

# 50 examples

of innovative approaches to professional growth  
from across the world

Based on the *Global trends in professional learning and performance & development – some implications and ideas for the Australian education system* report (2014), prepared for AITSL by the Innovation Unit (UK) and *Designing Professional Learning (2014)*, completed in partnership with Learning Forward (USA).



## Introduction

Each example included in this resource contains:

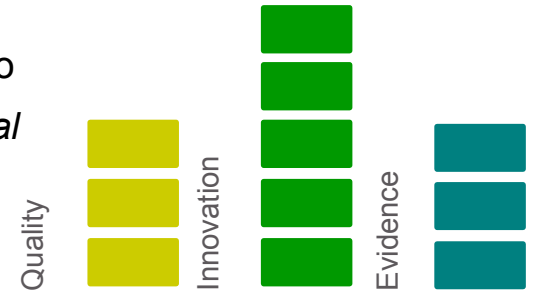
- a brief description
- the key features from the Global trends report
- the key elements of learning design featured in the Designing Professional Learning report
- a 'score' for quality, innovation and evidence of impact
- links to further information and videos.

These examples of innovative and impactful professional learning were grouped in the Global trends report according to a set of commonly used features. These features are also captured in the Learning Design Anatomy featured in the Designing Professional Learning Report.

The results have shown that there are surprisingly few completely new practices in professional growth employed by organisations. It is in the ways in which the individual features of a professional growth experience are combined that make them unique. The Global trends report uncovered five emerging trends in professional learning and performance & development: integrated, immersive, design-led, market-led and open.

## Scores Explained

The assessment of **quality** indicates how closely the example is perceived to align with the key areas outlined in the *Australian Charter for the Professional Learning of Teachers and School Leaders* and the *Australian Teacher Performance and Development Framework*. It is important to note that the aspect of improved student outcomes was retained to review the numerous education-based examples, therefore it was impossible for any examples beyond education to score ‘full marks’ in this category.



The ‘definition’ of **innovation** was informed by two sources – *Design Principles for 21<sup>st</sup> Century Learning* and the *Radical Efficiency Framework* (see *Global Trends*). In this context, innovation was demonstrated by the extent to which an example:

- taps into passions of and is owned by participants
- engages with external partners
- uses technology to support collaboration
- draws on new or existing data and evidence (including insights from users/clients)
- enables participants to rethink the use of resources.

**Evidence** takes into account the impact of the Professional Learning (PL) and Performance & Development (P&D) practice, and the extent to which the practice demonstrates the characteristics of effective PL and P&D which are well rehearsed and widely agreed in the research evidence base. A low score on evidence does not suggest low-impact, but indicates a practice that has not yet been extensively evaluated.

## Key Features Defined

For more information, please see the full report of the horizon scan:

**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** – participants see PL and P&D as an opportunity or entitlement

**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



Collaborative



Individual



Face to Face



Remote



Required



Offered



Self-directed



Facilitated

**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 recognised and is valued within the culture of the organisation

**NB: In some examples that follow, professional learning is referred to as professional development.**



Situated



Personalised



Intensive



Sustained



Formal



Informal



Certificated



Incentivised

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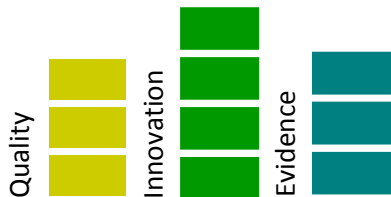
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50

# Connected Educator Month

## USA

Open, online, connected learning driven by participants' interests and needs



### Key elements of effective and engaging professional learning design



Accessibility  
Features  
Flexibility

*“A celebration of online communities of practice and networks in education.”*

As a prelude to the 2012–13 school year, thousands of educators converged online to connect and learn from one another as part of the first Connected Educator Month. Educators gathered for hundreds of virtual events and activities at a time traditionally dedicated to professional development.

Supported by the Office of Educational Technology, the event provided virtual experiences that were ‘fresh, different and highly engaging professional interactions’.

The first Connected Educator Month delivered at least 90,000 hours of professional development to teachers and other educators — and ‘demonstrated that online social learning and collaboration can complement individual, school, district, and state efforts to improve professional excellence and, ultimately, student learning.’

Highlights of this inaugural event included:

- 170+ education organisations, companies, and communities involved;
- 450+ events and activities provided/offered;
- 500,000+ references to the event across the Internet;
- 4 million+ followers of the #ce12 hashtag.

A second event was held in October 2013. This event had a special emphasis on helping districts promote and integrate online social learning in their formal professional development.

[Connected Educators](#)

[Learning with Connected and Inspired Educators](#)

# Cycles of Inquiry

NZ

Embedding new practices across a whole school community (teachers, parents and students)



*“In a cycle of inquiry, teachers collectively and individually identify important issues, become the drivers for acquiring the knowledge they need to solve them, monitor the impact of their actions, and adjust their practice accordingly.”*

Point Chevalier School is an example of a school applying iterative cycles of inquiry to embed new practices — with assessment for learning at the heart — with real signs of impact on students.

Their process is characterised by sustained and committed focus on inquiry by the school leadership, subsequent to dedicated professional learning with the teachers about assessment for learning and how to run student-led conferences. Teacher development was coupled with a focus on explicitly ‘teaching’ children the language to describe their learning in ways that are jargon-free and specific, and parent education about the purposes of child-led conferences.

The cycle of inquiry and knowledge-building derives from research undertaken by Professors Helen Timperley and Viviane Robinson, of the University of Auckland.

[Point Chevalier School](#)

[PLT Inquiry Cycle](#)

[Using Student Assessment for Professional Learning](#)

[Using Evidence in the Classroom for Professional Learning](#)

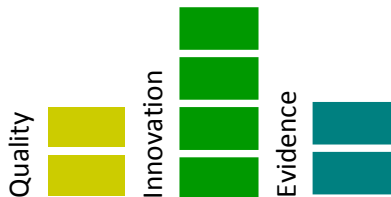
## Key elements of effective and engaging professional learning design



Content  
Transference  
Flexibility

# Edcamps Worldwide

Participant-driven, informal,  
flexible conferences



## Key elements of effective and engaging professional learning design



Flexibility  
Features  
Tools

AITSL's [Innovation Grants project](#) examined the impact of TeachMeets in Australia, another example of an 'unconference'.

*“Built on principles of connected and participatory learning, Edcamp strives to bring teachers together to talk about the things that matter most to them: their interests, passions, and questions.”*

An Edcamp is a user-generated conference - commonly referred to as an 'unconference'. Edcamps are designed to provide participant-driven professional development in education and have evolved from Barcamps - which had a primary focus on technology and computers.

Edcamps are generally free or very low-cost, built around ad-hoc community participation. Sessions are not planned until the day of the event, when participants can volunteer to facilitate a conversation on a topic of their choice.

Teachers who attend Edcamp can choose to lead sessions on those things that matter, with an expectation that the people in the room will work together to build understanding by sharing their own knowledge and questions.

The key piece of infrastructure for wider dissemination is an open website where attendees can edit site content (as in a wiki). The first Edcamp was held in May 2010 at Drexel University in Philadelphia. The Edcamp Foundation is promoting the practice worldwide.

[Edcamp Foundation](#)

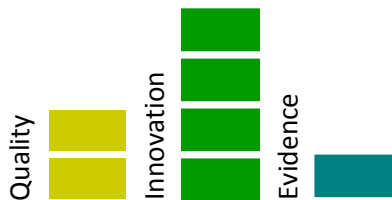
[Why Edcamp?](#)

[Edcamp - The Complete Guide](#)

# Eduplanet21

USA

Online social learning communities focused on what users find interesting and important



## Key elements of effective and engaging professional learning design



Accessibility  
Aesthetics  
Features

*“Eduplanet21 blends 21st century social networking technologies with on-line content to create an environment that transforms traditional Professional Development. Our institute creates learning opportunities that build new knowledge to enhance your practices through a rich exchange with educators from around the world.”*

Eduplanet21 is a paid-for service for districts and schools that is trying to promote a model of ‘Social Learning’ — a blended Professional Development model that combines social networking and e-Learning technologies. Its intended audience consists of teachers, school districts, and administrators.

Through the Eduplanet21 platform users can join different Social Learning Institutes which are communities designed around different topics (current ones include Habits of Mind, Common Core Standards, and Teacher Evaluation). Within each Institute, users can sign up for ‘Learning Paths’ - series of tightly structured courses dedicated to the topic. Users can interact privately, locally, or globally with other teachers and districts.

[Eduplanet21](#)

[Eduplanet21: YouTube](#)

Merrylands East Public School and Auburn North Public School used Twitter to form learning communities on topics relevant to their needs, through AITSL’s [Innovation Grants project](#)

# Edutech and Edupreneur Bootcamps

FIN

Blended approach to learning, combining online learning with an intensive face-to-face element



Collaborative



Individual



Face to Face



Offered



Facilitated



Personalised



Intensive



Formal



## Key elements of effective and engaging professional learning design



Transference  
Features  
Tools  
Participants

*“The Edutech Bootcamp supports participants to dive into the world of social media, collaborate and experience learning literally in the palm of your hand. The Edupreneur Bootcamp focuses on project based learning, student entrepreneurship models and entrepreneurial teaching methods.”*

InnoOmnia is part of Omnia, one of Finland’s most popular VET (vocational education and training) institutions. The Bootcamps are offered annually as part of the initial teacher training program run jointly with the Oulu University of Applied Science, but are also open to teachers who are not part of the course.

