

Learning for Sustainability Hub



Learning for Sustainability ‘Connect’:

Enabling an enquiring ethos in our practice

Welcome!

@LfSScotland

@gtcs

#LfSforALL

- **Please introduce yourself in the chat box**
- **Mute your audio**
- **Put any questions in the chat box**
- **We will be recording the main webinar but not group discussions.**

Aims of today's session:

- **Hear a context update:**
 - **Scotland's national vision** for Learning for Sustainability and the opportunities for practitioner enquiry
 - **'Trusted Teaching':** practitioner enquiry and the Professional Standards
- **Be inspired by our contributor's 'Practitioner Enquiry Journey'**
- **Share your thoughts and ideas on practitioner enquiry in breakout groups with other practitioners**

Session overview

16:00 **Welcome and 'Setting the scene'** *Betsy King, Learning for Sustainability Scotland*

16:05 **Trusted Teaching: Practitioner Enquiry and the Professional Standards**

Jacqueline Morley, GTC Scotland

16:20 **My Practitioner Enquiry journey**

Carolyn McFarlane, East Ayrshire Council

16:30 **Group conversations**

17:00 **Plenary and next steps**

17:15 **Close**

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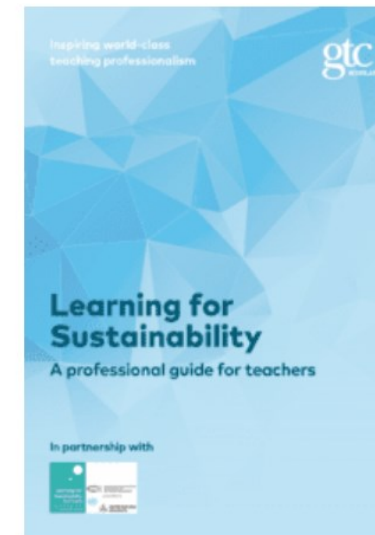
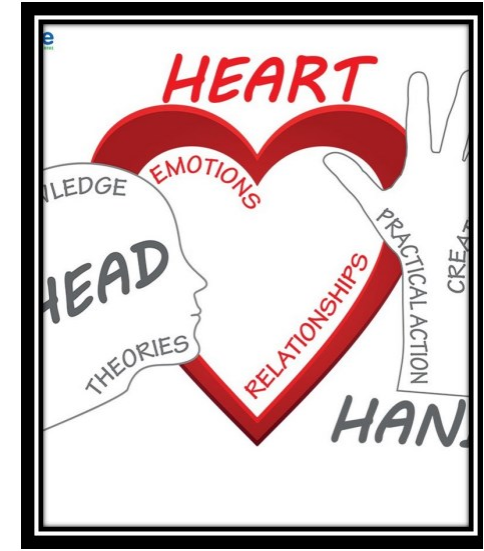
‘Setting the scene’

Betsy King

Learning for Sustainability Scotland

What is 'Learning for Sustainability'?

“... a cross-curricular approach which enables learners, educators, learning settings and their wider community to build a socially-just, sustainable and equitable society; and as an effective whole-setting approach which weaves together global citizenship, sustainable development and outdoor learning to create coherent, rewarding and transformative learning experiences.” *Scottish Government 2023*



Learning for Sustainability – and building a movement for change.

'Target 2030: a movement for people, planet and prosperity':
Scotland's refreshed national Learning for Sustainability action plan



“To build an inspiring movement for change so every 3-18 place of education becomes a Sustainable Learning Setting by 2030.”

“A Sustainable Learning Setting is about every aspect of the learning context. It is about what and how students learn, how the setting manages its physical environment and resources, how staff and learners relate to each other, how they work with their local community, and how they reach out to the wider world.”

Culture

Curriculum

Campus

Community

Learning for Sustainability Hub



Trusted Teaching: Practitioner Enquiry and the Professional Standards

Jacqueline Morley
General Teaching Council for Scotland

Trusted Teaching Practitioner Enquiry Overview

Learning for Sustainability

2023-2028





Trusted Teaching



- Teaching is complex relational and intellectual work
- Teachers work in relationships of authority and trust
- Teaching is rooted in highly specialist knowledge and skills
- Standards, ethics and values are core to what it means to be a teacher



Standard for Full Registration

Practitioner Enquiry

2.1.2 Have a depth of knowledge and understanding of Research and Engagement in Practitioner Enquiry

Professional Actions

As a registered teacher you are required to demonstrate a depth of knowledge and understanding of:

- how to access and apply relevant findings from educational research;
- research and engagement in professional/practitioner enquiry; and
- how to have an enquiring stance in relation to your own practitioner enquiry, working ethically, individually and/or collaboratively, to challenge and inform professional practice.

