Australian Institute
for Teaching and
School Leadership
Limited

Global trends in professional learning and performance & development

Some implications and ideas for the Australian education system

2014

Innovation
Unit

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.

We are the innovation unit for public services. As a not-for-profit social enterprise we're committed to using the power of innovation to solve social challenges. We have a strong track record of supporting leaders and organisations delivering public services to see and do things differently. They come to us with a problem and we empower them to achieve radically different solutions that offer better outcomes for lower costs.

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Foreword

At all levels of the education community there is a growing focus on, and investment in, teacher development. Recognition of the power of performance and development and professional learning to drive advances in teacher practice and ultimately impact student outcomes, has never been greater. The endorsement of the Australian Teacher Performance and Development Framework and the Australian Charter for the Professional Learning of Teachers and School Leaders by all Education Ministers in 2012, is evidence of this investment at all levels of the education system in Australia.

In an increasingly global community there are myriad opportunities and challenges in: how we design and engage teachers in meaningful performance and development; who delivers professional learning; how educators participate in learning that makes a difference to outcomes; and when and where these development opportunities take place.

We at the Australian Institute for Teaching and School Leadership (AITSL), felt it was essential to deepen our understandings about what contributes to effective teacher performance and improvement and find out what fresh approaches to professional growth were being trialled within the education sector and other industries, both here and internationally. We wanted to identify and interrogate what the innovators were doing in this space and explore new ways of driving positive changes in practice. We were interested in approaches to professional growth that had already gained traction and demonstrated some level of impact and that could inform the education community about where it should invest effort over the next three to five years.

We commissioned the Innovation Unit in the UK, itself an organisation on the cutting edge of change, 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 performance and development, including the sort of cultures that existed within these businesses. We wanted to test whether the concepts of reflection, goal setting, evidence provision and feedback, contained within the Australian Teacher Performance and Development Framework were present in 'next generation' organisations. We also 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.

In commissioning this horizon scan we expected that the results would be exciting, thought provoking and challenging. We hoped the findings would broadly affirm our understandings and work in performance and development and professional learning, but more than that we were looking to be challenged to consider how we might work more effectively with the education community to strengthen the professional growth of teachers and school leaders.

" THIS HORIZON SCAN CHALLENGES THE EDUCATION COMMUNITY TO REFLECT ON CURRENT PRACTICE AND PROVIDES TANGIBLE EXAMPLES AND OBSERVATIONS TO STIMULATE DISCUSSION AND ACTIVATE CHANGE. "

We have found some of these findings confronting, we have been compelled to think deeply about existing practices and future possibilities and we have learnt a great deal.

Teachers and school leaders are progressively taking greater ownership of their professional growth, and schools and education systems are reviewing the development opportunities they offer to find the balance between flexibility and personalisation, and organisational and system goals.

The insights and analysis of the innovative practices contained within this horizon scan are not the province of an elite few. These findings encourage all teachers and school leaders, policy makers, system administrators and professional learning providers to go beyond what we currently know. I encourage you to read the report, retain the best of what you are currently doing and take this opportunity to consider and plan new and different ways of engaging and supporting teachers and school leaders to continually grow and improve.

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

Executive summary

Background

This horizon scan was completed by Innovation Unit on behalf of the Australian Institute for Teaching and School Leadership (AITSL) during 2013. It set out to discover innovation in professional learning and performance and development in transforming or new sectors including but not limited to education.

The scan assumed a working hypothesis that successful organisations within transforming sectors are likely to be innovative in their professional learning and performance and development. Given what we know about the challenges that workforce and culture represent in change processes,[1] it seemed a reasonable assumption that where transformation is happening and the organisation is thriving, that workforce and culture are playing a role.

Scope

Fifty organisations in ten countries were included in the scan. Schools, colleges and universities comprised around half of the data set, and the remaining examples were drawn from amongst technology and design companies, arts and cultural organisations, the armed forces, and providers of public services. Often sector leaders, each organisation offered insights into how innovation in professional learning and performance and development were central to their success in staying ahead of the game in their context.

Results

The examples share some common features, many of which are recognisable in the existing arrangements for professional learning and performance and development in education. For instance collaboration between participants and blended (remote with face-to-face) learning are prevalent.

Some common features in the examples were quite different from current arrangements in education. There is an emphasis on personalisation of and informality in professional learning and performance and development in the examples.

The high incidence of individual and self-directed learning, which are nevertheless situated within and incentivised by the organisation, was a key finding. In combination these features seem to indicate strong cultures where organisational and individual goals are closely aligned and where developing the individual is seen as essential for the health and wellbeing of the organisation.

Few examples found were required i.e. compulsory. Instead professional learning and performance and development are offered, and incentivised through recognition and sometimes tangible reward, usually within a culture of high expectations.

Formal programs and sustained or certificated participation were less in evidence.

Findings

Reading across the fifty examples reveals five trends in professional learning and performance and development, which may be relevant and interesting for educators.

Five trends in professional learning and performance & development

Integrated
Professional learning and performance and development are closely connected, and are embedded within organisational culture and practice.

Immersive
Intensive, holistic experiences that challenge beliefs and values, and radically alter practice.

Design-led
Disciplined, problem-solving processes that require deep understanding of and engagement with users.

Market-led
New providers stimulate demand and grow the market for new products and services.

Open
Ideas and resources are freely exchanged in unregulated online environments.

Examining the professional learning and performance and development in the examples indicates how their approaches might translate into the education context and to what effect.

The following horizons diagram begins to set out an ambitious, purposeful and achievable vision for innovation in professional learning and performance and development in education. It indicates new opportunities that are transformative and that could galvanize educators and schools in the same way as they have the individuals and organisations that have designed and developed them.

Professional learning and performance & development horizons

Integrated

Immersive

Design-led

Market-led

Open

On the horizon

Next wave

Almost/ already here

Schools offer team-based rewards for contribution to agreed goals

Rewards are evaluated and awarded by peers and learners

Collaboration and peer review at the heart of PL and P&D

It is pervasive and aligned with organisational culture and goals

Schools offer PL that is: comprehensive and high quality allows for personalisation within a culture of high expectations

Boot camps are widespread

Intensive, focussed periods away from school help teachers become expert in a specific area of practice

Virtual and real world simulations are created

Teachers use them to design, experiment with and test new practices

Project based learning for teachers – teachers work together and with others to solve real world problems

Design tools and processes are used to develop learning activities and resources in schools

Teachers and students routinely co design, co deliver and evaluate new practice and related PL

Competitions and challenge prizes become important sources of new ideas, approaches and resources

Edupreneurs, social enterprises and for profit organisations offer new learning activities and resources, and professional learning to support these

Schools become commercial providers of new learning activities, resources and PL

Online resources are used to support self-directed changes to practice

Informal groups of teachers are active in online environments, sharing ideas and resources

Both free and paid for, they are widely available and frequently utilised

Peer review and iteration occurs within online communities

They begin to develop and QA new learning activities and resources

Online communities become valuable opportunities to crowd source solutions to long standing problems of policy or practice

PL: professional learning

P&D: performance and development

The progression implied by now/almost here, through next wave, and on the horizon maps a possible journey from existing practice to radical innovation in professional learning and performance and development in education.

