

From Professional Collaboration to Collaborative Professionalism

RE-IMAGINING TEACHER EDUCATION SYMPOSIUM

Hong Kong University

March, 2018

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Lynch School of Education
Boston College

100 years

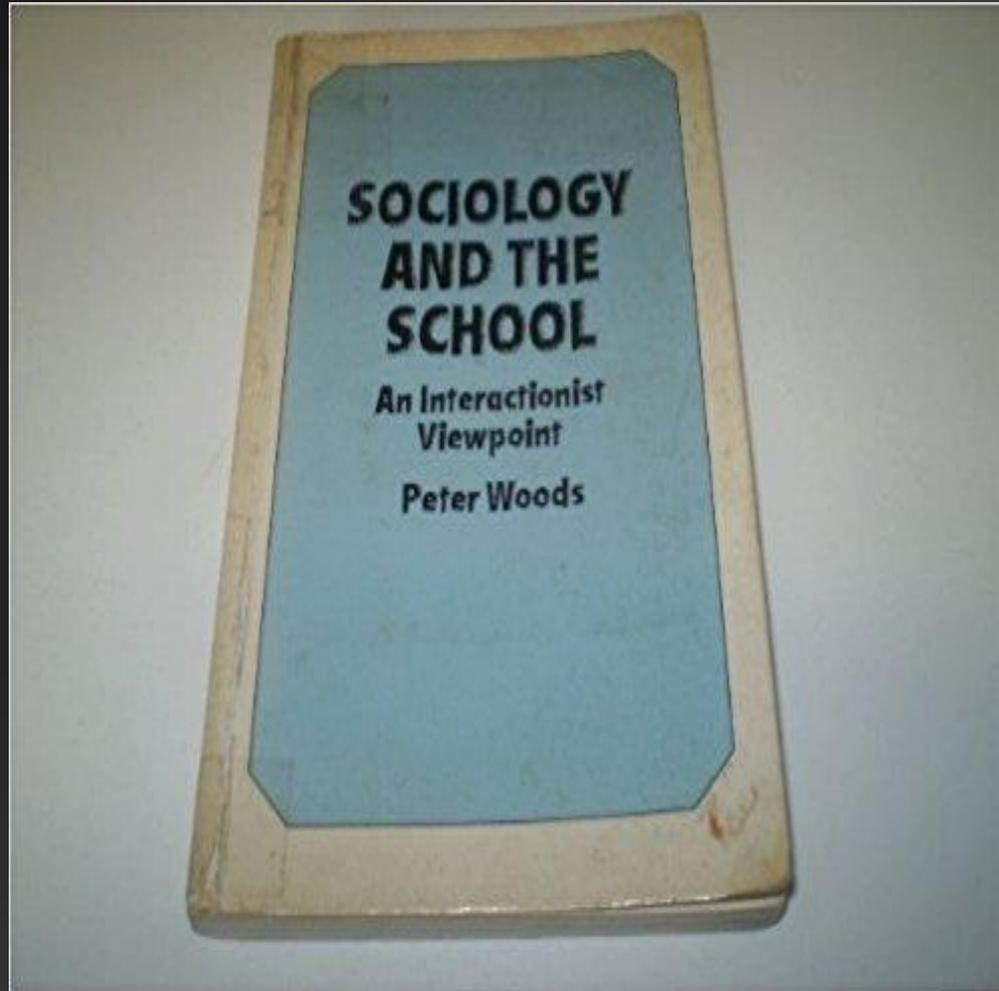
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Professional Collaboration

1. Why do teachers do what they do?
2. Culture eats strategy for breakfast
3. Understanding collaboration
4. Creating collaborative professionalism

Why do teachers do what they do?

