think that all senior leadership teams should start from the presumption that the vast majority of teachers are dedicated professionals who take a keen interest in their own development. It feels like that presumption is being made in our school now, and that really contributes to making it a pleasant place to work.”

# Thank You