However, this is not an exercise in futures thinking. As demonstrated by the scan results, these approaches exist and are successful in other sectors now and could be implemented in schools, to more and less disruptive effect. For instance competitions and challenge prizes are commonplace in product design and social innovation but would 'feel' radical to schools. Whereas edupreneurs and schools-as-providers already exist in immature and rapidly expanding markets in or close to education systems, and for good or ill would be recognisable to many educators.

Implications

The following table draws from the examples to suggest ideas for stimulus and support that could create the conditions for innovation in professional learning and performance and development to flourish in schools.

Integrated	• model personalised and self-directed PL aligned with school culture and goals for the system	• place disciplined peer review at the heart of guidance for PL and P&D	• introduce rewards and incentives for participation in PL and P&D	• explore team-based rewards systems
Immersive	• incentivise project-based learning for teachers, within school, between schools or away from school all together	• work with groups of schools to design tools and protocols for running boot camps; host some boot camps	• negotiate and broker externships for teachers: other schools, other sectors, subject based etc.	• work with teachers and designers to develop a few high leverage real world and/or online simulations
Design-led	• promote the design of learning as a powerful form of PL and P&D	• support PL and P&D leaders to engage teachers in codesign and co delivery of PL and P&D	• support schools to engage students in codesign and co delivery of teaching and learning and of PL and P&D	• experiment with competitions and challenge prizes as important sources of new ideas and practice
Market-led	• support successful and entrepreneurial schools to codify, commoditise and diffuse their practice	• engage with providers of learning analytics to explore their potential for use in self-directed PL and P&D		• develop tools that support teachers and school leaders to be discerning and critical consumers of learning products
Open	• locate, stimulate and observe online communities of teachers	• host occasional face to face opportunities (design camps or similar) to develop promising ideas		• experiment with crowd sourcing solutions to long standing problems of policy or practice

Several questions for educators are implied by the results of the scan:

1. Which trends are the most a) plausible b) challenging c) preferred in the Australian education context?

2. Which approaches are most likely to create the ideas and energy required to carry through educational transformation?

3. What (if any) are the priority areas for action? Are there some things that would be better done by people or organisations outside of education, or in partnership?

4. Is anything missing? Are there preconditions or alternatives to some of the activities suggested?

Introduction

The issue of professional learning for teachers in schools has in recent years been growing in importance. As the centrality of teacher quality in affecting learner outcomes has been better understood, attention has shifted to what kinds of processes are most effective in growing teacher capacity. In parallel, and in part driven by the focus on accountability, education systems have been developing methods for performance and development. Often these have been contentious, especially where their managerial dimension is overemphasised.

We at Innovation Unit have been pleased to collaborate with AITSL in scanning the horizon for innovation in this space, because we believe that innovation is urgently needed in schools. All the evidence suggests that, across the world, and in every domain, the knowledge economy requires organisations to transform the way in which their employees are developed. This entails not just new skill acquisition, but also a reorientation towards knowledge creation as well as acquisition.

To thrive in the conditions they face, successful innovative organisations know that it is critical that their people renew and reinvigorate their approach to meeting the needs of customers and users. This process of renewal and growth is not periodic and intermittent, but continuous and integrated. It is a fundamental ingredient of success. Seen as such, the relationship between systems for professional learning and for performance and development is also reconfigured. Rather than running in parallel, they are intimately interlinked, and mutually supportive. In these organisations, high performance is characterised by constant adaptation to new opportunities, and traditional performance and development processes are supplanted by structures that create the conditions for continuous learning. In contexts where successful practices are those which are flexible and evolving, supportive work cultures encourage experimentation rather than close down possibilities by overly determining goals and methods.

The wide variety of organisations whose innovations are explored in this report model trends which we believe will grow in prominence and importance in the coming years. Some are drawn from education, but it is important that an expansive view is taken, and that we understand the rapid developments taking place elsewhere. As participants in the knowledge business, our practice should be at the cutting edge. The truth is that it is not – not yet. A small number of highly innovative schools are showing the way, but there is much to be learnt too from the fast-moving developments other industries and services reveal.

Australia is particularly well placed, with a supportive national architecture of organisations, to model great strides forward in how teachers learn, and refresh and transform their own performance. We hope the examples revealed in this scanning report will contribute something of value to that process.

Valerie Hannon
Board Director, Innovation Unit, London

Scoping the horizon scan

This scan of innovation in professional learning and performance and development was completed during 2013. It began with a working hypothesis that successful organisations within transforming sectors would be innovative in their professional learning and performance and development. Given what we know about the challenges that workforce and culture represent in change processes,[2] it seemed a reasonable assumption that where transformation is happening and the organisation is thriving, that workforce and culture are playing a role.

We wondered too whether there might be a link therefore between innovative organisations' success in staying ahead of the game in turbulent times and their professional learning and performance and development practice.

So we set out to find examples of professional learning, of performance and development, and examples where both were combined.

Our scan discovered exciting examples in 10 countries (see map overleaf).

We discovered 50 examples[3] roughly half of which were based in or focused on education:

- 9 were located in tertiary education: universities, vocational education and training
- 4 were private companies working exclusively in education
- 12 were school based i.e. the school was both the provider and the beneficiary.

The remainder was drawn from a range of sectors:

- 13 were located in the private sector: technology, hospitality; design; sport; arts and culture;
- 5 were located in the public sector; and
- 7 in the third[4] sector.

All 13 public and third sector examples were working in health and/or adult social care.

This report offers some analysis of and insights from the scan results, and comes in three parts:

First we look at the **features** of the professional learning and performance and development. What do these organisations actually do? How do participants learn and develop their practice? And what are the methods of delivery?

Next we focus on **trends** in the overall design of professional learning and performance and development. What is new, distinctive and interesting?

In part three we explore the implications for education of some of the most interesting approaches within these trends to highlight **opportunities** that the findings imply for thinking and practice in the Australian context.