SPR	SFR	CLPL	SML	SFH
<p>2.1.2 Have knowledge and understanding of Research and Engagement in Practitioner Enquiry</p> <p>As a student teacher you are required to demonstrate knowledge and understanding of</p> <ul style="list-style-type: none"> • how to access and apply relevant findings from educational research and • how to engage appropriately in ethical investigation of practice 	<p>2.1.2 Have a depth of knowledge and understanding of Research and Engagement in Practitioner Enquiry</p> <p>As a registered teacher you are required to demonstrate knowledge and understanding of</p> <ul style="list-style-type: none"> • how to access and apply relevant findings from educational research • research and engagement in professional/practitioner enquiry and, • how to have an enquiring stance in relation to your own practitioner enquiry, working ethically individually and/or collaboratively to challenge and inform practice 	<p>2.1.2 Have an enhanced and critically informed understanding of Research and Engagement in Practitioner Enquiry</p> <p>As an accomplished teacher you have an enhanced and critically informed understanding of</p> <ul style="list-style-type: none"> • how to access and apply relevant findings from educational research and contribute to research knowledge in areas of interest • practitioner enquiry as stance in relation to your own professional learning, individually and/or collaboratively, to challenge and inform professional practice (pedagogy, learning and subject knowledge; and • a range of enquiry approaches, different data collection methods/tools, appropriate to the enquiry question/context 	<p>2.2.2 Understand and demonstrate self-awareness and inspire and motivate others</p> <p>As a middle leader you:</p> <ul style="list-style-type: none"> • continually develop self-awareness • regularly challenge your thinking and practice through critical reflection and enquiry 	<p>2.2.2 Fully understand and demonstrate self-awareness and inspire and motivate others</p> <p>As a headteacher you:</p> <ul style="list-style-type: none"> • continually develop self-awareness; • regularly challenge your thinking and practice through critical reflection and enquiry;

What is practitioner enquiry?

Why do it?

How do you do it?

What do you need to know?

What difference will it make?

Who is involved?

How do I support others with the process?

Enquiry as Stance

‘Enquiry as stance’ is a term used by Cochran-Smith and Lytle (2009) to refer to a ‘way of being’ a teacher.

‘Inquiry as stance is perspectival and conceptual – it is a worldview, a critical habit of mind, a dynamic and fluid way of knowing and being in the world of educational practice, that carries across professional careers and educational settings.’

(Cochran-Smith & Lytle, 2009:120)

What is enquiry and why do it?

Practitioner enquiry, as defined by Menter et al (2011), is a...

'finding out' or an investigation with a rationale and approach that can be explained or defended. The findings can then be shared so it becomes more than reflection or personal enquiry.

Menter, I. and Hulme, M (2011) Teacher education reform in Scotland: national and global influences. *Journal of Education for Teaching*, 37 (4), 387-397

Why Practitioner Enquiry?

Practitioner enquiry should come from the day-to-day practice of the practitioner.

However, we work as part of a learning community – a school, community, cluster. Therefore, any practitioner enquiry should connect

- Children and young people learning needs
- Professional context
- Personal improvement
- Stage/department /faculty improvement
- School improvement
- System improvement

“By linking enquiry into student learning to teacher learning, teachers can gain an understanding of what it is they need to learn , to improve outcomes for students and have a compelling reason to engage [in practitioner enquiry]”

*Timperley, H.S. Parra, & J.M. Bertanees, C.
(2009)*

Practitioner Enquiry - My professional 'Itch'!

problem	conundrum	provocation
puzzle	critical incident	curiosity
hunch	ongoing pattern	interest
	crisis	

- I am puzzled by...
- I would like to improve
- I want to change...because...
- I'm curious about...
- I want to learn more about...
- Something I'd like to try out in my class is ...
- I'm particularly interested in...

Am I just asking **'what'** or am I also asking/ understanding **'why'**?

Inquiry as Stance: Practitioner Research in the Next Generation by [Marilyn Cochran-Smith](#) , [Susan L. Lytle](#)

Planning

What are you actually going to do?