Teaching for Survival



Classrooms &
Staffrooms: The
Sociology of
Teachers & Teaching

Hargreaves, Andy; Woods, Peter

Note: This is not the actual book cover

Classroom Coping Strategies (1978)

Context

Career

Biography

Culture

The International Library of Sociology

SOCIAL RELATIONS IN A SECONDARY SCHOOL



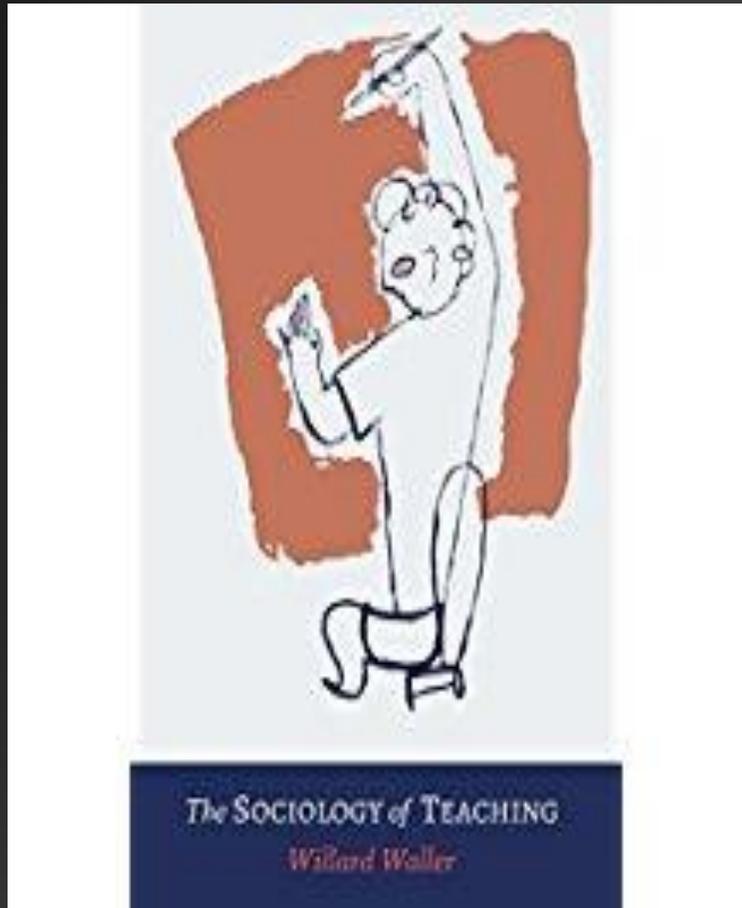
Founded by ERIC WEINSTEIN

Modern Educational Thought

**HOWARD BECKER
ON EDUCATION**

Edited by
ROBERT G. BURGESS



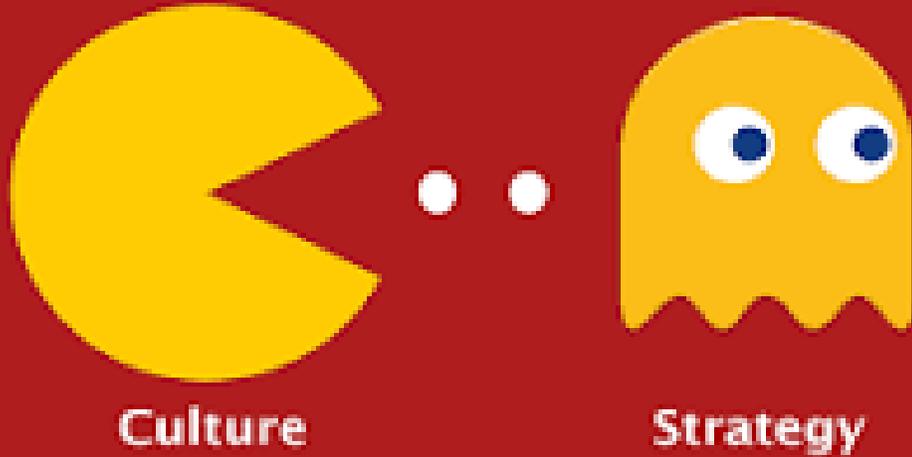


What does teaching do to teachers?”. What mark does the job leave on them?