**Scope of the scan – map shows a selection
of the examples reviewed in the scan**

Pret a Manger – UK

Harris Federation – London:, UK

Vancouver Island University – Vancouver, Canada

Match Education – Boston, US

Uni

Google – California, US

Air Force Research Lab – Ohio, US

University of Florida – Florida, US

Scope of the scan

Anywhere/worldwide	7
Australia	2
Austria	1
Canada	1
Finland	1
India	1
Japan	1
New Zealand	3
Sweden	2
UK	10
USA	21
TOTAL	50
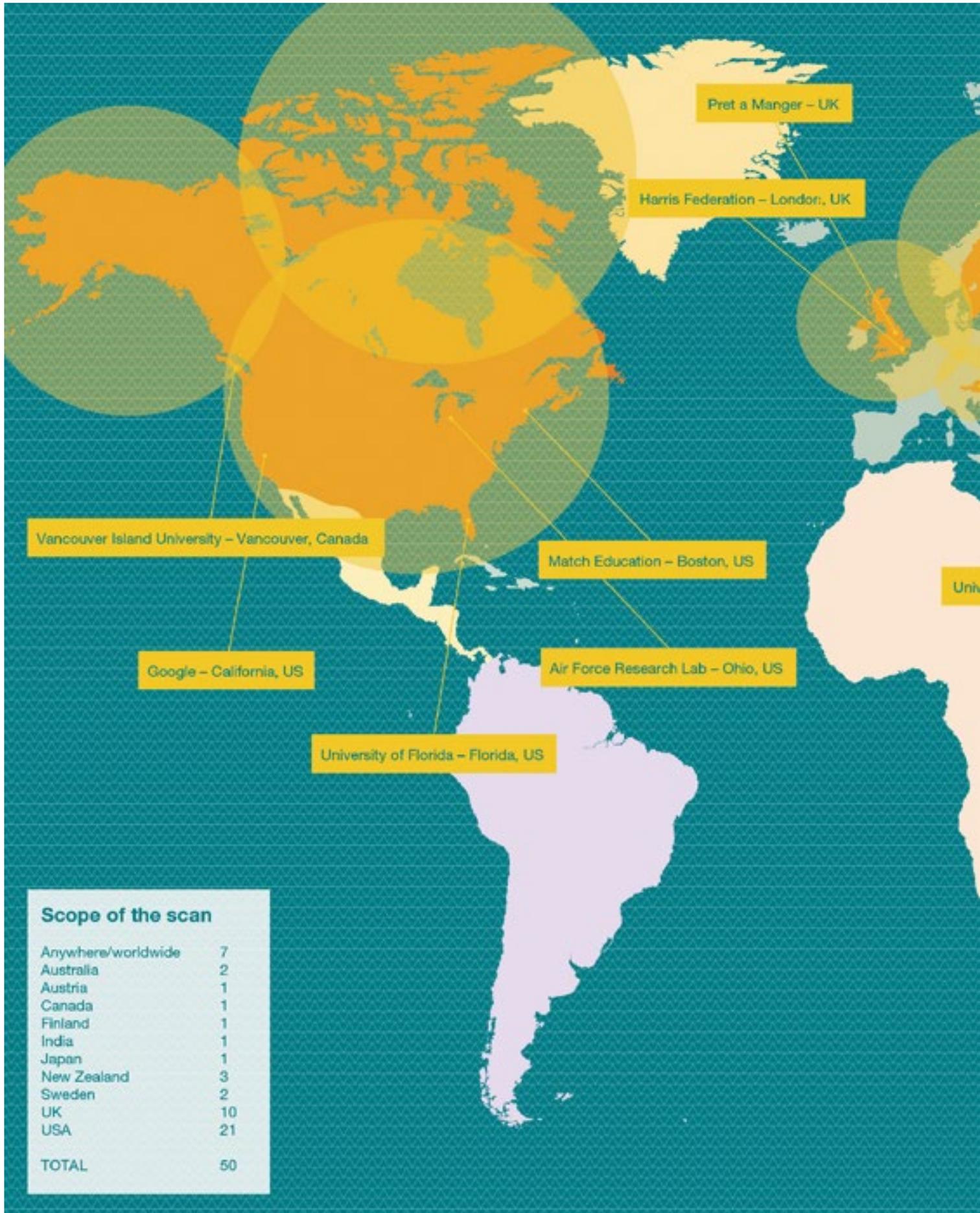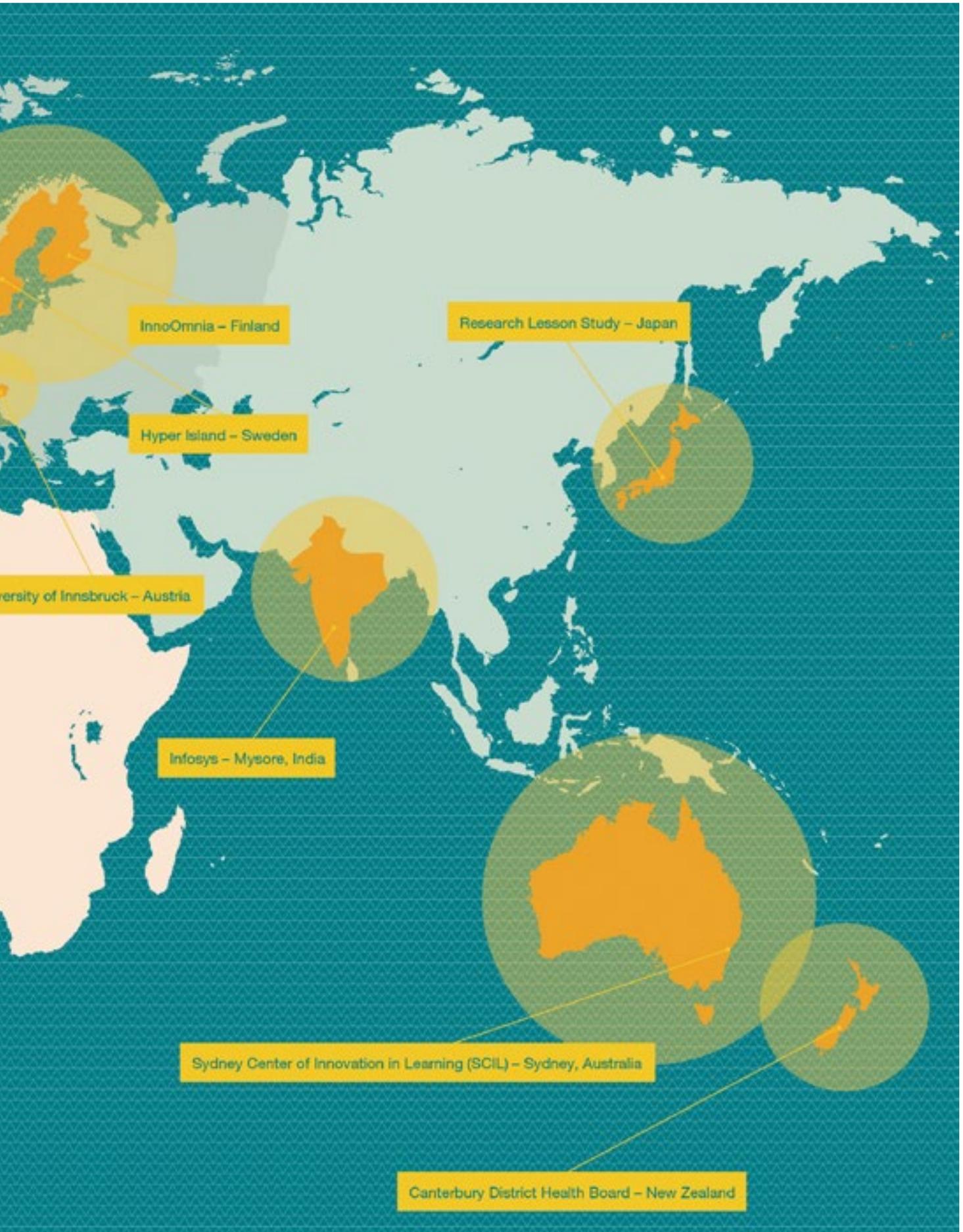
InnoOmnia – Finland