The Bootcamps take a blended learning format, with participants receiving an online orientation package and webinar a month prior to the gathering. Bootcampers are given a list of apps to download and familiarise themselves with prior to the event. A further webinar follows the gathering. The Bootcamp itself takes place over two days at InnoOmnia, with the option to take an additional day of school visits.

Edutech Bootcamp

Edupreneur Bootcamp

Odyssey of Learning

# High Tech High USA

Sustained and formal learning and development opportunities embedded throughout the daily life of teachers



## Key elements of effective and engaging professional learning design



Structure  
Accessibility  
Transference  
Flexibility

*“We understand that any significant innovation requires individuals ... to work out their own meanings and develop their own learning agendas, building on their successes as they go.”*

The Odyssey is a week-long on-boarding program for every new teacher across the eleven High Tech High schools. The Odyssey begins on the first day with a ‘Project Slice,’ in which all participants will experience project-based learning from the perspective of a learner. Participants will also learn to create digital portfolios, design engaging, rigorous projects, share their work through Presentations of Learning, and facilitate collegial conversations.

Throughout the school year, professional learning is ongoing, practical and relevant. Issue or needs-based study groups meet every two weeks and each group has a deliverable and checks in regularly with the school director. Learning and development opportunities are built into daily tasks and flexible, locally-managed budgets make it easy for groups of teachers to take up off-site learning opportunities.

Professional learning takes on a different tenor as incoming teachers face tough competition for posts and all teachers are on one-year contracts. But the pedagogy of Project Based Learning — which requires team planning and teaching — promotes a collaborative atmosphere that values high group performance.

High Tech High

HTH Graduate School of Education

# IDEO Design Thinking Toolkit

## USA

Unfacilitated online toolkit to promote design thinking and practice



### Key elements of effective and engaging professional learning design



Accessibility  
Tools  
Transference

*“A creative process that helps you design meaningful solutions in the classroom, at your school, and in your community. The toolkit provides you with instructions to explore Design Thinking.”*

The toolkit is free and can be downloaded online. It consists of process and method cards, as well as a workbook written specially for teachers with step-by-step instructions for carrying out a ‘design challenge’. The accompanying site hosts videos and write ups of teachers sharing their stories of how they have used the process.

First developed through engagement with teachers at Riverdale Country School in NY, and released in 2011, the toolkit is now in its second version, improved after more feedback from teachers. In August 2012, IDEO also held a free, five-day virtual class for teachers on using these processes.

[Design Thinking for Educators](#)

[Design Thinking for Educators - Vimeo](#)

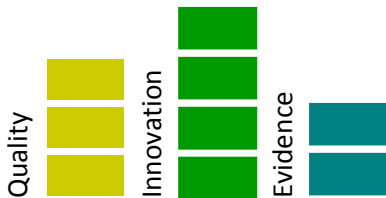
[David Kelley of IDEO talks "design thinking" on 60 minutes](#)



# Intersession for teachers

USA

Regular, intense, coherent and focused time for professional learning that incorporates external expertise



## Key elements of effective and engaging professional learning design



Content

*“We are only as strong as our teachers. Our teachers are facilitators of learning, coaches and mentors.”*

A twice-yearly, four-week period where students are engaged in other activities (internships, external courses) and teachers have time dedicated to professional learning.

What they say: ‘The faculty set the Intersession agenda and lead sections per their areas of expertise as well as utilise outside instructors from nearby universities and coaching organisations. This collaboration refines our focus and aligns our instructional priorities, and we keep abreast of and incorporate educational best practices, refining our curriculum and strengthening classroom management techniques.’

Intersessions pay rich professional development dividends and align with our principle of ‘do more with less,’ none of Intersession’s outstanding teacher development requires a single substitute teacher, even one early release day, or creates any other logistical headache

Summit Public Schools

Summit Professional Development

# Khan Academy

## USA

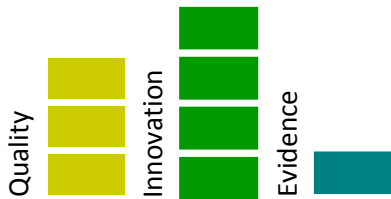
Providing face-to-face implementation support for teachers to promote use of online materials and resources



Collaborative Facilitated Face to Face Formal



Intensive



### Key elements of effective and engaging professional learning design



Accessibility  
Transference

*“Khan Academy is currently exploring ways they can develop certified Khan Academy teachers, who can then go forth and spread the word of Khan. For now, it looks like free Khan training is in high demand.”*

Khan Academy held a series of one-day, in-person workshops in three US locations with support from a grant from The Broad Foundation.

The intention was to get teachers and administrators to use their day with Khan coaches to develop a plan for implementing and integrating the organisation’s videos and evaluation tools into next year’s curriculum and classroom plans.

The workshops, each with around 100 spots, were free and open to any maths teachers with regular access to Wi-Fi and computers. Spots were snapped up in a matter of weeks.

[Khan Academy](#)

[edSurge: Khan Coming to a City Near You](#)

[How Khan Academy is Changing the Rules of Education](#)

# KIPP Instructional Coaches

USA

Distributes responsibility for leadership of learning, and is keenly focused on student learning and outcomes



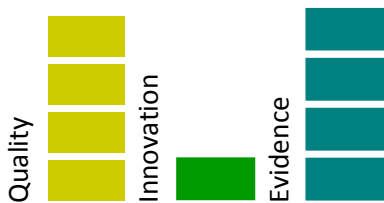
Face to Face Facilitated Formal Incentivised



Individual Required Self-directed Situated



Sustained



## Key elements of effective and engaging professional learning design



Participants  
Conditions  
Content

*“Skilled instructional coaches are critical to improving the performance of teachers in our schools.”*

Instructional coaches in KIPP charter schools are defined as ‘any educator who is responsible for regularly observing and providing feedback to a teacher — whether a School Leader, AP/Dean or another teacher.’

The KIPP Foundation launched Teaching & Learning Labs this year and one Lab focuses on instructional coaching — supporting KIPP schools and regions in implementing highly effective instructional coaching programs across grades and subjects. They are exploring how to identify and train good coaches, how to maximise the impact of coaching and the role of data, as well as developing tools for use across the network of schools.

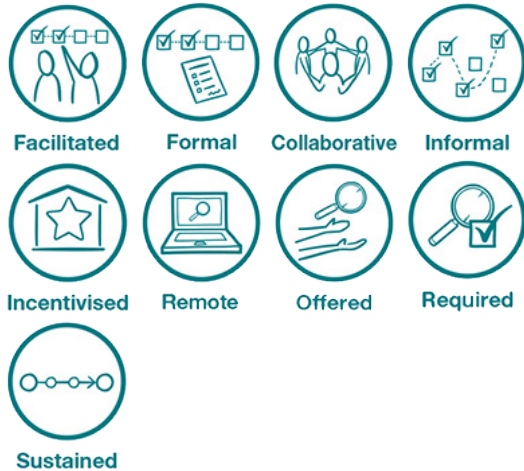
### KIPP Instructional Coaching

St Helena’s Catholic Primary School and Eltham East Primary School from AITSL’s Innovation Grants project showcase distributed leadership in observation and feedback practices

# Long distance observation

USA

Low cost, online alternative to face-to-face observation and feedback



*“Our ultimate vision is a marketplace to enable coaching for teachers anytime, anywhere.”*

Edthena brings observation and feedback online using recorded videos and specialised commenting tools. A teacher uploads videos of teaching and shares with colleagues who leave feedback at specific moments in time.

Based on the premise that ‘direct observation and feedback is a key lever for educator improvement, but it’s extremely resource intensive to do in person.’ Edthena takes observation and feedback online.

The focus is on collaboration, not evaluation, and the process is viewed as formative, not summative assessment of practice.

For similar platforms see: [ThereNow](#) and [Be a Smarter Cookie](#)

Edthena

Video-based coaching for teachers

For other example of observation using videos and sharing practice with colleagues, see AITSL’s [Innovation Grants project](#), particularly Knox Grammar School

# Match Teacher Residency

USA

Sustained support for trainee teachers that also 'inducts' them into the culture of a particular chain of schools



*“The mission of Match Teacher Residency (MTR) is to create unusually effective rookie teachers.”*

The MTR involves year-long distance learning as part of the second year of an Initial Teacher Training program. Classes are delivered through the Charles Sposato GSE, a new graduate school created specifically for the program.

Teachers continue to participate in MTR after the first year. They receive ongoing support and coaching and take a year-long distance-learning course that is closely connected to their work as full-time teachers. Ultimately MTR evaluates each resident’s performance as a first year teacher to determine if they earn the Masters in Effective Teaching.