Willard Waller, 1932

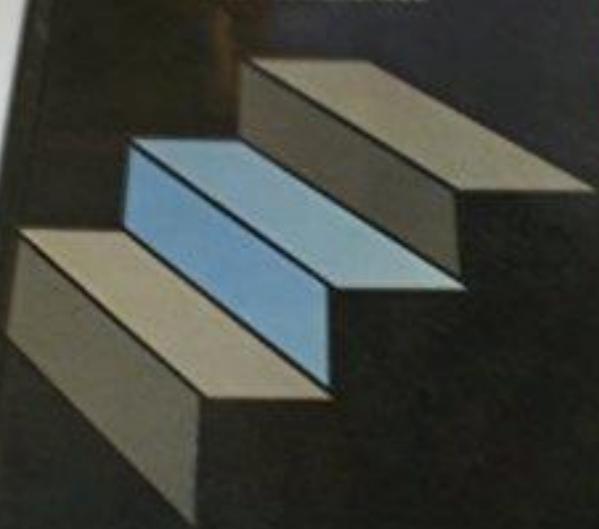
2. Culture Eats Strategy for Breakfast

Organizational culture eats strategy
for breakfast, lunch and dinner



Peter Drucker

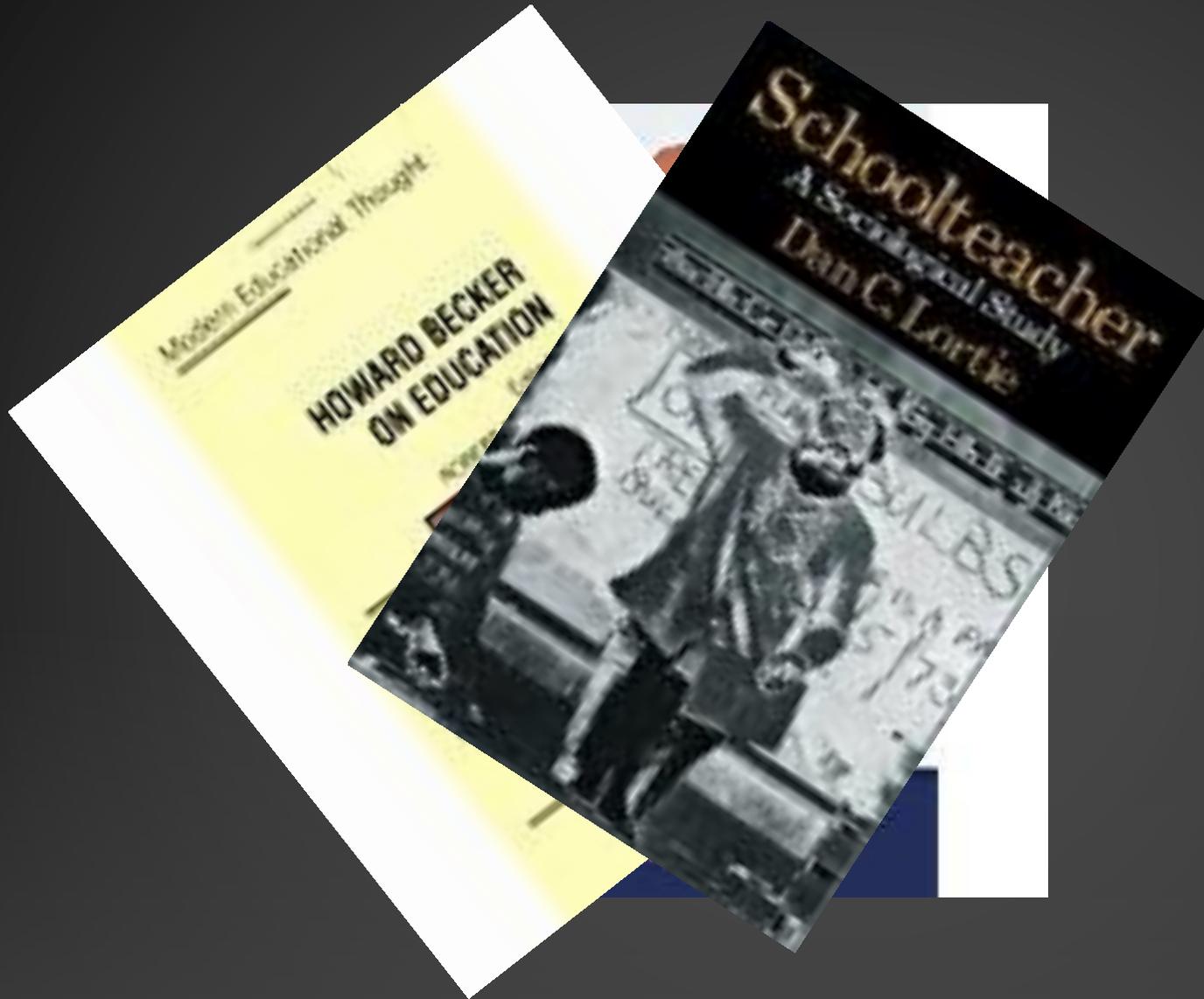
TWO CULTURES OF SCHOOLING:
THE CASE OF MIDDLE SCHOOLS
ANDY HARGREAVES



 The Falmer Press

3. Understanding Collaboration





Presentism

Individualism

Conservatism



TEACHER
DEVELOPMENT

CHANGING
TEACHERS,
CHANGING
TIMES

teachers' work and culture
in the postmodern age

ANDY HARGREAVES

er Press

TEACHERS' WORKPLACE

THE SOCIAL
ORGANIZATION
OF SCHOOLS

Susan J. Greenholtz



PRIMARY
TEACHERS

talking



A STUDY OF TEACHING
AS WORK

Jennifer Nias



PRIM
TE

Building School-Based Learning Communities

AN IRVING-CLOUD BOOK

Mibrey W. McLaughlin
and Joan E. Talbert



PROFESSIONAL
STRATEGIES
TO IMPROVE
STUDENT
ACHIEVEMENT

Nias



Teachers at Work

Achieving Success
in Our Schools

SUSAN MOORE JOHNSON