Research Lesson Study – Japan

Hyper Island – Sweden

University of Innsbruck – Austria

Infosys – Mysore, India

Sydney Center of Innovation in Learning (SCIL) – Sydney, Australia
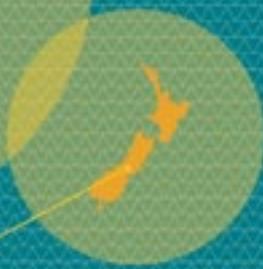
Canterbury District Health Board – New Zealand

New configurations
Features of innovative professional learning and performance & development

Superficially and at first glance, the answers to questions like 'what do these organisations actually do?' aren't very interesting. When we get 'under the hood' of the different examples and separate out the features, we find surprisingly few completely new practices. On the whole, providers choose between a range of existing practices, very recognisable in the existing 'universe' of professional learning and performance and development.

However, things get much more interesting when we notice the ways in which the individual features combine in the examples to create these fifty new and different opportunities.

Let's take a look at the features themselves first. The professional learning and performance and development we discovered included practices that are:

Features of innovative professional learning and performance & development

Collaborative
participants join groups of their peers in ways that are engineered for or arise from the practice

Individual
participants take part alone

Face to Face
participants meet together in the same physical space with one another and/or with the facilitator

Remote
participants engage online and/or over the phone

Required
participants are expected to take part in some form of PL and P&D as part of their professional practice

Offered
the organisation makes PL and P&D opportunities available to participants

Self-directed
participants decide the focus, the pace and the outcomes of the PL and P&D and monitor and evaluate their own progress and achievement

Facilitated
the focus, pace and outcomes are agreed between the participant and another and the participant is supported to monitor and evaluate progress and achievement

Situated
the PL and P&D is located within and geared to the organisation and its goals

Personalised
the PL and P&D focuses on the individual needs of the participant

Intensive
the PL and P&D takes place in short bursts, often away from the day to day environments of participants

Sustained
the PL and P&D is continuing and takes place over a prolonged period of time

Formal
there is a programmatic engagement with set goals and explicit and pre-existing expectations of participants and providers

Informal
there is no program; any goals or expectations of learners and/or providers are provisional and mutually agreed

Certificated
the PL and P&D result in a credit or qualification that has extrinsic value

Incentivised
the PL and P&D is highly valued by the organisation and participants are given incentives to take part

Some of the most powerful professional learning and performance and development examples we came across were ones where features that should be in tension, instead were complementary and mutually reinforcing.

Individual   **Self-directed**   **Personalised**   **Situated**   **Offered**   **Incentivised**

At the Pixar University[5] for instance, individuals pursue their own projects and online learning, but nevertheless contribute actively to growing the knowledge capital and positive cultural climate of the organisation. Pixar have succeeded in aligning individual needs and motivations with those of the organisation, to the extent that despite a high degree of agency exercised by individuals, the organisation learns and grows as its people do.

Some of the most innovative examples we found were also the least structured and regulated.

Collaborative   **Self-directed**   **Informal**

Social media and other online platforms are providing new (remote) environments for professional learning and performance and development. Communities of educators are finding each other online in spaces where they can learn and develop their practice together. Although such spaces are largely unregulated, they are not entirely without structure. Some are actively facilitated.

Professional learning like this is exciting for the individual, but can be of relatively low value to organisations, since the opportunity to harness the practice developed and shared, or to benefit from the capacity generated within the community are limited.

However some providers have spotted the potential in communities like this to be sources of innovation, and used the principles to develop face to face interactions known as BarCamps, which are hot beds of innovation and social capital. BarCamps are 'unconferences' where participants pitch sessions which they then organize and facilitate, depending on demand from amongst the other participants. The event is supported by an open website to which sessions contribute content, and which can be accessed and edited post the event. The EdCamp Foundation,[6] which began life in 2010 at Drexel University in Philadelphia, USA, is promoting this practice worldwide for teachers.

Emerging patterns and what they tell us

While there are no 'good' or 'bad' features of professional learning and performance and development, we can start to notice that some features are more likely than others to appear in the most powerful examples. In particular, the features associated with agency of the individual in the choice of focus and the design of their professional learning and performance and development are well represented. Opportunities for self-direction, to see professional learning and performance and development as offers, and for learning to be personalised appear to be very important.

Similarly informal examples of professional learning and performance and development seem to be associated with more radical approaches, and are generally deployed to generate new ideas and practices.

We have begun to experiment with some 'equations' to see if they might help to suggest the kinds of outcomes it is reasonable to expect from professional learning and performance and development inputs. We also wondered what such equations might tell us about existing approaches that predominate in education.

So for instance:

Collaborative	Face to Face	Required	Facilitated	Situated	Formal

= WHOLE SCHOOL DEVELOPMENT DAY

Individual	Remote	Offered	Self-directed	Personalised	Formal	Certificated

= ONLINE MASTERS PROGRAMME

We think this approach might be helpful since it enables us to see how small changes in individual features might alter the 'feel' of the professional learning and performance and development and its outcomes.

For instance, what if whole school development days were run as EdCamps (swap formal for informal) or if online masters programs were collaborative and could be assessed and accredited as such?

Agency, technology and user engagement

Global trends in professional learning and performance and development

Our second lens on the 50 examples takes us into less technical and 'bigger picture' terrain. As we started to explore in the previous section, the professional learning and performance and development we discovered are at their most interesting when viewed from a distance; where we can see and understand the complexity of the different features working together to make something new and powerful.

So in this second section we explore the 'whole units' or approaches that we discovered, captured as five emerging trends.

Five trends in professional learning and performance & development

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Immersive
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Design-led
Disciplined, problem-solving processes that require deep understanding of and engagement with users.

Market-led
New providers stimulate demand and grow the market for new products and services.

Open
Ideas and resources are freely exchanged in unregulated online environments.

