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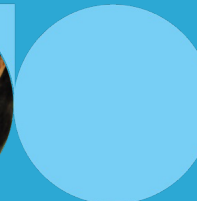
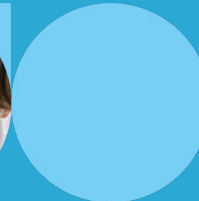
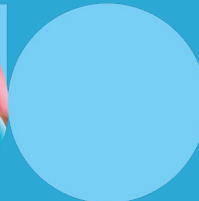
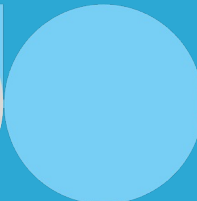
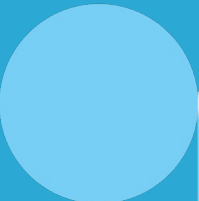
# Developing an Integrated Professional Development Hub to Drive Institutional Transformation

2023 Cambridge East Asia Schools Conference

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15 June 2023



# Contents

- ▶ Rationale and Research Question
- ▶ Major Decisions
- ▶ Specific Findings in our Context
- ▶ Conclusions

# Aims

- ▶ To support schools seeking a cost effective institutional transformation.
- ▶ To provide overarching ideas for whole school/group improvement utilizing an Integrated PD Hub model.
- ▶ To provide specific lessons learned in our own process as a case study.

# Rationale: Problem/Research Question

We were tasked with implementing sweeping whole-school transformation and given a relatively free hand as to the approach (how), but very limited resources (approximately 4 staff total and a small building). We needed to develop a strategy to create as much transformation in the desired direction (learning organization with effective progressive pedagogy) as possible given these constraints.

**RQ: How can we, as experienced educators, effectively implement whole school transformation with limited budget and human resources?**

## Refining the problem: What kind of transformation were we looking for?

- ▶ Create a deep culture of learning.
- ▶ Support growth mindset for all staff and students (including non-teaching staff).
- ▶ Inspire iterative, real-world problem solving across the community.
- ▶ Shift to research-based practice for teachers, administration, and technology integration professionals.
- ▶ Model life-long learning and inquiry practices for students, and for staff across management levels.

### **Solution for Research: An Integrated PD HUB Model**

**These can be combined to describe an action research whole-school orientation developed through capacity building PD.**

# Why an Integrated PD Hub Model?

- ▶ Most schools and even groups will utilize a somewhat random assortment of teacher or leader designed PD, external PD, and potentially a couple of externally assessed qualifications such as Cambridge PDQ.
- ▶ Shifting the paradigm to a dedicated PD Hub to coordinate, integrate, and evaluate PD efforts still allows for teacher-led and external PD but offered the opportunity to investigate the following suppositions:

# Why an Integrated PD Hub Model?

- ▶ A fully fledged and comprehensive in-house PD Hub could provide the kind of ongoing, embedded PD that research has been isolated as being highly effective.
- ▶ It could allow for cross-program curricular spiralling and recycling, effectively linking different PD areas such as leadership, teaching and learning, curricular design, teaching with technology, practitioner inquiry, into a cohesive whole.
- ▶ Similarly, the research basis underlying all programming, including contradictions, could be synthesized leading to a more comprehensive understanding of the research literature, including contributing to the literature.
- ▶ It could also allow a more effective response to bottom-up needs, trialling of programs and technologies, and stimulation of a whole-school inquiry approach leading to the fulfilment of our effort to become a true Learning Organization.