The majority of teachers on the MTR program will go on to work in Match schools in Boston, but some go elsewhere, and Match Education describe creating ‘Match Teachers’ as a distinct part of their work.

Match Teacher Residency

Teaching Training Program uses Rigorous Preparation to Produce Great Instructors

Education Week: Teacher-Prep Programs Zero in on Effective Practice

Match Charter Residency Program Effective Teacher Training Model



## Key elements of effective and engaging professional learning design



Content  
Structure

# Me PD USA

Combines a self-directed approach with a school-wide structure and leadership



*“We believe that teachers must be happy, satisfied, and feel effective.”*

PD picked by you, for you, based on YOUR interests and needs as a professional

A structured approach to allow staff more freedom over their professional development (PD) time and budget. Teachers use their regular PD time (Friday afternoons) to, for example, pursue a distance learning Masters, take a design thinking boot camp, take an art class, or work on co-teaching.

Developed by Phoenix Academy (an Aspire school) in Palo Alto (CA), in 2011–12.

All teachers commit to meeting with the PD coach to design their learning, and to present evidence to the principal and other teachers as to how their learning has improved.

Aspire Public Schools



## Key elements of effective and engaging professional learning design

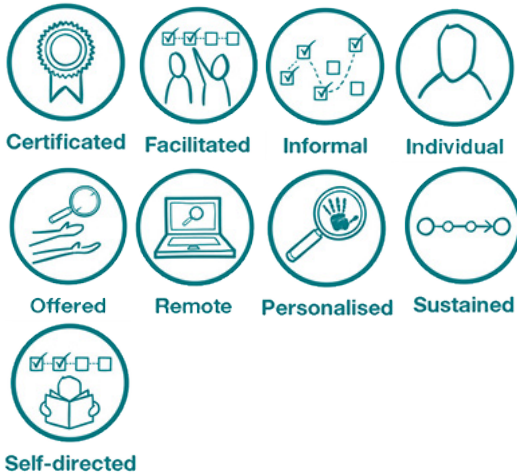


Features  
Participants

# Microsoft Badges for Teachers

Worldwide

Public recognition of open learning activities



*“We believe in anytime, anywhere learning. We also believe your achievements should be recognised so that you can share your accomplishments and knowledge with your colleagues and communities.”*

Microsoft’s Partners in Learning Network is promoting badges that recognise the skills and knowledge that are learned and shared through our online professional learning community, in our in-person events, and in school communities around the world.

The badges take the form of ‘Member designations’, ‘Professional Learning’ badges, and ‘Community Contributor’ badges. Many of these are earned by doing relatively little (e.g. by posting on one of their forums), but the professional learning badges recognise things like having passed all the assessments on Microsoft’s Teaching with Technology course, or having been invited through a judging process to one of the local or global forums.

Different combinations of badges can be added together to earn a higher ‘Member designation’ badge, e.g. of ‘Innovative Educator’.

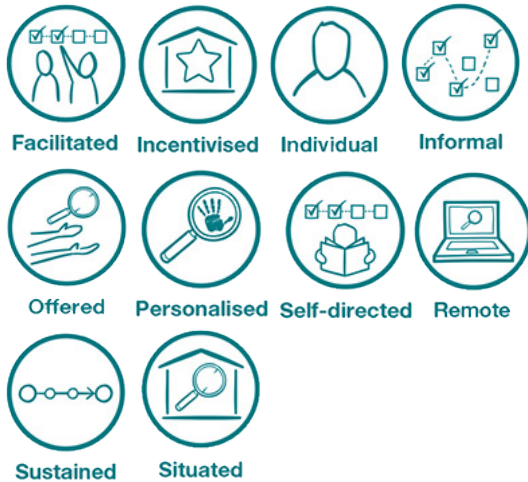
Microsoft Educator Network

Microsoft Partners in Learning Badge System

## Key elements of effective and engaging professional learning design



Participants  
Accessibility  
Flexibility



*“More than 90 percent of MyLivePD™ teachers are using information from their coaching sessions the same week in the classroom, sometimes as early as the next day. MyLivePD™ helps school districts save money and scarce resources while keeping teachers in the classroom.”*

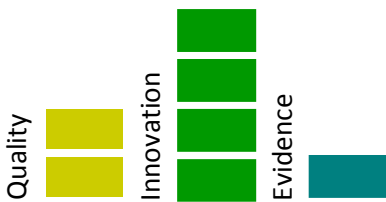
MyLivePD™ is a professional development service that gives teachers immediate access to a live coach. This personalised, one-to-one coaching model helps make an immediate impact on student learning.

Tutor.com set up the service after realising that teachers were working with tutors on a content issue or to see how tutors responded to certain learning challenges with students. Teachers work together with coaches to plan instruction, and get support and advice on a variety of areas, including differentiating instruction, creating assessments, reviewing lesson plans, developing activities that increase student engagement and more.

Teachers connect to a coach in an online environment that includes text chat, voice and resource sharing tools.

[MyLivePd™](#)

[Learning Forward: Teachers without borders](#)

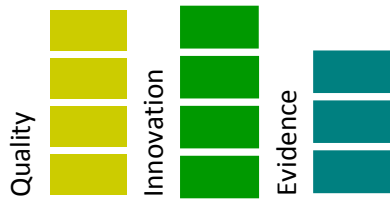
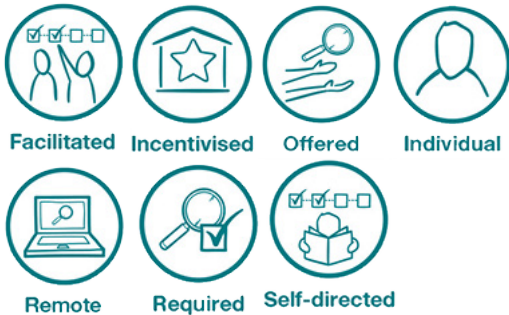


### Key elements of effective and engaging professional learning design



Accessibility  
Content  
Flexibility





**Key elements of effective and engaging  
professional learning design**



Accessibility  
Features  
Tools

*“Providing district-wide curriculum, assessment, and professional development solutions, we empower educators with tools and resources to support the successful integration of technology and 21st Century skills development into standards-based curriculum and classroom practice.”*

pd21 is a flexible, personalised online professional development system that guides teachers in seamlessly integrating technology and 21st Century instruction into a standards-based lesson design process.

pd21 offers a flexible approach and provides leaders with an ‘account manager’ dashboard that can create and monitor professional development goals at a school and district level.

A library of over 150 classroom-ready integration activities promotes job-embedded professional learning.

[pd21](#)

[Edvation](#)

# Pirate Day

UK

An immersive approach that widens and alters the teacher's perspective



*Hartsholme Academy operates on the principle of 'immersion learning' — creating themed experiences through which the children learn other subjects.*

To introduce other schools to immersion learning, they offer professional learning days where staff from other schools come in and experience the school for a day — with an immersion theme of their choice.

This produced the now infamous 'Pirate Day' where a group had one of their staff 'kidnapped' by the Hartsholme kids, who forced the others to use their clues to find him.

The Principal of Hartsholme Academy believes, however, that the most important contributor to the school's high performance is creating real time for staff to reflect and work together, and in taking an optimistic approach to all problems (called 'hot spots') — time is created by sending small teams for walks in rural Derbyshire to problem-solve away from the distractions of school.

[Hartsholme Academy](#)

[Providing a whole education at Hartsholme Academy](#)

[Engaged Learning](#)



## Key elements of effective and engaging professional learning design

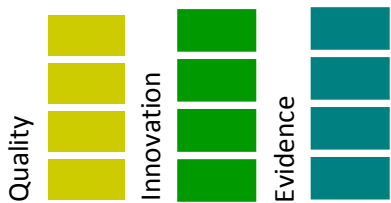


Features  
Content  
Structure

# Student Commission on Learning

UK

Teachers and students work together to research what makes good learning, and then apply and evaluate new practices



## Key elements of effective and engaging professional learning design



Content  
Tools

*“Through the commission teachers are openly demonstrating that they want to keep learning too. They know that being a good teacher means reviewing and reflecting on your practice, actively seeking to improve and being able to empathise with students as learners.”*

Students learned together with teachers over three years to develop a set of ‘entitlements’ for learners and teachers: what they can expect teaching and learning to be across the Harris Federation’s schools.

A range of professional and student learning opportunities took place, including international visits, a 24-hour ‘Learnover’, Expert Witness Sessions and in-school enquiry projects.

Leaders involved in the project are now using the entitlements as a tool for PL and P&D in their schools.

The Harris Federation have developed research outputs and two toolkits to help other schools carry out the approach.