These trends are not mutually exclusive – approaches developing as part of one trend can also appear in another. Some organisations are leading in more than one trend. But the trends are helpfully distinctive and discrete from one another along several dimensions.

1. Integrated

Integrated professional learning and performance and development can be hard to spot. At first glance some of the examples we came across presented as organisational change programs or simply the way the organisations were run. In the integrated model, both professional learning and performance and development are pervasive; part of the culture of a place – 'the way we do things here.' They are also completely entailed with one another. Professional learning is given expression through the development and deployment of new practice, or enhanced performance and new practice are assumed to require professional learning.

An exploration of the role of incentives in the examples provides an interesting perspective on the integrated approach. Incentives can range from simple but explicit recognition by peers and leaders through to more tangible and controversial benefits including bonuses and pay increases. In the integrated approach, incentives work precisely because they cannot be separated out from the organisational culture as a whole – they are part of the culture. Nor can incentives be divorced from the professional learning offer that the organisation makes – they are rewards for learning.

In the integrated approach, it is this marriage of high expectations of performance; high quality professional learning; and meaningful incentives which clearly demonstrate the value of that learning to the organisation that together create a sense of professional learning and performance and development being embedded in – and necessary to – the organisation; critical to its continuing success.

High Tech High – Every day a development day

In High Tech High[3] in San Diego, California, USA project–based learning (PBL) is a radical and highly disciplined pedagogy practised by all teachers across all subjects and age groups. Teachers in High Tech High engage in sustained and formal professional learning, including:

- half a day every fortnight spent in workshops delivered by specialists from a field, often outside education;
- participation in a study group of their choice, which meets every two weeks and is required to deliver output of use to the whole staff;
- the annual summer school – called the Odyssey - that inducts new teachers and refreshes existing ones.

There is also a state accredited teacher education and leadership academy attached to the school.

Performance and development are characterised in High Tech High by close analysis and critique of student work and outcomes data, both in peer groups and one to one with a mentor. Similarly plans for new projects are scrutinised and critiqued, a quality assurance process incentivised and moderated by the simple fact of all teacher developed resources being made available online, on an open source basis.

This accumulation of consistent, high visibility, high value engagement makes professional learning and performance and development ubiquitous in High Tech High. As one teacher told us "every day is a development day."[7]

Raising the performance stakes considerably is the one year contract on which High Tech High engages teachers. Each May, based on progress made by their students and feedback from their peers and mentor, teachers learn whether or not they will be employed for another year at the school.

High Tech High receives hundreds of applications and has not had to advertise for teachers for years.

2. Immersive

Immersion takes people out of their normal environments and creates new realities that challenge existing thinking and practice. Fundamental values are offered up for scrutiny as the immersive environment acts to make the tacit beliefs, which underpin practice, explicit. It is this opportunity to 'get under the skin' of participants that gives the immersive approach its power.

Immersion includes approaches such as:

- **Project-based learning**, requiring participants to take on new roles and complete unusual tasks to solve problems
- **Simulations**, either online or real-world which enable participants to rehearse the connections between their practice and different outcomes
- **Externships**, extended opportunities to work in a completely different setting
- **Boot camps**, characterised by intensive work on a tight focus to make fast and radical changes to thinking and practice.

What these approaches share is an intention to change people. The difference between a boot camp and for example a three day course recognisable in the existing professional learning offer made to teachers, is that participants expect to be different and do different after the boot camp.

Hyper Island – Real world ready and future proof

Hyper Island[8] was created in 1996 as a private university that would specialise in 'industry-based learning'. The vision of three entrepreneurs from the multimedia sector, the goal was to create a learning experience to prepare students for the lightning-fast pace of work in industries that were being transformed by new technology. The institution – housed in a former military prison on a real island off the southeast coast of Sweden – still exists as a residential program for aspiring change-makers, but has also expanded to offer master classes around the world.

These Executive Programs specialise in offering intensive experiences to both international corporates and start-ups, helping them to quickly get to grips with the ever-changing opportunities of the digital workplace. The residential Student Programs are no less intense, with students constantly challenged by the project-based, experiential learning. Programs exemplify the key tenets of the Hyper Island manifesto, to prepare participants to 'Learn for Life', 'Lead the Change' and see that 'Team is Everything'.

Hyper Island continues to innovate in their program design. A recent 10 session evening course allowed different groups of professionals to experience the Hyper Island way to learn about 'Digital Strategy'. The course, which ran simultaneously in 6 European cities, resulted in participants producing a Digital Future conference, drawing on local talent and speakers.[9] October 2013 sees Hyper Island's first 'Create the Change' event. Over two days, participants will work together to produce a book that will capture and share their experiences.[10]

3. Design-led

Product and service designers employ disciplined processes to generate new ideas, to test early prototypes and to evaluate and refine outcomes. Increasingly such processes are being deployed, together and separately, in professional learning and performance and development, in particular in public sector organisations in the throes of transformation.

At the heart of the design-led approach lies a deep and consistent engagement with the views and experiences of users. No designer begins a design process without first understanding the needs and wants of the people for whom she's designing. By engaging users and, even more interestingly, non-users of existing provision, participants in design-led professional learning and performance and development are able to gather and use fresh insights which help them to develop their practice in ways that deliver different and better outcomes.

User insights can be deployed in design-led professional learning and performance and development in different ways, for instance:

- **Ethnography**
  In Patients-as-Teachers,[11] clinicians and medical students shadow patients; patients act as mentors to clinicians; and more sustained buddying arrangements exist, which, for example, allow clinicians to properly understand the reality of living with a long term condition.

- **Co design**
  Participants and users learn and work together in a sustained way to develop new products and services. Co design with teachers and students features in the Harris Academies case study.[12]

- **Big data analytics**
  In their infancy but with huge potential, are vast datasets which can be accessed by participants as the basis for decision making in design-led professional learning and performance and development processes. Declara[13] for example fuses big data with semantic search and a social media platform to provide "on demand, data-driven, personalized and deep learning-as-a-service".

4. Market-led

Commercial providers of professional learning and performance and development are nothing new. In the private sector, management consultancies and training providers have long been energetic and successful. Closer to home, universities and colleges have been providing higher degrees and vocational programs to all sectors for decades. And recently we have seen a burgeoning international market in spin-offs, social enterprises and freelancing teachers and school leaders offering products and services to schools, including support for professional learning and performance and development.

The market-led trend earns its place in our list by virtue of the sheer scale of the opportunity that it represents, enabled as it is by digital and mobile technologies. Just as MOOCs[14] are sending shockwaves through higher education, so too online platforms and resources are massively expanding choice and access to professional learning and performance and development for practitioners of all kinds. The explosion in online provision is especially visible in the US, but with so much of the material open source and available in translation we can only reasonably view this as a global phenomenon.

