

No two alike: PD that works

Key Points Made in the DVD

Teachers want:

- something practical that they can use every day;
- choice rather than imposed PD programs;
- unique needs met (cultural diversity for IET's, mentoring for beginning teachers); and
- ways for like-minded teachers to work together.

The research shows that teachers want to be involved in both how PD is offered and what kinds of things they will learn. They want to be respected as individuals and to be given choices.

Conferences and workshops require follow-up opportunities for interaction and practical application of ideas presented.

IETFO's Kindergarten Symposium offered specialized networking opportunities both face-to-face and online. Teachers both get and receive advice. Similarly, the Reflections on Practice project allows teachers to get together in person and in online chats, to choose their own topics to pursue, and also collaborate with others.

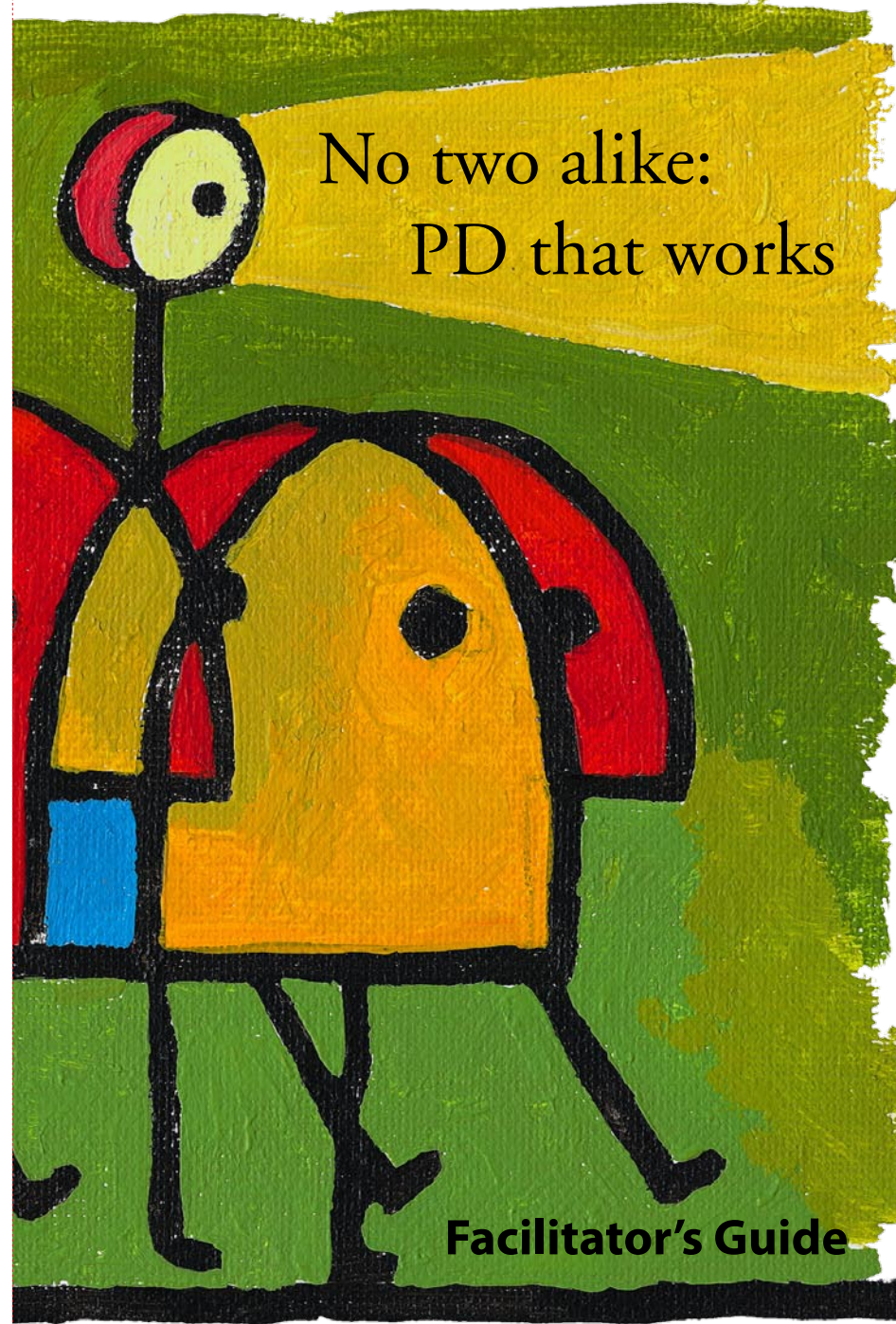
School learning teams can provide opportunities for both individual growth and sharing of problems and strategies among teachers in the same grades or departments. Mentoring, which is critical for new teachers, has similar benefits. Such job-embedded learning programs can only succeed if time is provided.

IET's need help with cultural differences, such as teachers seeming to have less authority in Canada. Occasional teachers also want mentorship opportunities and PD programs tailored for their needs.

The DVD ends with a challenge to PD leaders to:

- re-evaluate their existing programs;
- change those programs to provide more differentiation, choice, face-to-face sharing, practical ideas; and
- persuade their boards and the ministry to support teacher leadership and provide the time for school-based learning.

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Notes for Facilitators

Target Audience:

This DVD is aimed at PD leaders and planning teams in school boards, federations, local units, schools and organizations who plan or deliver professional learning programs for teachers and educators.

Background:

Over the past decade, a team of researchers has interviewed thousands of teachers across Canada. Their findings and recommendations are featured in the book *Beyond PD Days* that is a companion to this DVD. Several of the researchers are featured in the DVD along with some of their key findings about the learning needs of experienced, beginning, occasional and internationally educated teachers. Teachers were asked specifically what they wanted for their PD in interviews filmed at various Federation events and in their schools. Researchers and practicing teachers provide insight into models of *PD that works!*

Using this DVD to Facilitate Discussion:

Introduce the DVD using some of the background information, or information you have gained from the book. The DVD is intended to be shown in its entirety. The enclosed worksheet (available full size from the OTF Teaching Matters website at www.teachingmatters.ca) can be distributed prior to observing the DVD to guide discussion and help committees critically assess their own PD programs following the viewing. A summary of key points made in the DVD is found on the back of this booklet.

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Worksheet/ Discussion Guide

1. Before you view the DVD, explain what you think the title means.
2. What do the teachers in the opening clips want for their PD?
3. What key points does Professor Smaller make?
4. What points are made about offering large conferences and workshops?
5. What lessons about good PD can we learn from the Kindergarten and Reflections on Practice projects?
6. Are there any features of the school learning teams and mentorships shown here that are not present in your program?
7. What professional learning needs are unique to Internationally Educated Teachers (IET's) and occasional teachers?
8. How can you improve each of these critical elements in your PD programs?
 - a) individual choice
 - b) ongoing face-to-face sharing
 - c) producing practical, useable ideas