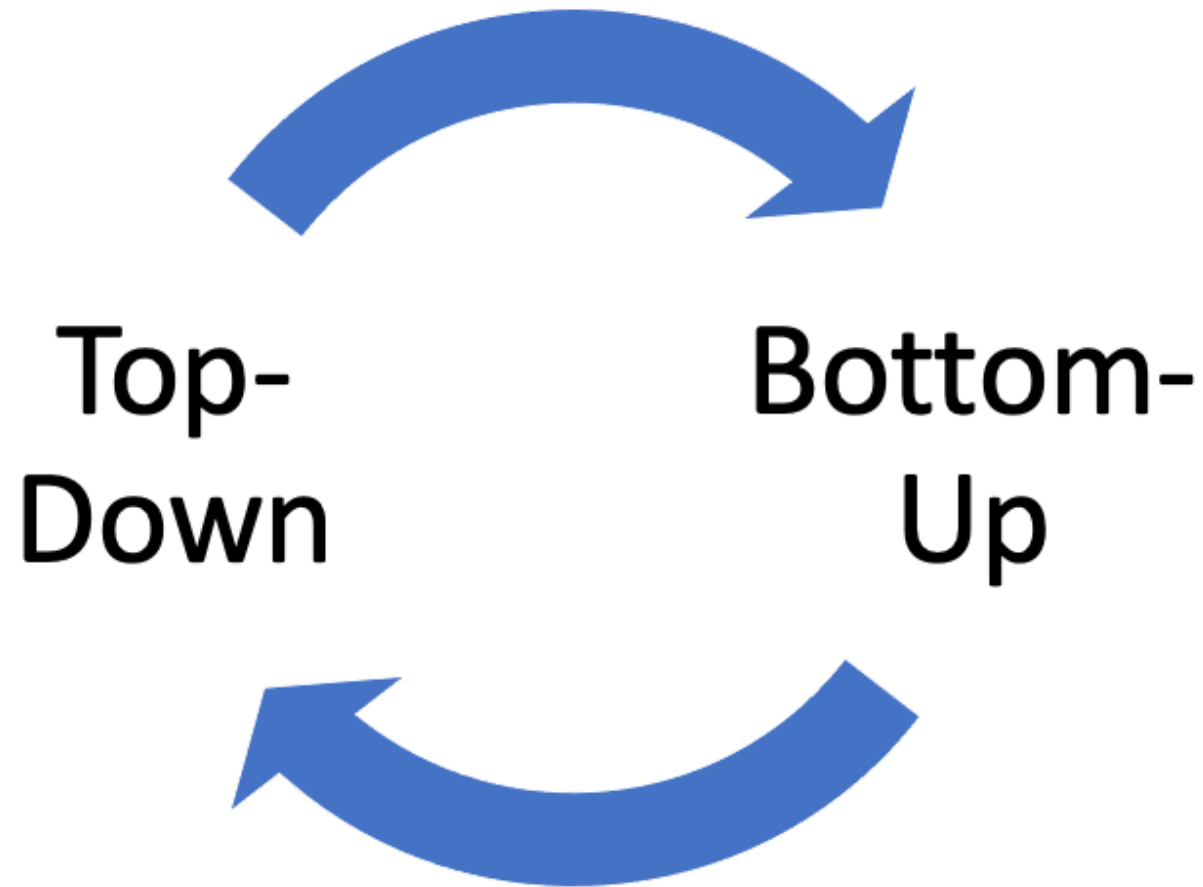
# Major Decision: Defining Scope of the Team

What models exist for a PD Hub?

- ▶ Teaching and Learning Center (teaching staff)
- ▶ Learning and Development Center (generally leadership and administrative skills focus)
- ▶ Teaching, Learning, and Innovation Center (integrated teaching, administrative innovation and development, technology, and R&D)
- ▶ Other terms are available



# Major Decision: Approaches to PD... Either? Both?



# Findings: Top-Down PD Provides Quick Success

- ▶ Phase 1: We used observation and interviews to identify emergency needs and develop an initial array of programs that addressed known areas for development.
- ▶ Creating stable, standard course timings and allowing teachers to request sheltered time in those blocks the term before (you can also choose weekends or evenings though this was unpopular amongst our teachers).
- ▶ Planned, experimental-joint course cooperation with all departments as follow-up (e.g. WACE PBL).
- ▶ This creates early success at scale. Large numbers create significant institutional change and builds your initial buy-in.

# Findings: Bottom-Up PD Long-Term Success

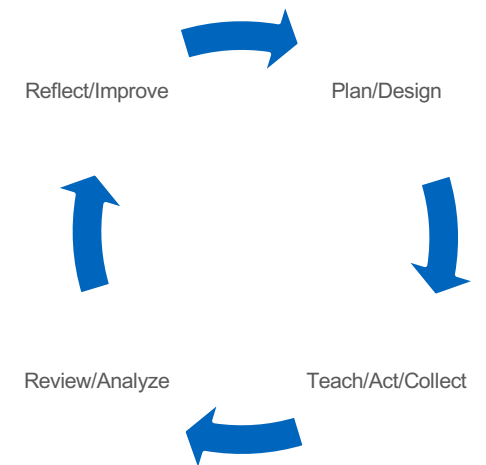
- ▶ As time permits, begin deep dives into school improvement needs utilizing action research to gather rich data.
- ▶ Simultaneously implement action research/practitioner inquiry staff training to help them understand their departmental and classroom needs and feed data up as well as make improvements (links to T&L M3).
- ▶ Create custom niche courses on-demand (may not be covered by PDQs such as PBL, or be components of PDQs such as active learning or UbD).
- ▶ Allow requests for custom course timings from teachers who could not arrange fully sheltered time.
- ▶ Provide ongoing assessment support and mentorship after course completion for teachers who struggle to complete PDQ assessments within the standard course schedule.
- ▶ Allow requests from any sized team for course innovation support such as trying out new pedagogical moves, school improvement projects, technology trials, etc.
- ▶ Support ad-hoc and ongoing Professional Learning Communities driven by affinity groups
- ▶ This fine tunes success and makes the majority buy-in.