A slightly different but equally compelling version of the market-led trend is the emergence of schools themselves as providers of professional learning and performance and development practices. In some places, for example in the English and US school systems, this has been stimulated by the rise of federations and chains; formal networks of schools, independent of government, who share funding and governance arrangements and present themselves with a clear brand identity.

Here too technology is significant, since it is the opportunity to codify and commoditise their professional learning and performance and development practice for online dissemination at scale that enables entrepreneurial schools to make their practice widely available and to generate revenues as a result.

However it may manifest, the market-led trend inevitably raises questions about quality and about access. Like any market, this one has its own forces in play.

5. Open

Enabled by digital technologies and catalysed by social media, 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 and iteration.

Blogs and forums populated by online communities are the mainstay of this trend. Some are punctuated by face to face encounters such as Maker Faires[15] at which groups come together in a short-burst facilitated environment to work on a project together. Or the Khan Krew Trainer Tours,[16] which offer 100 free places to mathematics teachers who are using Khan Academy videos in their teaching.

The open trend is not obviously amenable to regulation; indeed an anti-establishment sentiment and voluntarism are central to their appeal for participants. However, attempts are being made to stimulate the growth and energy of communities like this in education, for instance in the Connected Educators Month example,[17] to emulate their success as sources of innovation in other sectors, in particular in social innovation and in the development of open source technology.

Learning Communities in Sweden

Studieforbundet Vuxenskolan[18] is formed of 53,000 community based adult education study circles involving around 400,000 people per year from all walks of life. Study circles choose the focus for their learning; around half choose something in thezᵛºw It's reckoned that around 156 different circles meet every day. The community publishes a magazine – Impuls – which at a circulation of 30,000 is one of Sweden's largest cultural publications.[19]

Implications for education
Opportunities for innovation in Australia

In the examples included in the scan, the organisations explicitly intend to transform outcomes for customers and clients, and they see transforming themselves and how they operate as a necessary step on the road to achieving this. Not just once in the kind of formal and superficial restructuring that is all too familiar, but by continuously generating and regenerating their capacity to refresh their ideas, renew their culture and reinvigorate their teams. These are innovative businesses and public services surviving and thriving through turbulent times – leaders in their sectors in many cases.

So we need to see these trends in professional learning and performance and development in this context and through this lens. The learning designs on offer here are intended to challenge existing beliefs, values and practice – they are by definition disruptive. They are not for the faint hearted, and when deployed they can be expected to alter individuals and organisations in quite fundamental ways.

Let's take a close look at some of the approaches within these trends for clues and stimuli for thinking about the potential for professional learning and performance and development like this in education.

## Professional learning and performance & development horizons

In this 'horizons diagram' we've begun to explore some obvious but necessary operational questions. What might this look like in schools? What does immersive professional learning feel like for a teacher? What could open professional learning have to offer an education system? What are the risks and benefits of a market-led model? And so on.

The approaches featured here are some of the most interesting and promising we discovered, reinterpreted for the education context. At a superficial level organisations become schools; practitioners become teachers; users are learners and so on. More significantly we've considered commonality of purpose, cultural fit and practical issues such as scale and affordability. In other words, we've tried to be as realistic as possible in our assessment of what could plausibly travel from arts and culture, technology, the armed forces, health etc. into schools.

The progression implied by now/almost here, through next wave, and on the horizon maps a possible journey from existing practice to radical innovation in professional learning and performance and development practice in education.

However, this is not an exercise in futures thinking. These approaches exist and are successful in other sectors and could be implemented now in schools, to more and less disruptive effect. For instance competitions and challenge prizes are commonplace in product design and social innovation but would 'feel' radical to schools. Whereas edupreneurs and schools-as-providers already exist in immature

Professional learning and performance & development horizons

On the horizon

Next wave

Almost/ already here

Integrated

Schools offer team-based rewards for contribution to agreed goals

Rewards are evaluated and awarded by peers and learners

Collaboration and peer review at the heart of PL and P&D

It is pervasive and aligned with organisational culture and goals

Schools offer PL that is comprehensive and high quality allows for personalisation within a culture of high expectations

Boot camps are widespread

Intensive, focussed periods away from school help teachers become expert in a specific area of practice

Project based learning for teachers – teachers work together and with others to solve real world problems

Immersive

Virtual and real world simulations are created

Teachers use them to design, experiment with and test new practices

Design-led

Competitions and challenge prizes become important sources of new ideas, approaches and resources

Teachers and students routinely co design, co deliver and evaluate new practice and related PL

Design tools and processes are used to develop learning activities and resources in schools

Edupreneurs, social enterprises and for profit organisations offer new learning activities and resources, and professional learning to support these

Schools become commercial providers of new learning activities, resources and PL

Market-led

Online resources are used to support self-directed changes to practice

Both free and paid for, they are widely available and frequently utilised

Informal groups of teachers are active in online environments, sharing ideas and resources

Peer review and iteration occurs within online communities

They begin to develop and QA new learning activities and resources

Online communities become valuable opportunities to crowd source solutions to long standing problems of policy or practice

Open

PL: professional learning
P&D: performance and development

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and rapidly expanding markets in or close to education systems, and for good or ill would be recognisable to many educators.

So the horizons diagram begins to set out an ambitious, purposeful and achievable vision for innovation in the field. It indicates new professional learning and performance and development opportunities that are transformative and that could galvanize Australian schools and educators in the same way as they have the individuals and organisations who have designed and developed them.

Turning opportunities into possibilities

Some of these opportunities will come to education, come what may. The trend towards open professional learning for instance is probably unstoppable. However, the findings of the scan do hint at the capacity for innovation that informal online communities might offer education systems. They challenge us to consider whether this capacity can be harnessed and utilised to benefit all schools, or whether we should just leave them alone and allow them to succeed or fail on their own terms.

Other opportunities might need a little more help to make them seem possible. Examples of integrated professional learning and performance and development provide clues as to the system conditions and infrastructure required to align the goals and aspirations of teachers with one another and with the school. Only from such alignment can arise the high expectation, high trust cultures, underpinned by high quality professional learning, necessary for innovation in a transforming organisation or sector.

Any opportunities deemed desirable could be accelerated, and the horizon brought closer, with varying degrees of intervention.

In the table below we offer some ideas for activities which could be undertaken to turn opportunities into very real prospects.