**What are you hoping to find out? Understand?
Learn?**

Who is going to be involved? When? Why?

What will you do? When? How? Why?

What do you already know about this?

**What do you need to learn more about? Literature?
Theory?**

What is happening/what can you see?

What does this tell you?

So, what next?

Types of data

- Traditional research data methods – interviews, questionnaires, observations
- Innovative & creative approaches to data – e.g. visual
- Data already collected – attainment data, forward plans, SEEMIS data
- Data from teaching and learning – samples of work, drawings, photos
- Data that can be incorporated as part of routine – observations by peers or SMT, videos of lessons, recordings of meetings

Anything can be data/evidence – it is what you do with it that matters!

- Fit for purpose?
- What is it telling you? How do you know?

Practitioner Enquiry, collaboration and importance of dialogue

Dialogue at each stage

Challenge own and others' thinking

Sense making through dialogue

Develop collective understandings



Inform what's next

Discuss what it might mean?

Consider impact

Sharing success and/or failures/limitations

Build new understandings of a familiar topic

National model of professional learning



Professional learning must focus on the education professional as a learner and how this is related to and impacts upon the learning of children, young people and adults.

Professional learning should be:

- Challenging, and develop thinking, knowledge, skills and understanding
- Underpinned by developing skills of enquiry and criticality
- Interactive, reflective and involve learning with and from others.

Professional learning is informed and supported by professional standards and education policy.

Leadership of and for learning is essential to ensure it is well supported, promoted and sustained.

Learning by enquiring

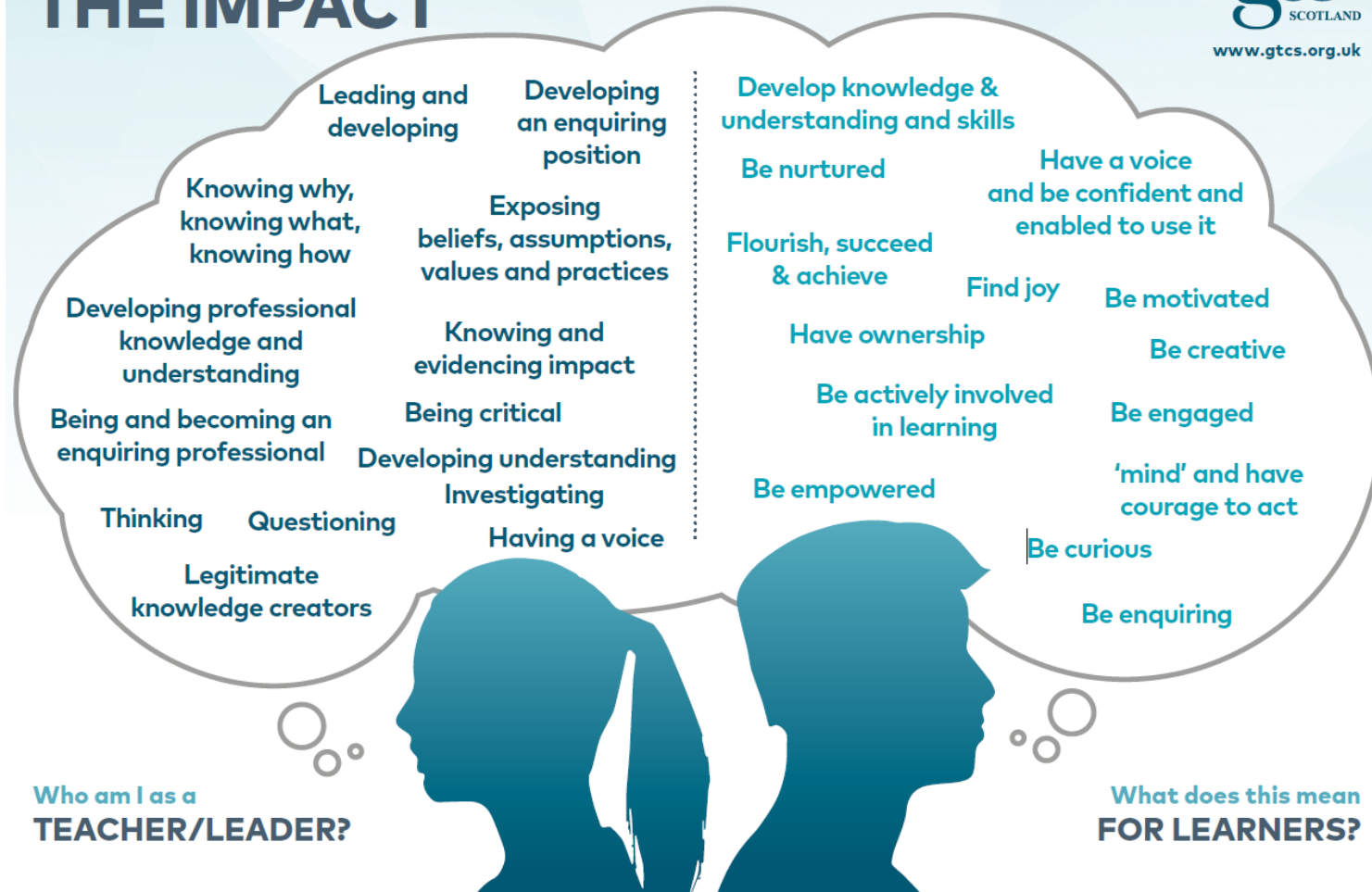
There is an ethical prerogative to taking an enquiry stance, to try to improve outcomes for children, young people and adult learners:

