



Cambridge Assessment
International Education

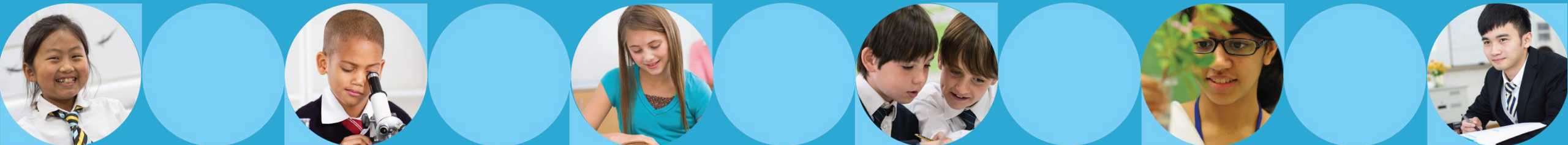
Professional Learning that moves forward: A Ulink College of Shanghai Story

Emmanuel N Barthalomew

Academic Principal:

Ulink College of Shanghai

Date: 15th June, 2023





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Emmanuel N Barthalomew FCCT

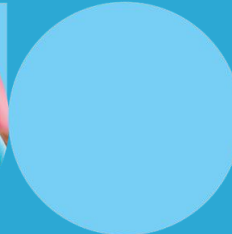
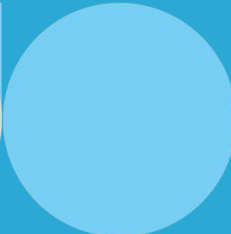
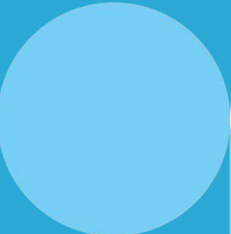
- Academic Principal, Ulink College of Shanghai
- Fellow at the Chartered College of Teaching, London

Currently...

- PhD Candidate: Teacher professional ethics & professionalism
- National Professional Qualification for Executive Leadership (NPQEL), UCL

Past

- National Professional Qualification for Headship (NPQH), UCL.
- Certificate of School Management & Leadership (CSML), HGSE
- MA, Applied Educational Leadership & Management, UCL
- MPhil, English Language & Literature, USL





Today's Session...



1

WHO WE ARE

PD vs PL

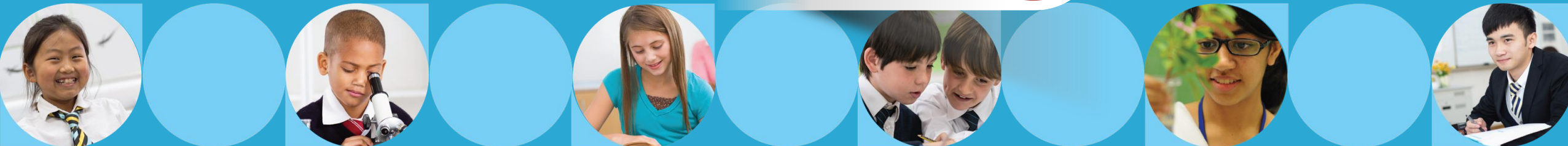
2

3

THE BALANCING
ACT

OUR STORY

4





Ulink College of Shanghai



IGCSE

Cambridge IGCSE is a 2-year international qualification for 14-16 year olds.



A LEVEL

Cambridge A Level is a 2-year international qualification for 16-19 year olds.



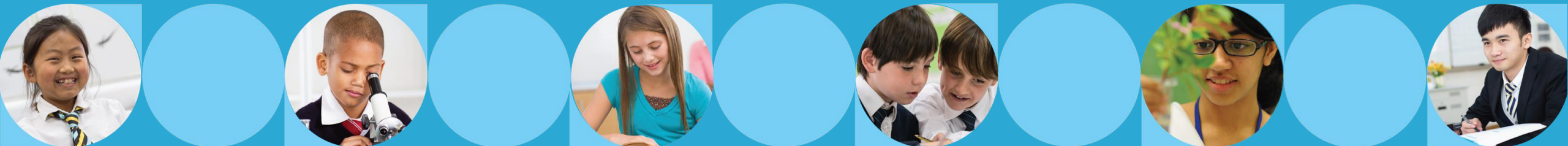
IB DP

IB DP is a 2-year international qualification for 16-19 year olds.