Harris Federation

Learning about Learning

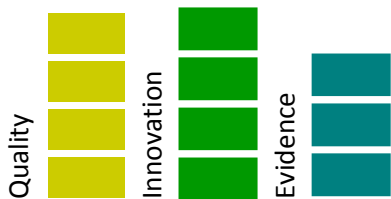
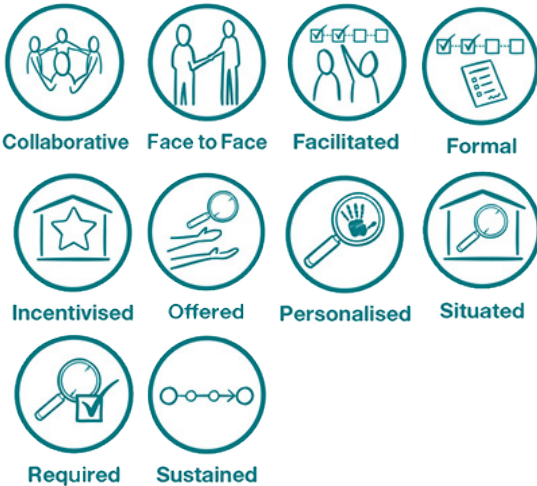
A New Approach to Student Engagement

In AITSL’s Innovation Grants project Campbelltown Performing Arts High School and Pakenham Lakeside Primary School use student voice to reflect on, inform and change teaching practices’

# Sydney Centre for Innovation in Learning

AUS

Supports the development of evidence-based innovative practice across a whole school community



## Key elements of effective and engaging professional learning design



Content  
Features  
Transference

*“Sydney Centre for Innovation in Learning (SCIL) actively promotes excellence in education by providing new learning opportunities for students and future-focused professional development for teachers.”*

Established as the research and innovation unit of Northern Beaches Christian School (NBCS), SCIL runs a range of programs and research projects that seek to transform educational thinking and practice both at NBCS and in the wider educational community.

Since its inception in 2005, SCIL has focused on the process of consistently embedding technology-enhanced innovative practice, emanating from research and field studies, across a whole school community.

All staff take part in required, recurrent in-house professional learning courses, which are led primarily by other staff. Teachers who are interested in a new professional practice are supported by the SCIL team to test and develop the method for themselves and then to guide others in doing the same.

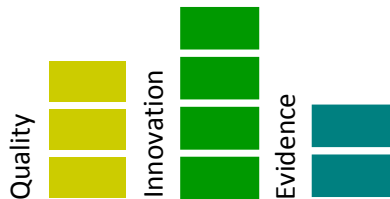
Sydney Centre for Innovation in Learning

For other examples of in-house professional learning conducted by colleagues, see AITSL’s [Innovation Grants project](#), particularly Nichols Point Primary School

# Teacher Externships

USA

Engages teachers in learning beyond school to broaden their perspectives and make learning more engaging and relevant



## Key elements of effective and engaging professional learning design



Structure  
Content

*“The Teacher Team Externship Program gives teachers an opportunity to have a real-world professional experience at a host organisation to develop a project-based curriculum that gives students industry exposure and applied learning.”*

The Nashville Public Schools program provides opportunities for teachers to experience other industries and workplaces so that they can better prepare their students for the world of work.

Externships are usually three days, taken during the summer break. Teachers often participate in small groups.

Externships provide ideas and contacts for an authentic, long-term class project. Teacher team externships have taken place with the Army Corps of Engineers, the Willis Corporation (IT) and the Nashville Technology Council, and an architecture firm, just to name a few.

[The Academies of Nashville](#)

[Metropolitan Nashville Public Schools](#)

# TLE TeachLivE Lab™

## USA

Developing professional practice in a simulated, low risk, environment



*“The TLE TeachLivE™ Lab is a mixed-reality teaching environment supporting teacher practice in pedagogy and content. It provides teachers the opportunity to learn new skills and to craft their practice without placing “real” students at risk during the learning process.”*

In the TLE TeachLivE™ Lab, pre-service and in-service teachers walk into a room where everything looks like a middle-school classroom including props, whiteboards, and of course, children. However, unlike the brick and mortar setting, the lab is a virtual setting and the students in the classroom are avatars.

Participants can interact with students and review previous work, present new content to students and provide scaffolding or guided practice in a variety of content areas, and monitor students while they work independently.

Developed at the University of Central Florida, TLE TeachLivE™ Lab is being implemented across 22 campuses in the United States and growing. Each university partner utilises the TLE TeachLivE™ Lab in a unique manner depending on the needs of their students, teachers, professors, and community stakeholders.

[TeachLivE™ Lab](#)

[The Hechinger Report](#)



### Key elements of effective and engaging professional learning design



Features  
Content  
Tools  
Transference  
Flexibility

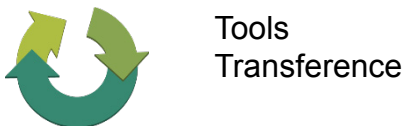
# Vignettes

EU

Putting student experience at the heart of professional learning



## Key elements of effective and engaging professional learning design



*“The vignette research is designed to gain access to students’ learning experiences in the classroom as they occur.”*

A team from the University of Innsbruck are undertaking research into the use of ‘vignettes’ as a tool for deeply understanding the learning experience.

A vignette is a dense narrative (thick description) of a poignant moment, which captures lived experience as it occurs in the classroom. A vignette should not tell, but rather show. It is written from a student’s perspective, and is rich in detail and experiential content.

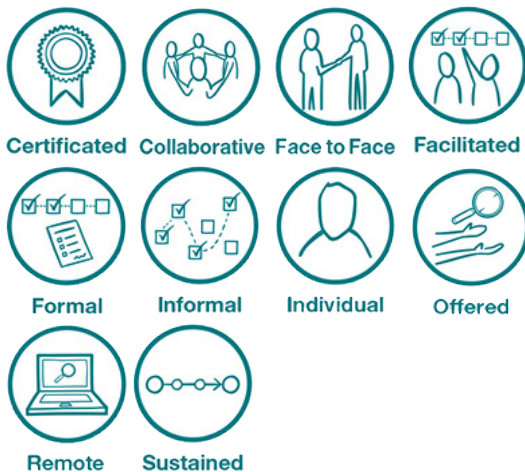
Working with vignettes, e.g.. in professional learning communities, can potentially help teachers to become mindful of the learning experience in such a way that it is not theoretical or abstract and therefore resistant to reconciliation or alignment with their own past and future teaching experience. Practitioners recognise that they have much more to learn from students’ experiences than from the experiences of other teachers.

University of Innsbruck

Whitebridge High School and Warners Bay High School used student focus groups to capture feedback on learning experiences in the classroom. Find out more in AITSL’s [Innovation Grants Project](#)

# Certificate of Innovative Educational Leadership CAN

Intensive, focused face-to-face learning, long-term 'in-situ' application and ongoing reflection



*“Love how my own classroom has become my learning space, making the study and work integrate powerfully.”*

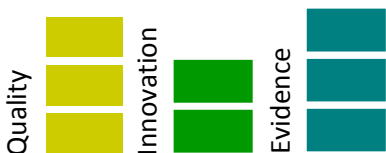
The Certificate of Innovative Educational Leadership (CIEL) is an intensive one-year program that focuses on international perspectives on learning, leadership and innovation, teamwork with lead colleagues and districts, and includes the opportunity to explore new knowledge during a year-long school-based inquiry.

The program is for formal and informal leaders interested in transforming their schools to higher levels of quality and equity through inquiry and innovative practice. Both Canadian and international perspectives are central to the curriculum.

The program is designed to immerse participants first in the research knowledge about learning and leadership through an intensive face-to-face summer institute and then to take informed action during the school year. There is a disciplined framework for inquiry and each participant identifies a key challenge for learners in their setting and designs new approaches during the school year. Regular reflections take place as part of an on-line community.

Vancouver Island University

Organisation for Economic Co-Operation and Development



## Key elements of effective and engaging professional learning design



Transference  
Structure  
Tools  
Participants  
Features

Intensive face-to-face learning with in-school application featured in the Mathematical Association of South Australia’s learning program undertaken through the AITSL Innovation Grants project. Teachers were encouraged to maintain a journal to document their experiences in implementing new strategies



# Design Thinking Bootcamp

USA

Focused, intense, practical professional learning



Collaborative



Face to Face



Formal



Facilitated



Individual



Intensive



## Key elements of effective and engaging professional learning design



Features  
Content  
Transference  
Flexibility

*“Design Thinking Bootcamp: From Insights to Innovation offers executives the chance to learn design thinking — a human-centered, prototype-driven process for innovation that can be applied to product, service, and business design.”*

The Stanford d.school design thinking process is user-centered and prototype-driven. Participants in Design Thinking Bootcamp become part of a small multidisciplinary team that work through a hands-on innovation challenge from start to finish.

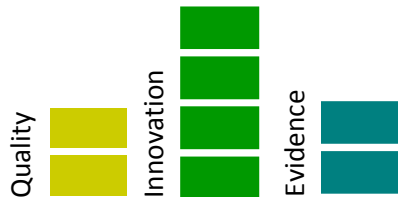
Aimed at business executives, the two-day workshop aims to provide participants with a strong understanding of the key tenets of design thinking in order that they can execute them within their organisation. Topics are linked to corporate goals, for example:

- develop deep consumer insights
- reduce risk and accelerate learning through rapid prototyping
- drive towards innovation, not just incremental growth.