Asking critical questions about self, and learners within your context

Reflecting on professional practice, learning and the learning of learners within your context encourages metacognitive knowledge and skills

- Supporting dispositions around risk-taking, being open to change and ready to innovate
- Critically examining a wide range of sources of information to inform knowledge and understanding
- Asking questions about impact, about the progress of learners and their learning
- **Enquiry based professional learning encourages informed decision making and clearer articulation of 'why' we are teaching and learning in the way we are, promoting voice around the 'so what?' and 'what now'?**
- Develops professional agency and voice – educators as leaders of change

Professional Learning THE IMPACT



In order to achieve this we must invest in and value the **professional learning** of our teachers. Professional learning needs to be:

- Sustained & high quality
- Purposeful & focused on outcomes and impact
- Collaborative
- Underpinned by enquiry mindset

Contacts and follow ups

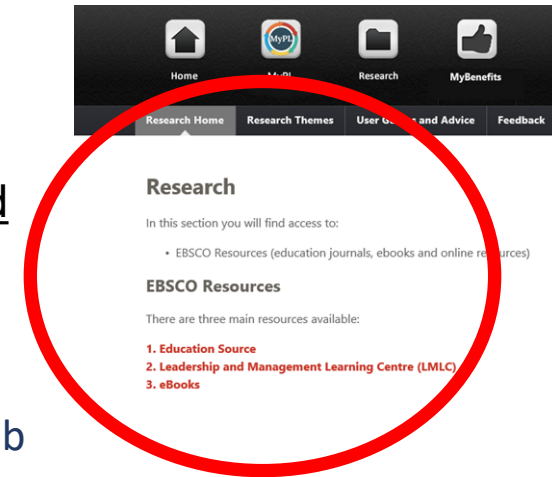
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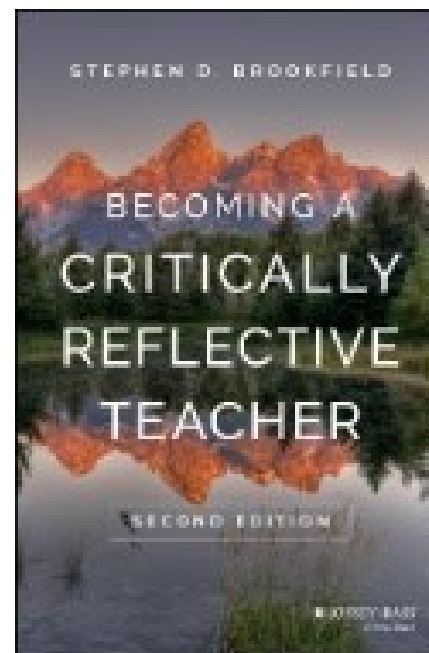
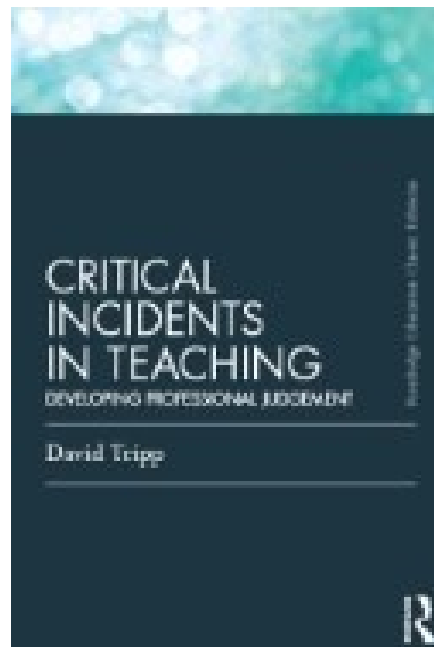
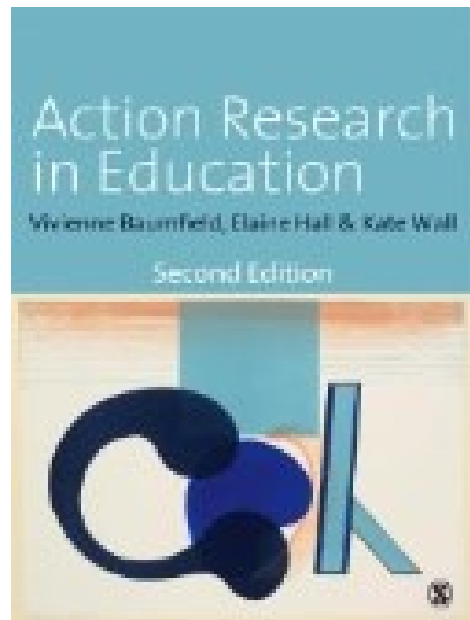
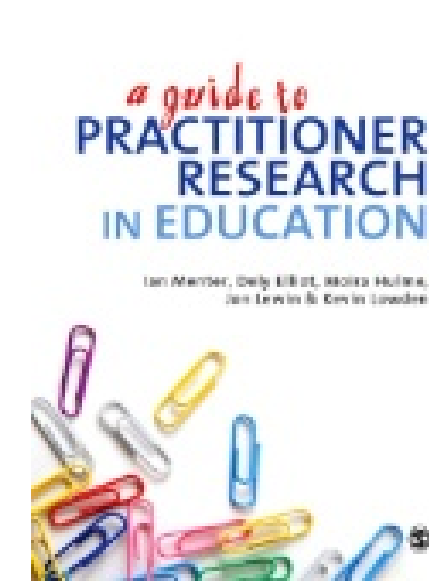
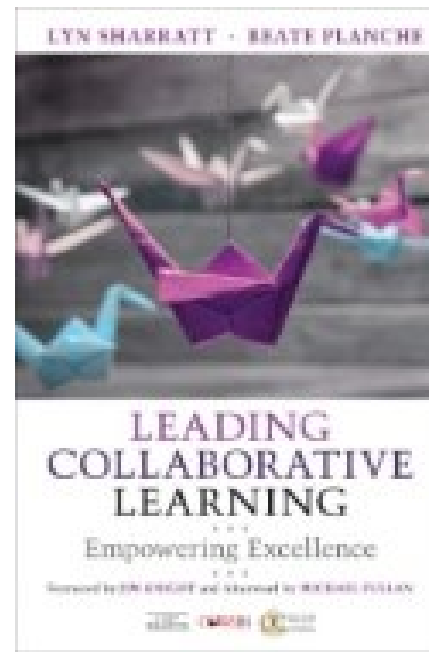
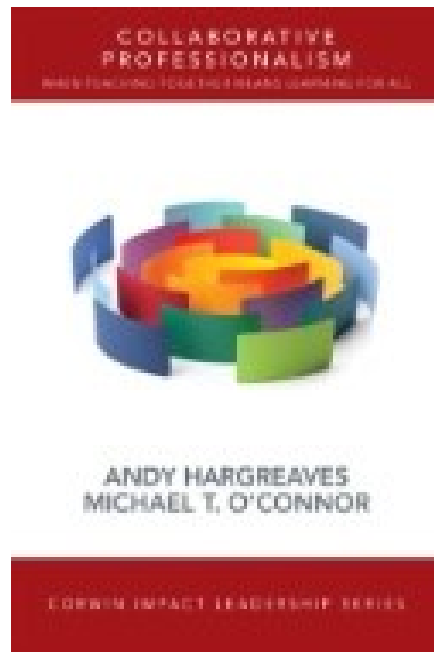
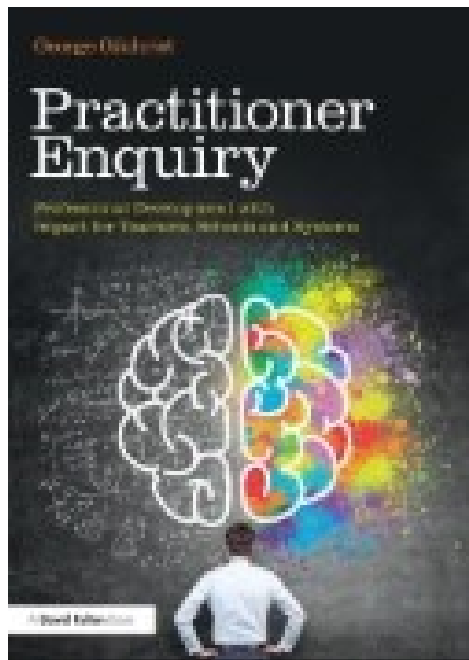
- ❑ [MyGTCS website](#) – for resources to support and for some teachers possibility to record professional learning
- ❑ [GTCS website](#) – for the Professional Standards and wider information relating to GTC Scotland
- ❑ [What is Practitioner Enquiry? - The General Teaching Council for Scotland \(gtcs.org.uk\)](#)