# Findings: Use Data Collection to Integrate Everyone into the Transformation

- ▶ 360 reviews, staff surveys, and interviews that include a wide variety of stakeholder voices can eventually make everyone feel included and have their needs fulfilled.
- ▶ For example, bottom-up requests for English language training programs from entry-level administrative staff were more far more popular than the leadership courses we were offering them because these staff felt English capacity created a glass ceiling that is a higher priority to overcome for advancement.
- ▶ Because actual needs are not always obvious the more interaction there is between the PD Hub and the different staff, and the more responsive it is perceived to be to their needs, the more trust is created. This is another benefit of inviting all staff for joint curricular programs as well as courses as it stimulates close relationships that are driven by staff voiced needs.
- ▶ Interviews/conversations with leadership are also particularly important as they may act as gate-keepers.

# Findings: Evaluating Impact, Trialling, and Research.

- ▶ Impact has been extremely high based on surveys, observations, interviews with teachers and leaders, accreditation body reviews, the number of new joint programs, and peer-reviewed research items.
- ▶ This impact is not just in practices (e.g. thinking routines) but in profound cultural changes, which was the goal.
- ▶ Evaluating impact includes collecting data on courses, joint programs, and practices to inform PD Hub research for improvement and new initiatives.
- ▶ As well as using the data for impact evaluation, we use it for trialling programs and technologies and for research presentation internationally, which creates a virtuous circle between our department and other international researchers.



## Findings: Demand for Quality PD is Extremely High (not including joint programs, graduate school programs, mentorships, external teaching certificates, etc.).

- ▶ Cambridge Certificate in Teaching and Learning (active lesson design) total completed (including in progress): 106 (123)
- ▶ Cambridge Diploma in Teaching and Learning (curriculum design) total completed (including in progress): 9 (13)
- ▶ Cambridge Diploma in Teaching and Learning (action research) total completed (including in progress): 7 (13)
- ▶ Project Based Learning Curricular Design total completed (including in progress): 91 (93)
- ▶ Project Based Learning Teaching and Program Improvement total completed (including in progress): 12 (15)
- ▶ Project Based Learning Instructional Coaching total completed (including in progress): 12 (13)
- ▶ Effective Mentorship and Coaching total completed (including in progress): 2 (4)
- ▶ Cross Disciplinary Robotics Teaching total completed (including in progress): 3 (3)
- ▶ Introduction to Active Lesson Planning total completed (including in progress): 40 (40)
- ▶ Professional English 1 and Bootcamp (new program) total completed (including in progress): (18)
- ▶ Professional English 2 (new program) total completed (including in progress): (22)
- ▶ Professional English 3 (new program) total completed (including in progress): (8)
- ▶ Cambridge Certificate in Teaching Bilingual learners (new program) total completed (including in progress): 5 (5)
- ▶ Cambridge Certificate in Teaching with Technology (new program) total completed (including in progress): 1 (1)
- ▶ Cambridge Certificate in Educational Leadership (new program) total completed (including in progress): 5 (6)

## Conclusions: Steps that Helped Us...

- ▶ Hire or capacity build a professional team. The quality of delivery is crucial.
- ▶ Invest in the idea – you will get out what you put in (giving your PD team and teachers time, funding, resources, and moral support).
- ▶ Plan the course development strategy over a reasonable number of years for your model and set SMART goals/KPIs around them.
- ▶ Prioritize bottom-up PD as quickly as possible.
- ▶ Get senior and middle leaders on courses or at least observing courses as when they see the value directly they will help to clear obstacles and create opportunities.

## Conclusions: Steps that Helped Us...

- ▶ Create buy-in by linking individual staff motivations such as improving qualifications to organizational motivations, by recording successes, and by getting external validation through things like educational research conferences/publishing so people feel confident.
- ▶ Gather feedback, collect data, and listen as much as you talk with a service leadership mentality.
- ▶ Brand as an **educational research department** as this means the department is constantly keeping abreast of new ideas with a two-way flow of research going to and from the international community creating opportunities for collaboration.





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Thank you!

Any questions?