[Stanford Business - Design Thinking Bootcamp: From Insights to Innovation](#)

[Stanford University](#)

[Bootcamp Bootleg](#)



## Key elements of effective and engaging professional learning design



Participants  
Conditions  
Content  
Transference

*“Teachers will discover the tools that work best for them – and when those tools are most useful. It’s all about giving teachers a more personalized professional development”*

edSurge is an independent information resource and community for everyone involved in education technology (edtech). It offers:

- news and analysis of the latest innovations in education technology
- reports on the products, companies and organisations building edtech
- a community that brings together educators, entrepreneurs and learners.

Partly funded by the Gates Foundation, edSurge is very popular and comprehensive. Specific products include a good quality newsletter about edtech developments in the US and the edSurge Edtech Index (Beta) — a community driven database of edtech product. Teachers are also encouraged to test and review\_edtech resources for free.

[edSurge](#)

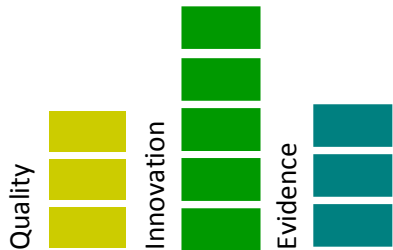
[edSurge: Try Before You Buy](#)

[edSurge: Youtube](#)

# Innovation Challenge Prizes

UK

Incentives for innovative practices with a proven impact on a specific challenge



*“Today's great ideas are out there among the front line staff who deliver care every day, recognise the issues and know how to make things better.”*

Challenge prizes, also called 'inducement' prizes, offer a reward to whoever can first, or most effectively, meet a defined challenge. They act as an incentive for meeting a specific challenge, rather than an award for past achievements.

The National Health Service (NHS) Innovation Challenge Prizes are designed to recognise and reward innovation at all levels of the NHS regardless of role, job title or profession. Partnership Challenges are open to any NHS individual, team or organisation.

Prizes are intended to tackle some of healthcare's biggest challenges, make services smarter and better and save money. Three types of prizes are available, focused on specific priority areas which change regularly. Prizes range from £150k to £1m.

[NHS Innovation Challenge Prizes](#)

[Huffington Post](#)

[Innovation Challenge Prizes: YouTube](#)

# Learning Innovations Laboratory USA

High level, immersive, sustained professional learning based with a clear focus



*“Learning with and from one another about the contemporary challenges of human learning & innovation in organisations.”*

Learning Innovations Laboratory (LILA) at Harvard’s Project Zero is a consortium of researchers and practitioners who are leaders in the field of organisational learning and change, who collaborate by sharing experimental work and emerging thinking in order to generate effective future practices.

LILA aims to create social connections, intellectual insights and have a practical impact.

From September to June, the LILA community explores a theme that connects to current member challenges. It includes three 2-day gatherings at Harvard University, followed by monthly conference calls on contemporary issues of practice, along with ongoing online interaction. The exploration concludes with a one-day summit that recaps and synthesises insights and progress made during the year.

[Learning Innovations Laboratory](#)

[Project Zero – LILA](#)

## Key elements of effective and engaging professional learning design



Features  
Content  
Transference  
Flexibility

# London Centre for Leadership in Learning

UK

Professional learning as continuous attention and practice that secures impact



## Key elements of effective and engaging professional learning design



Transference  
Features  
Tools  
Participants

*The London Centre for Leadership in Learning (LCLL), based at the Institute of Education, is just one of the research institutions working to develop practice in a cycle of research and development with school leaders.*

The team at the Centre are supporting school leaders to use impact evaluation as a design tool for more effective professional learning. By seeking to evidence the impact professional learning has (or doesn't have) on leaders, teams, individual teachers, the school, and the students, they are demonstrating that effective professional learning looks more like continuous attention and practice, than secluded, separated learning time for teachers.

Schools working with the Centre shift the weight of their professional learning time away from new learning and onto developing particular practices, with practitioners and researchers working together to articulate how practice is having an impact, and together build an evidence base to drive further improvement.

[Institute of Education](#)

[London Centre for Leadership in Learning](#)

In AITSL's [Innovation Grants project](#), Kedron State High School used multiple sources of evidence to inform professional learning choices and reflections on pedagogical practice. A continuous cycle of goal setting, professional practice and learning, feedback and review, focused on impact and student outcomes.

# Maker Faire USA

Engaging and relevant learning through practical, informal, community based demonstration



Face to Face



Collaborative



Individual



Informal



Self-directed



Personalised

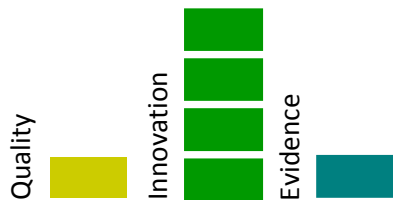
*“A family-friendly festival of invention, creativity and resourcefulness, and a celebration of the Maker movement.”*

Maker Faire is an all-ages gathering of tech enthusiasts, crafters, educators, tinkerers, hobbyists, engineers, science clubs, authors, artists, students, and commercial exhibitors. All of these ‘makers’ come to Maker Faire to show what they have made and to share what they have learned.

The launch of Maker Faire in the Bay Area in 2006 demonstrated the popularity of making and interest among legions of aspiring makers. Attendees participated in hands-on activities and learned new skills at the event. Approximately 165,000 attended the two flagship faires in 2012.

Maker Faire is primarily designed to be forward-looking, showcasing makers who are exploring new forms and new technologies. All ages get involved, usually a great mix of people in attendance. Events and mini-faires now happen regularly in countries around the world.

[Maker Faire](#)



## Key elements of effective and engaging professional learning design

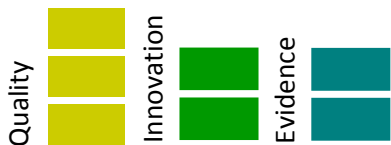
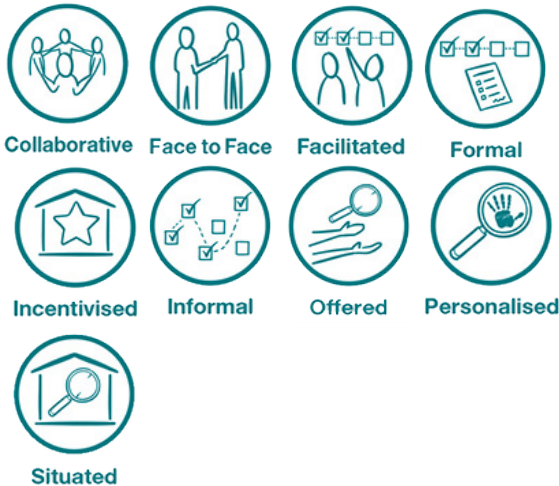


Features  
Content  
Transference  
Flexibility

# National Aspiring Principals Programme

NZ

Experiential and 'alternative' learning for highly experienced professionals



## Key elements of effective and engaging professional learning design



Transference  
Features  
Tools  
Participants

*“The National Aspiring Principals Programme focuses on developing adaptive, culturally responsive, digitally literate leaders through inquiry learning, and building their understanding of the research base around leadership.”*

A group of 20 highly experienced past-principals are part of a related programme that supports them to become facilitators who can help other principals become not just ‘more of the same’, but prepared for the future. The training takes an alternative, experiential approach.

Using the arts, the environment, coaching, living across cultures, yoga and the spirituality of presence, physical experiences and poetry — experiential learning is created that connects to the participants’ mission in different ways. The principals were encouraged to take part in opportunities outside of their comfort zone in order to explore themselves and become more self-aware about their leadership in the process.

New Zealand Ministry of Education

NZ Education Gazette: Preparing the next generation of school leaders

# National Teacher Enquiry Network

## UK

A networked approach to supporting the use of evidence based approaches



### Key elements of effective and engaging professional learning design



Participants  
Conditions  
Content  
Transference

*“A partnership of schools and colleges developing world class professional development and research.”*

The National Teacher Enquiry Network, developed by the Teacher Development Trust, focuses on innovation and improvement through highly effective and evidence-based staff professional development and learning.

The network aims to ‘raise attainment, reduce inequality, and transform organisations’. Valuable offerings to members include:

- peer-audit against a professional learning Quality Framework
- opportunities to observe and develop outstanding practice in other schools
- research-led support for using professional development in order to close attainment gaps.

The Teacher Development Trust also provides the GoodCPDGuide: a free, national database of ‘continuing professional development’ (CPD) courses, consultancy services, books, videos and podcasts with teacher reviews and quality ratings. This includes a partnership with the Sutton Trust-EEF Teaching and Learning Toolkit.

[National Teacher Enquiry Network](#)

[Good CPD Guide](#)



# NHS Change Day

## UK

Large scale approach to creating ideas and momentum for change



*“NHS Change Day’ fits after ‘National Teacher Enquiry Network.’”*

The idea of NHS Change Day is create a mass movement of people working in the NHS and outside of it demonstrating the difference they can make through one simple action or new idea.

The goal was to mobilise 65,000 NHS staff to take action voluntarily on 13 March 2013, to demonstrate their commitment to improving patient care and create a movement which could lead to more NHS Change Days.

