Student-led Professional Development for Teachers

Focus: Optimizing inclusivity through student-agency

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We are learning for living: our mission is to inspire well-rounded, problem-solving, lifelong learners and confident global citizens prepared to change the world.

Objectives

At the end of this session, my hope is that you will be inspired to:

1. use the “Student-led PD for Teachers” Framework to transform how you educate, the culture of learning at your school and empower ALL learners.

2. design student-led Professional Learning sessions that meet the diverse needs of learners within your school.
Do you believe that the essential key to more inclusive and effective professional development for teachers lies in the hands of students? Why?
Our Why...
Segment 1/3

Student-led Professional Development for Teachers
This is our **WHY**

Student voice needs to drive:
- Lesson Design
- Lesson Execution
- Lesson Evaluation

Help US to understand:
- your **learning needs**
- your **interests**
- your **preferences**
- what works
- what matters to you

Meaningful, personalized **learning** for **ALL** students.

*We SEE you!*

Our students have the solution.

**Student Agency**

**Student Empowerment**

**Ownership** of Learning

**We are answering this question**

*How can we truly empower students in their own learning, and what role do teachers play in this process?*
How can we design lessons that are inclusive, safe, and equitable for ALL learners?

Click the image to open and view the video reflection...
How can we design lessons that are inclusive, safe, and equitable for ALL learners?

Determine each student’s Level of Engagement

**INCLUSIVITY**

Teacher Awareness and Willingness to Shift Pedagogical Approaches

**EQUITABILITY**

Student Agency

Promote student questioning & value student feedback

**SAFETY**

Teacher Awareness and Willingness to Shift Pedagogical Approaches

**EQUITABILITY**

Heightened Levels of Engagement
What is the impact of student-led professional development on the culture of learning and teaching?

- The students were given a voice and were able to express themselves in a respectful and articulate manner.
- Allowed teachers to understand the challenges faced by diverse learner groups and adjust their teaching practices accordingly.
- The teachers appreciated the opportunity to hear directly from the students about what works and what doesn't work in their learning process.
- Teachers were encouraged by the students' confidence and poise during the presentation.

- Created a more inclusive and collaborative culture of learning and teaching
  - Students were given a platform to share their experiences and insights
  - Teachers were able to learn from and adapt to students’ needs.

- Teachers appreciated that the students were data-driven and able to provide concrete suggestions for improving their learning experience.

- Helped to build trust and rapport between students and teachers.
  - Essential for creating a supportive and engaging learning environment.

- The students were given a voice and were able to express themselves in a respectful and articulate manner.

Gathered from teacher survey
What is the impact of student-led professional development on the culture of learning and teaching?

How did you feel while engaged in student-led PD session with multilingual learners?

53 responses

- 35.8% Flow (Focused, Happy)
- 20.8% Control (Happy, Confident)
- 15.1% Relaxation (Confident, Contented)
- 24.5% Boredom (Depressed, Contented)
- 15% Apathy (Sad, Depressed)
- 10% Worry (Sad, Stressed)
- 5% Anxiety (Stressed, Alert)
- 1% Arousal (Alert, Focused)
What is the impact of student-led professional development on the culture of learning and teaching?

How engaged were you in the Student-led PD session with multilingual learners?

53 responses

- 35.8% Driving
- 35.8% Investing
- 28.3% Participating
- 0% Withdrawing
- 0% Avoiding
- 0% Disrupting
Questions

Answers
Our Framework...

Segment 2/3

Student-led Professional Development for Teachers
As we go through this segment, answer this question via mentimeter.

How can our framework transform traditional approaches to PD and create a more inclusive and equitable learning environment for ALL students?
McCallum and Holmes

(Student-Led) Professional Development Framework for Teachers

needs Analysis Survey

Take a data-driven approach to identifying students’ needs.

Use a pedagogical tool to determine the specific needs of students in the school.

Identify Student Presenter(s) and Teacher Facilitator

The student-presenters can be selected by the teacher facilitator or students can volunteer to present to staff.

Teacher Facilitator is open minded, committed and has good rapport with students

Training required for all participants.

Preparation for presentation

With the assistance of the teacher facilitator, students plan for and create a presentation that is positively constructed.

Teacher Implementation and Accountability Check

This process includes:
- Teacher reflection and commitment to implementation.
- Teacher accountability check-in on progress of implementation.

Teacher Professional Learning (PL) Session

Students present to teachers their concerns, rationale and recommendations.

This session must allow for collaborative conversation via a Q&A segment.
Student Agency

Voice and Choice:
- Training on how to communicate constructively and meaningfully.
- Choice in representing their learning community

DEI
- Student leaders
- Multilingual learners
- Disengaged students
- Reluctant readers
- SEN students

Reflection

Impact on:
- teachers
- student presenters
- Instruction / pedagogy
- culture of learning

Assessing the Framework
Teachers’ Feedback on student-led (multilingual learners) PD for teachers

Elements of student-led professional development for teachers

- Data Driven: 89%
- Students’ suggestions: 93%
- Kudos to teachers multimedia: 85%
- Q&A: 93%
- Duration (45 mins): 91%
Ashley & Abraham’s Reflection
Segment 3/3

Student-led Professional Development for Teachers
What **insights** can we gain from **students** about their **learning needs and interests** when they are empowered to lead their own professional development workshops?
WHY... our Multilingual Learning Community?
Reflection on experience - *from preparation to execution*

1. How did you feel about **preparing for and leading** the PD session? What challenges did you face, and how did you overcome them?