Integrated	• model personalised and self-directed PL aligned with school culture and goals for the system	• place disciplined peer review at the heart of guidance for PL and P&D	• introduce rewards and incentives for participation in PL and P&D	• explore team-based rewards systems
Immersive	• incentivise project-based learning for teachers, within school, between schools or away from school all together	• work with groups of schools to design tools and protocols for running boot camps; host some boot camps	• negotiate and broker externships for teachers: other schools, other sectors, subject based etc.	• work with teachers and designers to develop a few high leverage real world and/or online simulations
Design-led	• promote the design of learning as a powerful form of PL and P&D	• support PL and P&D leaders to engage teachers in codesign and co delivery of PL and P&D	• support schools to engage students in codesign and co delivery of teaching and learning and of PL and P&D	• experiment with competitions and challenge prizes as important sources of new ideas and practice
Market-led	• support successful and entrepreneurial schools to codify, commoditise and diffuse their practice	• engage with providers of learning analytics to explore their potential for use in self-directed PL and P&D		• develop tools that support teachers and school leaders to be discerning and critical consumers of learning products
Open	• locate, stimulate and observe online communities of teachers	• host occasional face to face opportunities (design camps or similar) to develop promising ideas		• experiment with crowd sourcing solutions to long standing problems of policy or practice

Each item in the table maps loosely onto the approaches in the horizons diagram and draws from the examples that sit behind it. In this way we indicate the kind of stimulus and support which, in those cases, created the conditions in which innovative professional learning and performance and development has flourished.

For example, supporting school leaders to engage teachers in codesign and co delivery of professional learning and performance and development would be an important activity if the kind of culture and practice evident in the MePD[20] example were to become widespread.

Seeking out and engaging with providers (or more accurately developers at this point in time) of learning analytics could be an exciting first step towards understanding the role that these new technologies might play in self-directed learning, linked to student outcomes.

Incentivising schools to work in an explicit and sustained way with students to co design and co deliver their learning is both intrinsically powerful for students and teachers and a step on the route towards co design and delivery of teachers' professional learning and performance and development.

Several questions for educators are implied by this table:

- Which trends are the most a) plausible b) challenging c) preferred in the Australian education context?
- Which approaches are most likely to create the ideas and energy required to carry through educational transformation?
- What (if any) are the priority areas for action? Are there some things that would be better done by people or organisations outside of education, or in partnership?
- Is anything missing? Are there preconditions or alternatives to some of the activities suggested?

We hope that you find these questions and the discussions they provoke as stimulating and challenging as we have found exploring this territory on AITSL's behalf, and we look forward to a continuing conversation about the implications for professional learning and performance and development.

Methods

We conducted this horizon scan into innovation in professional learning and performance and development in five steps:

1. Definition of innovation in this context
2. Rapid review of the field
3. Development of a selection framework
4. Horizon scan (desk research)
5. Case studies selection (long list to short list), followed by desk research and interviews

Each step is described in more detail below.

Step 1: Defining innovation in this context

Before beginning the horizon scan, we sought to define what characterises innovation in the context of professional learning and performance and development in order that we could clearly identify why particular approaches are innovative. With colleagues at AITSL we agreed a set of criteria against which the examples emerging from the horizon scan would be mapped and analysed.

Step 2: Rapid review to identify practices and places of interest

We contacted our networks and worked with an extended team to identify initial examples of innovation in professional learning and performance and development which are either currently used in the education sector or have the potential to be so used. As well as generating the beginnings of a long list of examples, the rapid review helped us to agree with AITSL the final scope for the horizon scan, including clear parameters for what should and shouldn't be included.

Step 3: Development of a framework

Based on the data from our 'rapid review' and subsequent discussions with AITSL, we developed a framework for the full horizon scan. This included:

• A taxonomy for describing different kinds of projects, practice and products that made sense of the wide range of exciting and promising examples
• A set of criteria for making decisions about what should be included in the data set (based on our scoping discussion in step 2).

Taken together, these elements provided a robust framework for coding and analysing a broad range of examples from diverse sources.

Step 4. Undertaking the horizon scan

We undertook the full horizon scan by systematically applying the framework agreed in step 3 to an extended long list of examples. We developed this extended long-list in a number of ways, including:

a. Revisiting our own knowledge base of innovative practice in education, which includes work to produce the books Learning A Living: Innovation In Education for Work (2012) and Redesigning Education: Shaping Learning Systems Around the Globe (2013), with the OECD Innovative Learning Environments, and within our own database, to unearth the professional learning opportunities that feed into and out of those innovative practices.

b. Calling on the intelligence of our extended team.

c. Activating our extensive networks, which include schools and education systems around the world, some of the best writers and researchers on professional learning around the world, international research organisations, global technology companies, telecommunication companies, media companies and education publishers.

d. Working with AITSL and other relevant individuals and organisations to research the existing evidence base for innovative professional learning and performance and development, to include any examples already held or discovered.

e. Searching a range of other sources, including online forums, research reviews, providers of Continuing Professional Development, academic and grey literature focused on professional learning and performance and development.

f. Looking at examples from outside education in sectors that have similar characteristics, for example:
    - Autonomous organisations like schools
    - A graduate profession
    - Low levels of consolidation (lots of small organisations)
    - Low levels of professional independence (heavy government regulation)
    - Heavily unionised
    - Where there has been change in the industry

Step 5: Selection and production of case studies

In compiling a long-list in step 4 we identified a shortlist of examples of innovative professional learning and performance and development that could most fruitfully be developed into more detailed case studies. With AITSL we selected 6 examples (or groups of examples) to explore in more detail. To prepare the case studies, we undertook supplementary research and carried out correspondence and phone interviews with key individuals and organisations involved in each approach.

Criteria for selecting and reviewing examples[21]

To help us to manage and to interpret consistently the diversity of contexts and approaches included in the scope for the scan, we developed a set of three criteria to apply to both the selection and the review of the examples we discovered: Quality, Innovation and Evidence.

Quality

In designing the scan, we paid close attention to both the Australian Charter for the Professional Learning of Teachers and School Leaders and to the Australian Teacher Performance and Development Framework hereinafter referred to as the PL Charter and P&D Framework.

Our assessment of quality indicates how closely the example is perceived to align with the key areas outlined in the PL Charter and in the P&D Framework. Since these are the 'official' indicators of quality in professional learning and in performance and development in the Australian context; are well supported by research and evidence; and have considerable buy in, we saw no reason to offer any alternatives. So we have coded for relevance, collaboration and future focused from the PL Charter and for indicators of both a culture for and cycle of performance and development from the P&D Framework.

With a little adaptation of the language to decontextualize it from education, the PL Charter and P&D Framework were helpful in determining the quality of the examples. However the inclusion of improved student outcomes, which we retained to deal with the 50% plus examples that were education-based, meant that it was impossible for any examples beyond education to score 'full marks' in this category. This needs to be borne in mind when reviewing the set. However it does not at all imply that no connection is made between the 'input' of professional learning and the 'outcome' of enhanced performance, in non-education based examples. It's just that the metrics are different.

Innovation

Innovation by itself can be an unhelpfully abstract and relative concept and we wanted it to be useful and have resonance for the audiences for the scan outputs. We also thought it important that our 'definition' of innovation for the purposes of the scan were well supported by research and evidence. We therefore referred to two sources that are relevant in this context:

1. **The Design Principles for C21st learning** – as described in our book Redesigning Education: Shaping Learning Systems Around the Globe (2013).[22] These design principles are in turn rooted in and updated from the principles set out in the OECD's seminal Nature of Learning (2010).[23] Our thinking was that

innovative learning and assessment for adults might - and probably should - resonate with the same for younger learners.