Professional Reading

There is a range of resources that can be accessed through EBSCO via the research tab of the [MyGTCS website](#). Some recommended reading is listed below:

- ❖ [A Guide to Practitioner Enquiry by Ian Menter, Dely Elliot, Moira Hume, Jon Lewin and Kevin Lowden](#)
- ❖ [Changing Practices, Changing Education by Stephen Kemmis, Jane Wilkinson, Christine Edwards-Groves, Ian Hardy, Peter Grootenboer and Laurette Bristol](#)
- ❖ [Reflective Teaching : An Introduction by Kenneth M. Zeichner and Daniel P. Liston](#)





Getting in touch

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My practitioner enquiry journey

Carolyn McFarlane

Learning Outdoors Support Team, East Ayrshire Council

Learning for Sustainability Hub



Group Conversations

All

Group conversations

Using the inputs from Jacqueline and Carolyn as a 'stimulus', please discuss the following:

- What is currently 'itching you' in terms of LfS in your practice/setting?
- Why? How did it become an itch?
- What will be your next steps in taking action on this?

[Share your thoughts on the Jamboard](#) (link in the chat)

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Plenary

All

Support and resources

- **EBSCO on the 'MyGTCS' site.**
- [A Guide to Practitioner Enquiry](#) by Ian Menter, Dely Elliot, Moira Hume, Jon Lewin and Kevin Lowden
- [Changing Practices, Changing Education](#) by Stephen Kemmis, Jane Wilkinson, Christine Edwards-Groves, Ian Hardy, Peter Grootenboer and Laurette Bristol
- [Reflective Teaching: An Introduction](#) by Kenneth M. Zeichner and Daniel P. Liston
- [Learning for Sustainability Scotland \(@LfSScotland\) / X \(twitter.com\)](#)

Be inspiring – and inspired!

[Join the Learning for Sustainability conversation - The General Teaching Council for Scotland \(gtcs.org.uk\)](https://gtcs.org.uk)

#LfSforALL

The screenshot shows a web interface for 'LfSScotland' with 6 pins and a 6-month update. The main heading is 'Explore, share and celebrate Learning for Sustainability in practice across Scotland.' Below this is a legend: 'Click on the pins to read each story, or click on the pink circle with the white cross to upload your own. Red = early years; blue = primary; green = secondary; purple = ASN; white = ITE, orange = colleges.' The map displays various locations in Scotland with colored pins. A bottom panel shows a list of institutions: 'Dumfries and Galloway', 'Kirktonholme Primary School, Do...', 'Kirktonholme Primary School, Dornoch Place, ...', 'Hope Cottage Nursery School, C...', 'Hope Cottage Nursery School, Cowan's Close, ...', and 'Dunblane Primary School, Doune ...'. A pink circle with a white cross is visible in the bottom right corner of the map area. The footer includes 'Map data © 2024 GeoBasis-DE/BKG (©2009), Google | Terms' and 'Made with Padle'.

Join the Call to Action

[Target 2030: A Call to Action | Resources | Education Scotland](#)

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Next Connect session date for your diary:

Thursday April 25th 2024

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Thank you and good-bye!

<https://www.gtcs.org.uk/professional-standards/key-cross-cutting-themes/learning-for-sustainability/>

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