AP

Additional college-level subject options for students who want to further challenge themselves





Word Association

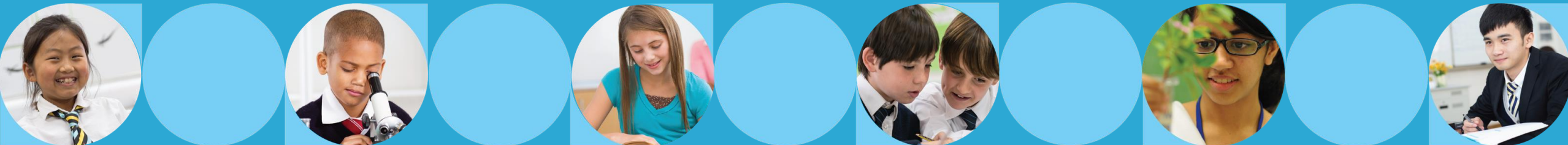
Professional Learning vs Professional Development

Professional
Development

Professional
Learning



Please scan the code
and type the words
you associate with
the following.





Professional Learning vs Professional Development

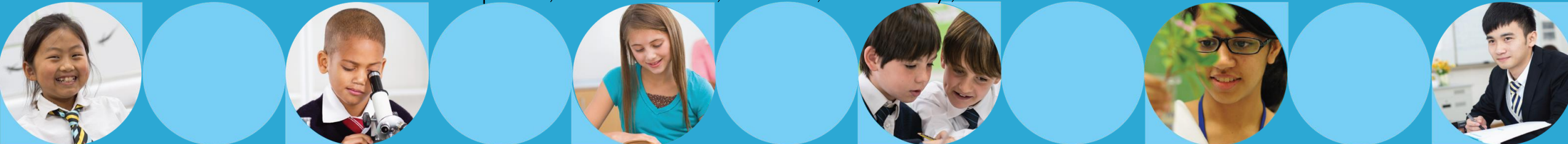
- Aimed at enhancing & improving teachers' skills, knowledge, & practices.
 - Promote and support professional growth goals & development.



- Ongoing, continuous growth.
- Reflective practice and self-learning
- Collaboration & learning communities
 - Personalised & contextualised learning

- Discrete/ Short-term
 - Specific training/information
- Often very driven & structured
- Generalised acquisition of new skills/knowledge

- Purpose, Timeframe, Focus, Delivery, & Assessment



Getting The Balance Right

Andragogy for better Professional Learning

- Needs Assessment
- Relevance & Application
- Flexible & Self-Directed Learning
- Collaboration & Peer Learning
- Reflective Practice
- Experiential Learning
- Sustained Support- Coaching & Mentoring
- Differentiated Provisions/Instructions
- Assessment & Feedback
- Celebration & Recognition ***

Andragogy

Teacher-centred learning & support.

AD

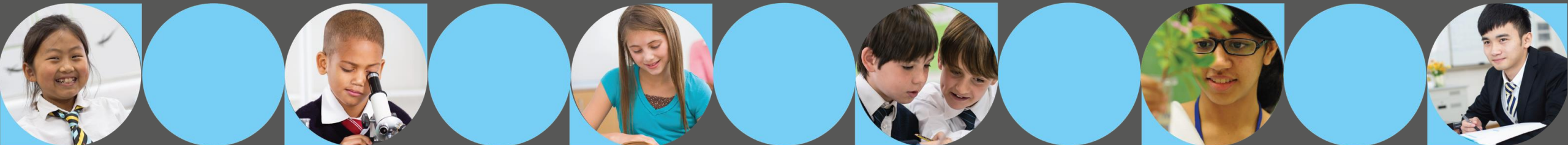
The
Balancing
Act

Professional Learning

Accessible & meaningful strategies for effective professional learning

PL

UCS: Our Professional Learning journey thus far...



Son, does your dog bite?

When it came to Professional Learning & Development, we sort of started by asking the wrong question.





Highlights of our PL journey thus far...



Forming...

Storming...

Norming...

Performing...