2. **Radical Efficiency** – generated from a database of 100 radical innovations around the world, radical efficiency offers a framework for innovation that promises different, better and lower cost solutions to hard challenges. In essence the framework disciplines and supports innovation through the development of new perspectives on challenges and brings to bear new resources to develop solutions.[24]

Drawing on both of these sources, we determined that innovation in this context indicates the extent to which an example:

• taps into passions of and is owned by participants;
• engages with external partners from beyond the immediate context, who offer a fresh perspective;
• uses technology to support collaboration;
• draws on new or existing data and evidence (including insights from users/clients); and
• enables participants to rethink the use of resources.

Evidence

We took two perspectives on the evidence criterion. We considered:

• the level of evidence available about the actual impact of the professional learning and performance and development practice that we have been able to discover through our scan; and
• the extent to which the professional learning and performance and development demonstrates the characteristics of effective professional learning which are well rehearsed and widely agreed research evidence base.

To a considerable extent, this second view of evidence intersects with quality criteria derived from the PL Charter and P&D Framework, since these documents call upon the same research to which we have referred, but the two are not entirely aligned. For instance characteristics relating to the role of peers in professional learning and performance and development appear in the evidence criteria rather than the quality criteria since this is not explicit in the PL Charter or P&D Framework, although it is implied, whereas peers feature strongly in the evidence about effective professional learning.

Throughout the report reference is made to powerful examples of professional learning and performance and development. Powerful refers to examples where all of quality, innovation and evidence are apparent and we have given the example a 'high score' in each criterion.

Our deployment and interpretation of these criteria are of course subjective and intended to stimulate debate and raise questions. That's precisely the point of a scan like this. We are neither offering a comprehensive nor a systematic review, since we are interested in emerging practice likely to have influence in the near and mid-term future. Instead we have used these criteria to help us to identify trends and to offer some insights suggested by patterns emerging from the fifty examples and from the deeper dives we have completed into the six case studies.

References

1 See e.g. 'People Powered Health: Health For People, By People, and With People' (2013) www.innovationunit.org/sites/default/files/PPHforpplbyppl.pdf 2 See e.g. 'People Powered Health: Health For People, By People, and With People' (2013) www.innovationunit.org/sites/default/files/PPHforpplbyppl.pdf

3 Note that this refers to the provider of the professional learning and performance and development. In many cases the provider and the beneficiary are the same organisation i.e. the professional learning and performance and development are 'in house'.

4 Voluntary and community organisations; non-profits and social enterprises.

5 *50 Examples of Innovation in Professional Learning and Performance and Development*, no. 25

6 *ibid*, no. 38

7 Interview with Chris Wakefield, High Tech High Teacher June 2013

8 *50 Examples of Innovation in Professional Learning and Performance and Development*, no. 50

9 www.hyperisland.com/news/digital-future-a-conference-organized-by-our-digital-strategy-evening-course-participants

10 www.createforchange.cc

11 *50 Examples of Innovation in Professional Learning and Performance and Development*, no. 37

12 *50 Examples of Innovation in Professional Learning and Performance and Development*, no. 06 and see also extended case study: 'Learning with and from students'

13 *50 Examples of Innovation in Professional Learning and Performance and Development*, no. 22

14 Dubbed "Ivy League education for the masses" MOOCs are Massive Open Online Courses which are made available free of charge by some of the USA's most prestigious universities, first Stanford, closely followed by MIT and Harvard. Recently universities in Finland, the UK and Australia have also published MOOCs. Originally intended as a supplement for enrolled students, MOOCs have rapidly become mass access opportunities and a focus for innovation in pedagogy for higher education.

15 *50 Examples of Innovation in Professional Learning and Performance and Development*, no. 40

16 *ibid*, no. 15

17 *ibid*, no. 41

18 *50 Examples of Innovation in Professional Learning and Performance and Development*, no. 39

19 www.sv.se/en/This-is-SV/SV-in-a-nutshell

20 *50 Examples of Innovation in Professional Learning and Performance and Development*, no. 01 and see also extended case study: 'Design-led models'

21 The detail of these criteria for selection and review can be found in appendix 1.

22 Innovation Unit for the Global Education Leaders' Program (2013) *Redesigning Education: Transforming Learning Systems around the Globe*. Booktrope: Seattle, WA

23 OECD (2010) *The Nature of Learning: Using Research to Inspire Practice*. www.oecd.org/edu/ceri/thenatureoflearningusingresearchtoinspirepractice.htm

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Innovation Unit for the Global Education Leaders' Program (2013) Redesigning Education: Transforming Learning Systems around the Globe. Booktrope: Seattle, WA

Radical Efficiency Framework, Innovation Unit 2010
www.innovationunit.org/knowledge/our-ideas/radical-efficiency

Acknowledgements

Appendix 1
Criteria for shortlisting

Quality (PL Charter and P&D Framework)

Relevant

Makes a clear connection between the intended outcomes of the PL and:

- the core business of the commissioning organisation
- the culture of the commissioning organisation
- the goals and aspirations of participants
- the performance and development needs of participants

Makes a clear connection between the inputs or methods of the PL and effective professional learning

Is available:

- on demand
- at key moments in participants' careers and development
- in times of difficulty to help solve problems

Collaborative

Offers opportunities for participants to be involved in the:

- design
- delivery
- evaluation of their own learning

Offers opportunities for participants to receive:

- coaching
- mentoring
- feedback

Offers opportunities for participants to learn from experts

Future focused

Requires participants to

- enquire into and reflect on practice
- develop high level adaptive skills
- explore research and new ideas that challenge existing thinking and practice
- grow their skills and learn new methods for innovating in their context

Taps into the passions of participants

Engages with communities beyond the organisation

Uses technology to liberate ambition and support collaboration

Is owned by participants

Supports participants to interrogate their current practice and offer by:

- engaging with users/clients/customers
- engaging with non users/clients/customers
- mining existing data
- collecting new data
- learning from beyond the sector

Enables participants to develop new practice and offers by:

- rethinking use of resources
- developing new partnerships with e.g. new entrants and users as providers
- engaging with new technologies

Impact (research and evidence)

Emphasises peer-to-peer learning

Creates opportunities for observation and feedback

Enables participants to identify their own starting points

Facilitates and supports professional dialogue

Provides sufficient time for extended learning

Is sustained over time

Is evaluated using indicators relevant and of value to participants and the organisation

Offers challenge to problematic discourses and poor practice

Leaders are active in the professional learning and performance and development

aitsl

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for Teaching and
School Leadership
Limited