2. In what ways did the PD session **promote inclusivity and equity** for multilingual learners at Hillel?

3. What did you learn from the **experience of preparing and leading** the PD session? Did it change your perception of teaching and learning?

4. Looking back on your experience, what **advice would you give** to other students who want to lead PD for teachers?
Reflection on experience - from preparation to execution

**ENGAGING ACTIVITY**

Challenge:
- Take 2 minutes to prepare a CREATIVE introduction for your table in the language assigned.
- Introduce your table!

**Results of Survey**

**Levels of Disengagement**

- We really like that:
  - Levels of disengagement are low.
- We wondered if you have considered:
  - Multilingual learners are sometimes disengaged.
- Clarifying question:
  - How can we shift disengagement to rarely or never?

**Levels of Engagement**

- We really like that:
  - Higher levels of engagement with 53% frequently "investing".
- We wondered if you have considered:
  - 76% of multilingual learners are "always" or "frequently" Participating - they are passively engaged.
- Clarifying question:
  - How can more multilingual learners be "Driving"?
Reflection on experience - from preparation to execution

**Challenge and Solution 1**

**Anxiety**
- English terms are not understood
- Takes longer to process information presented in English (lost in translation)
- Using English is mentally exhausting
- ELL students do not use English as much outside of school

Explain KEY WORDS that are related to the topic.

“I am scared that I will fall behind the others since English is not my first language and I do not have as wide of vocabulary as the native speakers.” - Hillel multilingual learner

- Give processing and concentration time when questions are asked.
- Use ROUND ROBIN Protocol because we can share without being interrupted.

**Challenge and Solution 2**

**Breaking down instructions and questions.**

- Instructions as a whole may be hard to understand.
- Use of “fancy” terms.

- Use simplified words.
- Slowly familiarize (submerge) into the “fancy terms”.
- Help us to identify important words in questions.
- Use visual aids like charts, mind maps, diagrams, flow charts, comic strips, storyboards, or infographics and scaffolding documents.

**Challenge and Solution 3**

**Compassionate EQUITY for English Language Learners**

- Sometimes we feel excluded in the learning process.
- Using harsh words when giving feedback.
- Feedback sometimes are demotivating and one-sided (only sharing what to correct).

- Assess our progress while learning and understanding (not grades)
- Use encouraging and kind words.
- Praise us for what we are doing right and then use warm comments to help us improve. (Tuning Protocol)
<table>
<thead>
<tr>
<th>Our ADVICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Getting a <strong>teacher</strong> or two that will <strong>supervise the progress</strong> being made, help in leading, guide, <strong>make suggestions</strong> and give feedback.</td>
</tr>
<tr>
<td>Organizing, <strong>making lots of changes</strong> and <strong>not to be afraid to present</strong> as in this case teachers want you to help them to help you do better in classes</td>
</tr>
<tr>
<td><strong>Do engaging activities</strong>, a video or give them the recommendations but also make the teachers think about these recommendations and maybe give their opinion back on it</td>
</tr>
<tr>
<td><strong>Work with a teacher</strong> who will give you encouragement.</td>
</tr>
<tr>
<td><strong>Be confident when it's time to present</strong>, because the teachers do this on a daily basis so they know how complicated it can be sometimes.</td>
</tr>
<tr>
<td>When trying to capture the teacher's attention, <strong>be yourself and have fun.</strong></td>
</tr>
</tbody>
</table>
To what extent have you been implementing the suggestions offered by our multilingual community SINCE the presentation?

- Explain keywords: 49%
- Infuse Processing and Concentration times: 47%
- Round Robin approach to discussion: 18%
- Use simple words: 56%
- Use of Visual aids: 45%
- Qualitative assessment of understanding: 42%
- Frequently use encouraging words: 71%
- Provide positively constructed feedback: 53%
Value-added to the culture of learning @ Hillel

Click the image to open and view the video reflection...
Questions

Answers
PROPOSED (Student-Led) Professional Development Framework for Teachers - Early Years

**Needs Analysis Survey**
- Take a data-driven approach to identifying students' needs.
- Use of emoticons to represent emotional responses to learning activities.

**Identify Student Focus Group and Facilitator**
- The student-participants can be selected for the community based on their sub-cultural grouping. NB: Parents must agree to their involvement.
- Facilitator can be a teacher/parent/older student. The latter may provide comfort in the conversation process.

**Preparation and recording of conversation**
- Big questions and or fill-in-the-blanks will be used to engage learners.
- Facilitator will be trained on how to engage younger students in reflective conversations.
- Session is recorded.

**Teacher Implementation and Accountability Check**
- This process includes:
  - Teacher reflection on implementation of commitment or action plan.
  - Teacher accountability check-in on progress of implementation (teacher survey).

**Teacher Professional Learning (PL) Session**
- Teachers will engage with the recording by having conversations around what is shared by the students.
- Session's Deliverable: Commitment or Action Plan.

**Acquire Student Feedback**
- Teacher upskilling and training sessions
THANK YOU!