Twitter, YouTube, Facebook and pledge walls were used to encourage people working within or with the NHS to make a pledge about how they could change the status quo. In the run up to and on the day over 189,000 pledges were made by individuals and organisations — everything from ‘I will smile more’ to ‘we’re going to set up a wellbeing clinic.’

[Change Day](#)

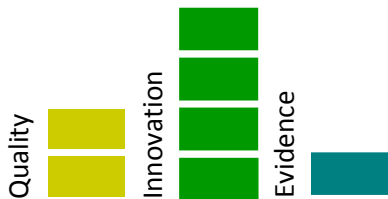
[NHS](#)

[The Guardian: How NHS Change Day will benefit patients](#)

[BBC: Thousands pledge to do 'something different' for NHS](#)

[NHS Change Day](#)

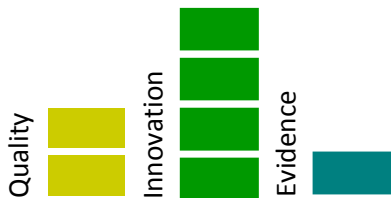
[The Guardian: How NHS Change Day became the biggest movement in the health service's history](#)



# Patients as Teachers

## Worldwide

Value of user voice in training professionals



### Key elements of effective and engaging professional learning design



Transference  
Features  
Tools

*“Involving patients as teachers has important educational benefits for learners. Patients offer unique qualities that can enhance the acquisition of skills and change attitudes towards patients.”*

Across health education in multiple countries, patients take a role in the preparation of medical professionals.

The practice takes on different forms, e.g.. patients actually doing some of the teaching in medical school courses, or acting as advisors for their development, or patient-shadowing forming a part of coursework.

One practice described is a training practice of getting medical students/clinicians and someone with a Long Term Condition (LTC) to ‘buddy’ for six months to a year to help clinicians better understand the experience of living with an LTC.

Other useful examples and organisers of patient-as-teacher (and equivalent student-as-teacher) models are described below in a very comprehensive paper from the Health Foundation on patient involvement in health education and training.

[The Health Foundation](#)

[Developing the role of patients as teachers: literature review](#)

**Around Australia, the education community are seeing the value of students-as-teachers**

[AITSL: Student Voice](#)

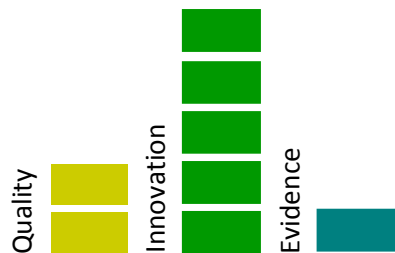
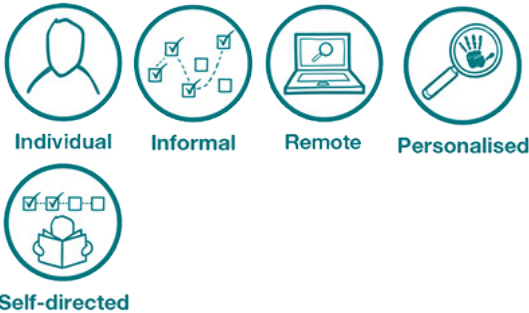
[The Department of Education, Victoria \(2007\)](#)

[NSW Public Schools](#)

# Randomise Me

UK

Flexible, online, impact assessment tool



## Key elements of effective and engaging professional learning design



Features

*“What questions would you like to answer? For instance, ever wondered whether the reading app used in your classroom really does improve children's attainment?”*

Randomise Me is a free to use, online trials generator Nesta has developed with author, Guardian journalist, and self proclaimed ‘nerd cheerleader’, Ben Goldacre.

Trials can be set up and run online, or people can use the site to structure the trial, and then download a dataset to complete. In both instances, Randomise Me will help to analyse and understand the data.

Randomise Me takes organisations or individuals through a step by step process to create, structure and run a trial, including helping to randomise the participants and it can send information to participants such as asking them questions on particular dates or at certain times to suit the project. As the subjects report their outcomes, it measures the difference between the two groups, and calculates the statistical significance of any difference between them.

Although currently a very ‘beta’ tool that will require improvement, the ambition is that Randomise Me will enable anyone to set up and run their own trial, helping to robustly test different issues and interventions in an agile and low-cost way.

[Randomise Me](#)

[Randomise Me: How you can set up and run your own trial](#)

[Bad Science: About Dr Ben Goldacre](#)

# Research Lesson Study

JPN

Sustained, collaborative, classroom-based research and practice development



*“Lesson study is a form of classroom inquiry in which several teachers collaboratively plan, teach, observe, revise and share the results of a single class lesson.”*

In Research Lesson Study teachers:

- think about the long-term goals of education;
- carefully consider the goals of a particular subject area, unit or lesson (for example, why science is taught, what is important about levers, how to introduce levers);
- plan "research lessons" that bring to life both specific subject matter goals and long term goals for students;
- carefully study how students respond to these lessons — including their learning, engagement, and treatment of each other.

Mills College did a sustained piece of work on bringing this practice from Japan to the US, and the Asia Society offers some more information on current usages.

[Lesson Study Group at Mills College](#)

[Asia Society - Write Great Curriculum: Lessons from Japan](#)

[University of Wisconsin: Lesson Study Project](#)

[Columbia University: Lesson Study Research Group](#)

## Key elements of effective and engaging professional learning design

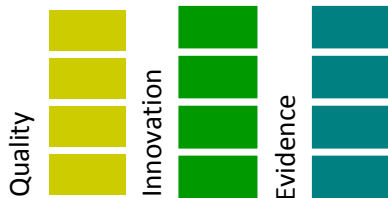


Transference  
Features  
Tools

# Schwartz Center Rounds

## USA

Collaborative, peer led opportunities to connect with the user experience



### Key elements of effective and engaging professional learning design



Participants  
Conditions  
Content  
Transference

*“Schwartz Center Rounds are a place where people who don’t usually talk about the heart of the work are willing to share their vulnerability, to question themselves. The program provides an opportunity for dialogue that doesn’t happen anywhere else in the hospital.”*

The Schwartz Center Rounds program, now running in more than 320 healthcare facilities in 39 states, provides monthly forums for clinicians to get together and talk about the more emotional elements of their work - as a route to increasing compassion for patients, improving teamwork and interdisciplinary communication, and helping to deal with stress and feelings of isolation.

Set up by The Schwartz Center for Compassionate Healthcare, based in Boston, the program has a strong evidence base. The King's Fund piloted Schwartz Center Rounds in the United Kingdom from 2009-13. The pilot was deemed a success — the evaluation found they were greatly valued by the staff who participate (given a mean rating of excellent/exceptional by 70% of all participants). The work is now being continued by the Point of Care Foundation.

Panelists from diverse disciplines participate in the sessions, including physicians, nurses, social workers, psychologists, allied health professionals and chaplains. After listening to a panel’s brief presentation on an identified case or topic, caregivers in the audience are invited to share their own perspectives on the case and broader related issues.

[The Kings Fund: Pilot Evaluation](#)

[The Schwartz Center: Schwartz Center Rounds](#)

[The Kings Fund: Schwartz Center Rounds](#)

# Showcase NZ

Immersion experiences designed to create debate and test new models/approaches



*“They were invited to proceed through a series of rooms and spaces where audiovisual and interactive displays explored the question of how today’s health system could be changed to meet the challenges of the future.”*

In 2009 the Canterbury Health Board launched Showcase to help get ideas and feedback from staff and the community. This involved fitting out an old influenza hospital as a series of interactive spaces where visitors could experience healthcare innovations and future scenarios.

Designed to engage both the health sector and other visitors to spread learning and gather insight from users/patients, the space was created to stimulate debate and discussion among all those working in the region’s health system.

In 2012, Showcase 2 enabled visitors to experience a variety of potential hospital spaces and leave notes and suggestions across the walls. While walking through the exhibition space, participants were asked fundamental questions such as: ‘How would you like to be treated?’ ‘Who would you work with to achieve that?’ and ‘How would you, personally, transform the system?’ More than 2,000 people took part.

A set of strategic goals and principles were drawn up after the event, laying out how the health system should develop and what it should look like. These were illustrated by a pictogram which is still visible on walls all around Canterbury.

[Improving the patient experience in Canterbury](#)  
[Canterbury District Health Board prototyping](#)



## Key elements of effective and engaging professional learning design

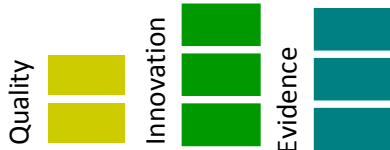


Transference  
Features  
Tools

# Studieförbundet Vuxenskolan

SWE

Longstanding method of informal adult education driven by interests of participants



## Key elements of effective and engaging professional learning design



Features  
Content  
Transference  
Flexibility

Anangu Schools worked to strengthen the teaching practice of Anangu Education Workers (AEWs) as part of AITSL's Innovation Grants project

*“What’s unique about study circles is that they bring together people of all ages whose backgrounds and life experience may be completely different — but they all share a common interest. That’s what helps people to develop.”*

Studieförbundet Vuxenskolan (SV), the Adult Learning Association in Sweden, was formally founded in 1967. SV offers creative meeting places in the form of talks, study circles and various cultural arrangements.

