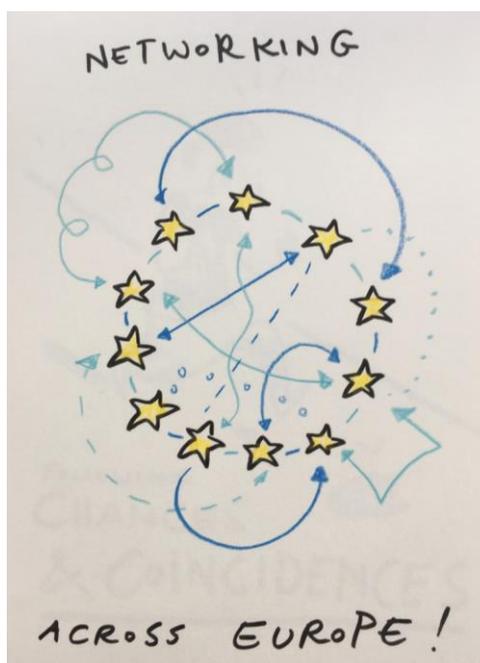


Newsletter

RDC In Service Learning and Development of Practice

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Introduction



Artist: Sebastian Lørscher; <http://www.sebastian-loerscher.de/info>; Erasmus+ founded by the project ProLea (professional learning in complex settings through reflection and portfolio)

Networking across Europe in the field of in-service teacher learning is the main focus we are following. This RDC has a long-term experience in collaboration between several institutions and countries. Mostly we realize our networking with the support of ERASMUS+. We finished in 2018 with success the three years strategic project “ProLea “(professional learning in complex settings through portfolio and reflection). A core group of this project started another project, called “PROMISE” (see below) and is working on it now with some other new-comers in our RDC. If you work in the field of in-service learning and development of practice we will be honored to welcome you to our RDC-meetings at the Annual Conference in Bath.

We are looking forward to meeting you in Bath at the newcomers meeting!

Who are we?

Self- presentation of the RDC Chairs



Mhairi Beaton

Following many years teaching in the Highlands of Scotland, **Mhairi C Beaton** joined the School of Education at the University of Aberdeen working with both student and qualified teachers. Mhairi is currently a Senior Lecturer at Carnegie School of Education at Leeds Beckett University in the north of England. She works with qualified teachers seeking to make their classroom practice more inclusive through Masters and doctoral level study. Mhairi's research interests lie at the interface of inclusion, student voice and teacher education.

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Christiane Kose

Christiane Kose is a trained special education teacher and had worked as a teacher in Berlin-Neukölln for more than a decade. She worked for 8 years in teacher training (2nd phase of teacher education in Germany), then 9 years as head of school and 10 years as superintendent in the Friedrichshain-Kreuzberg borough of Berlin. During this time, she was responsible for the in-service-learning for teachers in that region. At the moment she is responsible for the fundamental affairs of the general education school types in the Senate Department for Education, Youth and Family.

Her main focus lies in the systemic-strategic area of school development and in particular the development of schools in difficult situations.

Christiane.Kose@senbjf.berlin.de

Minutes of the interims RDC-Meeting in Tübingen

1. Information about the Chair's Meeting in Brussels 11th June 2019

The following topics were essential at the RDC-Meeting:

RDC-Reports, the role of the RDC in the whole concept of the ATEE-collaboration and how RDC work is successful (evaluation about RDC - the amount of participants in Dubrovnik and before)

Report Winter Conference

Elections and future activities (2019-22)

Programme RDCs 2019 Annual Conference

Proposal new abstracts review form

New Internal Rules & Ethical Guidelines

2. Programme of the RDC at the Annual Conference in Bath

Day 1: 14th August 2019; RDCs Meeting; 14 – 15.30 – Venue: tbc

- **Onboarding:** who is with us? Presentation of all participants (RDC-newcomers welcome and video-invitation for those who can't join the conference)
- **Overview-storytelling** about our RDC. Who we are and how we work together successful since some decades.
- **Research:** Identifying and keeping research interests of the participants