How it all started

The misalignments

The realignments

Fit for purpose PL



2017

2018-2019

2019-2021

2022-

***Tuckman's stages of group development



Forming... circa 2017

2017/2018

- Up to 10 Members
- Meet fortnightly
- Interdepartmental
- 1 hour per session
- Present/Discuss/Reflect
- Facilitator, Presenter, & Discussants

Critical Friends Group (CFGs) – Rationale

CFG is geared towards providing a close-knit PD that translates into improved student learning. This is achieved through formal yet relaxed ongoing interactions of small groups (6-10) of staff members. These interactions, if managed **engagingly** and **effectively**, increase student learning, contribute to professional growth, and strengthen the school to function as a **value-added learning** community.

CFG- What is it?

Groups

Documentation

Peer Observation

Q & A

Key Takeaways 2017/18

PLUSES

Reflection on Critical Friends Group

Positive Aspects

- Friendly approach
- Get some fresh non-academic ideas from other members
- Peer observations were very useful
- Regular meetings
- A small number of teachers--- discuss educational ideas in a small group
- Relaxed atmosphere of exchanging ideas between teachers as professionals
- New educational concepts/ideas, often current issues, are brought to our attention
- Could talk freely in the group

MINUSES

Weaknesses of the Critical Friends Group

1. As with most of these kinds of groups what comes out of each session is largely dependent on the members of your group and who is willing to speak and take part. Mostly it is the foreign teachers who speak up and give opinions and feedback with the local teachers remaining largely quiet. This is not always the case, but is generally true. That means that the groups will be more focused on things the foreign teachers encounter or wish to discuss, which makes it less relevant for the local teachers, which in turn makes them quieter.
2. The process was still not clear to everyone and everyone had their own idea about what to do
3. Not everyone was interested in participating
4. The direction of the area we should focus for each meeting is not very clear.
5. Sometimes the educational concepts are good, but they are ideal, it is difficult to carry out in our actual teaching procedure.

IMPROVEMENTS

Suggestions for Improvements

- The feedback form for the peer observation needs to be simplified. It consists of three sections (pre-observation, observation and post-observation) and needs you to at least meet twice with the peer-teacher besides observing her/his lesson so this process seems too long and too much when you are teaching with full load. Some teachers preferred to use Adam's give-take form.
- The members who never attended the group-meetings demoralize others. There should be immediate consequences for not attending these meetings rather than just at the end of the year, like, written warning letters should be issued. Perhaps third written warning should lead to dismissal from job or nobody would like to attend these meetings.
- Peer observations, department observations and learning walks happened at the same time in the second semester, these should be evenly distributed across the whole the semester.
- The whole school met long ago before the summer holidays last year for the CFG session. There should be a whole-school meeting again somewhere in the middle of the year to remind people about its purpose and/or rebuild on what is already done.

Storming...2017-19



The Issues

- Very prescriptive
- Objects not agents
- Focus & timings
- The Sloths & Sinners
- Incentives
- The Format & Delivery
- Clarity of purpose



FOCUS

1

**TIMEFRAME
& DELIVERY**

2

**PROVISIONS
& POLICY**

3

FROM CFG 2.0 TO PLC

4

AGENTS **NOT OBJECTS**

5

Norming 2019-21

The Changes

- Relevance
- Dept & Individual
- Walkthrus** & Journals
- Instructional Core Team
- Developmental & Reflective
- Celebration & Recognition

Performing 2021...



Culture & Climate

- An Expectation
- Psychologically safe to learn, contribute, & challenge
- Expansive Provisions & Options
- Adaptive & Reflective
- Recognition & Celebration



Ulink: PL that moves forward...



CERTIFICATE OF ACHIEVEMENT

Shahida Asif

has successfully completed

Strategies for Assessment and Feedback

held on
September, 2022- May 2023

Shane Johnschwager
Head of Teaching and Learning

Emmanuel N Barthalomew
Academic Principal

☐ RELEVANT & SUPPORTED

☐ FLEXIBLE & SELF-DIRECTED

☐ COLLABORATIVE & SOCIAL

☐ RECOGNISED & CELEBRATED



Son, Is this your dog?

When providing opportunities for our teachers and staff to learn, reflect, and grow, we should be asking 'Is this your dog?' instead of 'Does your dog bite?'





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Questions



Get in touch



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<https://www.linkedin.com/in/emmanuelbarthalomew/>



emmbath



@emmbath

THANK YOU!

I ❤️
ULINK