Some key facts:

- 150+ study circles meet every day, all year round — c.53,000 study circles and 400,000 participants each single year.
- Nearly 300 local branches across Sweden.
- 20% of participants have some form of functional disability.
- SV’s Impuls magazine has a circulation of about 30,000 and is thus one of Sweden’s largest cultural publications.

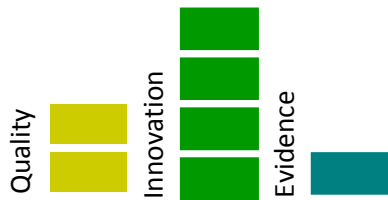
In the study circle the participants benefit from their own experiences and knowledge and that of others. The group share their learning, building on their own interest and desire to learn. Folkbildning or ‘adult education’ is part of civil society. SV view learning as a lifelong process where each individual is responsible for his or her own learning.

Studieförbundet Vuxenskolan

# ThePublicOffice

## UK

Immersive experience bringing user/customer voices to life



### Key elements of effective and engaging professional learning design



Flexibility  
Transference  
Tools  
Participants

*“We believe improving people’s lives is not something that should be done to or for people. We work with organisations ... who understand that citizens themselves have a critical role to play.”*

ThePublicOffice was designed as an immersive, collaborative experience for public servants. Taking place in a specially designed environment, participants are confronted with the real voices of service users, and inspired by examples of innovative practice from around the world.

ThePublicOffice has been run in a number of local authorities who were looking to transform the culture and practice of their organisations. Participants are taken out of their working environment and given the opportunity to:

- listen to user/customer experiences through commissioned ethnographic films;
- be inspired by examples of innovative services from around the world, and in their own context;
- work together to create new versions of services and practice using journey mapping tools.

ThePublicOffice

Putting Practitioners and Users at the Centre of Innovation in the Public Services

### Examples from other Innovation Intermediaries:

Social Innovation Lab for Kent (SILK)

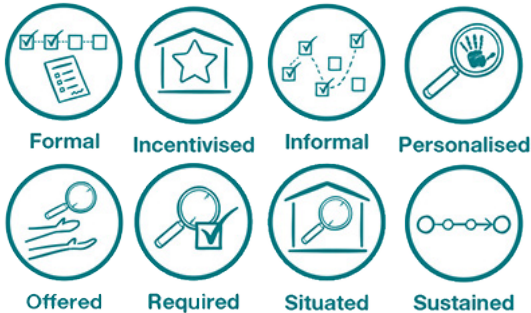
Participle



# Air Force Research Laboratory

## USA

Team performance and overall contribution to the organisation as drivers for performance and development



*Contribution-based Compensation System incentivises alignment between individual development and organisational goals.*

The Contribution-based Compensation System (CCS) is an integrated broadbanding, classification and performance management system that measures the ‘contribution to the organisation’ rather than how well the employee performed a job as defined by an individualised performance plan.

The Air Force Research Laboratory (AFRL) is the heart of science and technology for the United States Air Force.

The lab decided its former appraisal system was unhelpful for development because all staff rated positively.

In CCS, staff are encouraged to take on tougher roles or roles with more responsibility, and there is communal agreement about how tasks are valued. It also provides an equitable and fair basis for salary adjustments.

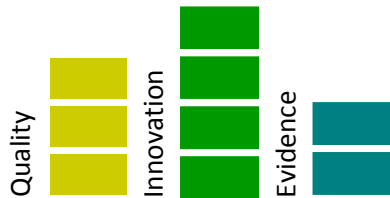
[Air Force Research Laboratory](#)

[Contribution-based pay presentation](#)

[Factsheet](#)

# AMPLify AUS

Situated learning to inspire and embed innovative ideas and practices



## Key elements of effective and engaging professional learning design



Participants  
Conditions  
Content

AITSL's [Innovation Grants project](#) highlighted the State Library of Victoria's relevant and future focused professional learning for teachers and teacher-librarians

*“Australia's leading festival for discussing business innovation with the world's boldest thinkers.”*

To support the growth of the major bank AMP, Director of Innovation Annalie Killian started by taking ‘innovation champions’ out to visit great places, but realised that inspiring a few people did not help because, when back in the office, ‘the tyranny of the urgent would invariably win’. So she decided to bring new thinking into the office instead.

The focus of the Festival is on technology, social change, and the future — which for employees means future shifts and opportunities that might affect their business.

The first AMPlify Festival of ideas was held over one day in 2005, but by 2007 it had stretched to a week. Speakers’ talks are posted online, but the main audience is AMP employees, who attend for free. Presenters included research scientists, storytellers, data analysts, social innovators, submarine designers, film producers and social innovators.

AMPlify has grown from a one-off event as AMP’s internal experiment in edge-thinking, to a platform for ideas and leadership. AMP hosts AMPlify Festival with thousands of attendants; an ongoing series of bite-sized talks called Samplify sessions; and content around design thinking, the future of work, behavioural finance and immersive customer experiences.

AMPlify Festival is designed to engage heart and mind, logic and emotion, theory and practice, learning and fun.

[AMPlify](#)

[YouTube – AMPlify Festival](#)

# Declar

## USA

Data and social networking to help teachers deliver personalised learning



### Key elements of effective and engaging professional learning design



Accessibility  
Features  
Tools

*“Instead of giving every person the identical learning path, the Declar platform surfaces the right content in the right context.... giving every individual their own personalized learning path.”*

Declar, the latest product of Pierson Labs, the company of Ramona Pierson (a former US marine turned coder turned school district head), combines big data analytics with social networking platform — somehow — to help teachers create more personalised lessons for students.

Declar is a scalable and modular platform that provides on-demand, data-driven, personalised deep learning-as-a-service.

Their USP is the combination of both social media output, corporate data, and learner data, and the use of both semantic search and data analytics to produce intelligent judgments to personalise content, activities and connections (i.e. to other people) that support learning.

‘Declar’s advanced analytics help us understand how people learn, what content they use or generate, and which peers and mentors help them the most. Insights from these analytics enable our customers to own and improve their learning.

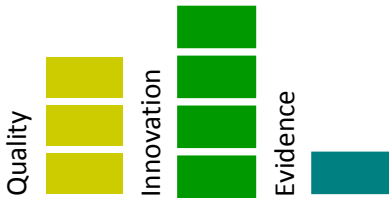
These insights also enable content providers to refine their products and organisational leaders to make smarter decisions. As people learn, Declar learns. The more the platform is used, the more it intuits and understands each individual’s intent and style, so that we can

Brisbane Boys College, as part of AITSL’s Innovation Grants project, uses a student data profile tool to inform teaching practice and personalisation of learning

# FedEx Days

## AUS

An open, self-directed approach with a day-long time scale



### Key elements of effective and engaging professional learning design



Structure  
Accessibility  
Transference  
Flexibility

*“Give people 24 hours to work on whatever they want — so long as it’s not part of their regular jobs and provided that they show what they’ve created to their colleagues when the 24 hours elapse.”*

A FedEx Day is a 24-hour event in which staff develop/research/carry out a project that will improve their knowledge and skills. It is called FedEx Day, because you have to deliver overnight, like the parcel delivery company.

A FedEx Day is a fixed time box in which people are not disturbed for regular work. Within this time box, staff have total autonomy over the project they are enthusiastic about. They decide for themselves what they will be working on, who they are going to work with, and how they are going to do it.

Only one rule applies: People who sign up show the results to all staff at the end of the FedEx Day.

In short, a FedEx Day is about boosting motivation and creativity overnight by getting out of people’s way. Invented by Mike Cannon-Brookes, the CEO of software company Atlassian, the approach has already been tried in the school setting, first as a method for students, but also for teachers.

[Atlassian](#)

[Dan Pink: How to deliver innovation overnight](#)

[The best resources for applying FedEx Days to schools](#)

### Some real life experiences with FedEx Days in schools

[Learning in Technicolor](#)

[Bosque School](#)

# Global Education Center

IND

Large scale, holistic, centre-based approach to professional learning



*The Global Education Center represents an environment for life-long learning.*

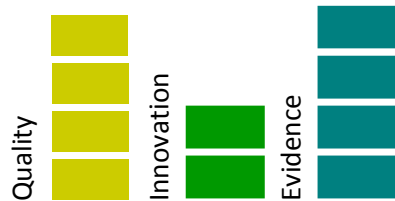
Infosys is multinational IT, software and business consulting company. It hires approximately 35,000 new employees each year, about two thirds of whom are trained at the Global Education Center in Mysore.

GEC represents an environment for life-long learning: as well as training new recruits ('freshers'), mid-career employees can learn at the Infosys Leadership Institute.

The Center is designed to train employees in skills not adequately taught by universities and aims to instil company values. The learning model combines mornings of learning new things and afternoons of applied work in groups. Assessment is online, daily and voluntary, with trainers tracking results.

New content is created by trainers who spend their time roaming the global marketplace for new applications, techniques or approaches. When evaluated, training was found to tally 98.8% with the demands of the real-life workplace for employees six months into their job.