Day 2: Tuesday, 15th August 2019 RDCs Meeting 10.30 – 13:00

- **PROMISE** (ongoing Erasmus+-project): Promoting Inclusion in Society Through Education: Professional Dilemmas in Practice
- **ProLea sequel** (Erasmus+-Project 2015-18): Professional learning in complex settings. How to get together - steering tasks of the school management team and steering tasks of the authority to focus on school improvement
- **Reflection and Discussion** linked to the inputs
- **Appointments** for collaboration in the RDC 2019/2020

Day 3: Friday, 16th August 2019; no Meeting of the RDC In-Service Learning and Development of Practice

3. Presentations in Bath in the field of In Service Learning and Development of Practice

Isabel Hopwood-Stephens, (Bath Spa University)

WHAT ROLE MIGHT AN EXPANSIVE WORKPLACE PLAY
IN THE SCHOOL-WIDE ADOPTION OF FORMATIVE
ASSESSMENT PRACTICE?

Artur Stepniak, Katarzyna Brzosko-Barratt (Faculty of Education, University of Warsaw)

ENQUIRY INTO PROFESSIONAL DEVELOPMENT NEEDS OF IN-SERVICE CLIL TEACHERS AND BILINGUAL SCHOOL PRINCIPALS

Geir Luthen, Associate Professor, geir.luthen@hiof.no, Faculty of Education, Østfold University College

Magne Jensen, Associate Professor, Faculty of Education, Østfold University College

Mentoring as an approach to qualify to professional practice in an everyday context

4. Discussion and arrangements

Erasmus+ Projects

1. PROMISE

The PROMISE project aims to facilitate inclusion and prevent radicalisation in all its forms through the professional development of educators and the promotion of high-quality and innovative teaching in a range of educational sectors. The project, which will provide support for teachers in dealing with diversity in the classroom, is being led by Leeds Beckett University, working alongside six partner institutions from Hungary, Slovenia, Netherlands, Scotland and Germany. The constellation of partner institutions, although from different stages of teacher education, are bound together by their cooperation within the Association of Teacher Education Europe (ATEE) to ensure implementation and dissemination at organisational, regional, national and European level.

2. ProLea sequel - follow up Berlin

In connection to the Erasmus+ project “PROLEA” (Professional learning in complex settings through reflection and portfolio) Berlin started a little pilot facing the steering tasks of school-leaders in cooperation with the school-authority.

The starting point is the basic-concept of a school which is responsible for the children and their learning results. This sounds really easy but often it isn't in real daily school life. The school has the freedom of taking decisions in many areas. How can they be sure that all their decisions fit to the needs of their student? If you look at the school as part of the whole school-system, you see a lot of stakeholders around.

At first there are (in Berlin) the inspectors, which have the main task to support the school. The inspectors are faced with big challenges; they not only have supportive functions but also have to judge the results and comment on the school's wellbeing. Sometimes they have to work with

schools which are shy with the authorities or with those which think they are doing well and there is no need for support by authorities.

Especially schools in critical social areas have to learn how to adapt their strategies to the requirements of their pupils. There are teachers and the pedagogic staff thinking:

”I am well prepared and trained, I know how to teach, but these children are wrong. What do they do in my class?” In most cases a steering idea from the authorities prevails that is based on approaching the school from outside in order to influence and steer the inner school-circle. This most often results in opposition of the respective school. The question is, how a school can improve from inside to tackle their own problems and challenges and get a better and finally good outcome? This is called a design-based concept of improvement. The next step will be to create a “good design” for the improvement of the school. The start of this process is facing the painful problems the school is having and to start solving this step by step. The idea is to create a “theory of action”, an action strategy based on it and a data driven implementation phase. Finally, the effects of the strategy can/should be observed. This is a sort of “try and error”-process like a spiral where instruments and collected data reflect the process and the impact. It also follows that failing theories have to be corrected, amended or totally rejected.

The project includes qualification phases for the authorities and the leading teams of each school as member of the target group. It also creates instruments for structuring and reflecting the process. To learn supervising methods and professional reflective talks are part of the project.

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