Infosys



## Key elements of effective and engaging professional learning design

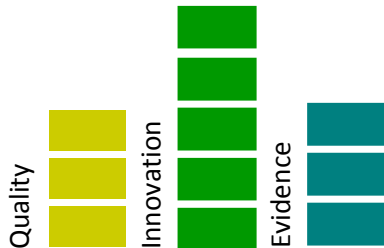


Accessibility  
Features  
Tools  
Participants

AITSL's Innovation Grants project saw the English Teachers Association of NSW providing online professional learning relevant to real-life demands in schools. This learning was then applied by participants through action research projects undertaken back at their schools.

# Google 20% time USA

Staff are given regular, dedicated time and freedom each week to innovate and problem solve



## Key elements of effective and engaging professional learning design



Participants  
Conditions  
Transference  
Flexibility

*“You can use the time to develop something new, or if you see something that's broken, you can use the time to fix it.”*

20% time is the Google practice of allowing their engineers to spend one day a week working on projects that aren't necessarily in their job descriptions.

It is celebrated as the source of successful Google innovations like Google Plus (and apparently, 50% of new Google products originate from self-chosen projects).

Teachers are already applying the idea in classrooms, with anecdotal evidence suggesting that ‘Children worked hard on their other work to ensure 20% time and their standards were higher’.

[10 reasons to try 20% time in the classroom](#)

[20% time](#)

[The Guardian: Google 20% time in schools](#)

[Google's 20 percent time in action](#)

## **A real life experience with Google 20% time in schools**

[Creating time for teachers to meet and tinker with ideas](#)

# Hyper Island

## SWE

Experiential, problem and team-based learning



### Key elements of effective and engaging professional learning design



Features  
Content  
Transference  
Flexibility

*“At Hyper Island... participants will be immersed in project-based activity, in an environment that mirrors the workplace. They will work side-by-side with leading professionals, responding to real briefs set by real clients.”*

Hyper Island has been immensely successful on the vanguard of the Swedish vocational education system, preparing students to work in the communications and technology industries.

Hyper Island’s model offers a distinctive action-learning approach, with participants working in multi-disciplinary teams delivering solutions to real problems brought to them by businesses. They are supported by specially trained mentors and facilitators, and use techniques such as structured feedback, reflection and learning journals.

They offer executive programs and programs for students, as well as ‘Open Classes’ in cities round the world, and have recently launched their own Masters course in Singapore and the UK.

By using a set methodology that focuses on the why as much as the how and the what, on team collaboration instead of individual effort, they challenge participants to grow personally and professionally. Hyper Island introduces new ways of thinking and learning for participants to develop themselves into lifelong learners.

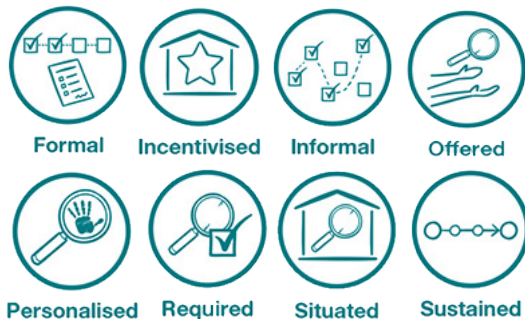
Hyper Island

Venture Village

Sweden's Hyper Island to run interactive design programme in Manchester

# Netflix USA

Highlights the importance of values-driven performance and development



## Key elements of effective and engaging professional learning design



Participants  
Transference  
Flexibility

*“The actual company values, as opposed to the nice-sounding values, are shown by who gets rewarded, promoted or let go.”*

The Freedom and Responsibility Culture presentation was created by Netflix CEO Reed Hastings, and it was first published in 2011. It's an easy-to-skim slideshow on [Freedom and Responsibility Culture](#) that explains the company's management philosophy.

Various elements caused a stir, including:

- ‘Outstanding’ employees only. Netflix doesn't accept anyone who does an ‘adequate’ job (and those hires often lead to ‘generous severance packages’);
- ‘Freedom and responsibility’ vs command-and-control: Employees get to make decisions; managers just give them the right context to do so;
- No ‘brilliant jerks.’ It doesn't matter how good you are at the job. If you're a jerk, you won't stick around Netflix for long.

The document has been read more than three million times on Slideshare and many of Hastings' controversial ideas have been implemented by other companies.

[Freedom and Responsibility Culture](#)

AITSL has developed resources for fostering a performance and development culture in schools



# Pixar University USA

Investing in staff skills and relationships as part of the organisational culture and to support staff satisfaction and retention



*“Pixar University trains people in multiple skills as they advance in their careers. It also offers optional courses so staff from different parts of the organisation can learn about and appreciate what others do.”*

Pixar University expands the notion of employee education by broadening its focus from skills training to a more general fine-arts education. Employees choose from a full range of classes – about 14 per week.

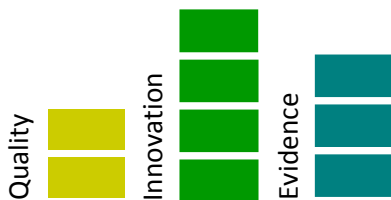
Some highlights of Pixar University include:

- every employee is allowed four hours per week to attend any course or class they like
- they are allowed to not work and reject meeting requests that collide with their class
- people meet and talk to others they would not normally meet
- people discover new talents and passions
- people get an understanding of the company as a whole (not just what their ‘job’ requires).

[SF Gate: Thinking outside the mouse](#)

[How Pixar Fosters Collective Creativity](#)

[The Pixar Podcast](#)



## Key elements of effective and engaging professional learning design

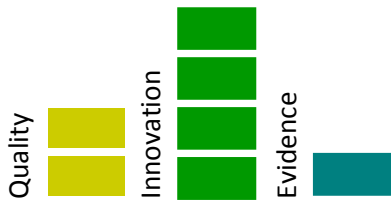


Participants  
Transference  
Flexibility

# Pret a Manger

UK

Creating a common mission and focus amongst staff and incentivising based on customer service



*“The first thing I look at is whether staff are touching each other — are they smiling, reacting to each other, happy, engaged? ...I can almost predict sales on body language alone.”*

Pret a Manger links bonuses to customer service rather than shop turnover, and the majority of rewards are based on team work.

Every member of staff is eligible for a weekly bonus, awarded on the basis of a ‘mystery shopper’. Lots of retailers use mystery shoppers — members of the public who assess the service they receive — but Pret is unusual in employing them to visit every one of its branches, every week, and linking their visits to rewards.

If a branch meets all of the mystery-shopper criteria, the entire staff gets a bonus of £1 for every hour worked that week. It is a reward for service rather than a shop’s takings; nobody gets the bonus if the mystery shopper meets someone who is curt with them and then marks the shop down, so maintaining the Pret Buzz has a direct relationship to one’s wage packet. Any shop recognised to have a ‘Star Team’ gets a wad of cash to spend on a team outing.

On average, over 80% of staff receive their mystery shopper bonus each week.

Getting it right: Pret a Manger

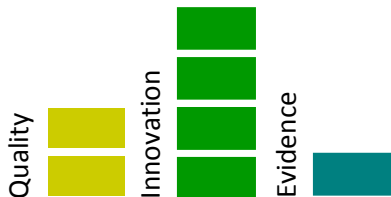
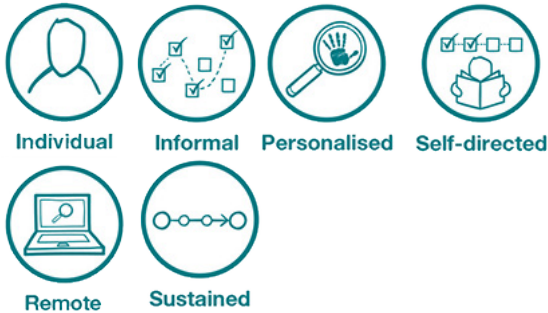
Smiley culture: Pret A Manger's secret

AITSL’s Innovation Grants project features Elizabeth Park Schools in Adelaide, where each staff performance and development plan aligns with the whole-school goal of improving oral language

# RescueTime

## Worldwide

Data driven analysis of performance



*“Am I really spending my days the way I want to? RescueTime helps you figure out the answer by showing you how you spend your time on the computer.”*

RescueTime is just one example of ‘auto-analytics’ — applications that allow users to create data about themselves.

It tracks time spent on different computer tasks so that users can see over a week or month where they might be ‘wasting time’, or using more time than they expected.

Other examples of auto-analytics include the Nike+ tools which track steps walked, or times or runs. Some tools track automatically, while other require users to input data which is then collated, e.g. to track spending, calories etc. Tools can be divided into ‘trackers’ and ‘nudgers’ (as described in this HBR blog) – the latter are set with particular goals and automatically prompt the user with questions or advice in line with those goals based on data it receives.

Despite recommendations for their use in business the balance of ease-of-use vs. utility has not yet been achieved.

[RescueTime](#)

[RescueTime - How It Works](#)

[Harvard Business Review blog](#)

[Workforce: RescueTime joins market for time and productivity tools](#)

[lifehacker: The story behind RescueTime](#)