Scheduling Building

by Susan Moore Johnson

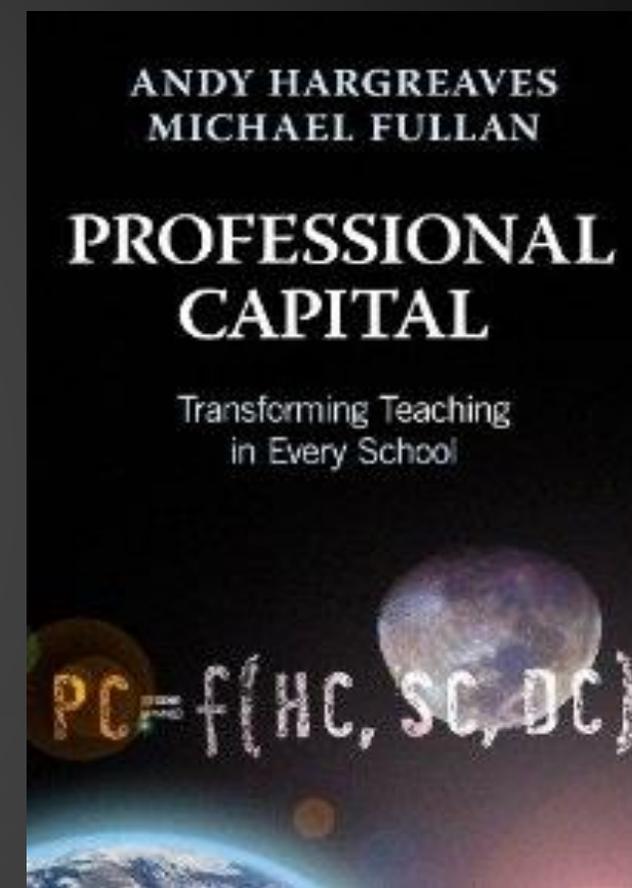
Susan Moore Johnson
E. Talbert



Teachers in Professional Communities

IMPROVING
TEACHING
AND LEARNING

Ann Lieberman
Lynne Miller *editors*



Collaborative Culture & Contrived Collegiality



Professional Collaboration



Many hands make light work

A trouble shared is a trouble halved

No man is an island entire of itself

Too many cooks spoil the broth

If you want a job doing, do it yourself

Misery loves company

Why should we collaborate?

How should we collaborate?

What are different ways to collaborate that have value?

Collaborative Professionalism



Collaborative Professionalism

wise

world innovation summit for education
مؤتمر القمة العالمي للإبتكار في التعليم
An Initiative of Qatar Foundation



Andy Hargreaves
Michael T. O'Connor



Alaska, Idaho,
Oregon, &
Washington —
US Pacific

Keewatin
Patricia District
Ontario

Drammen,
Norway

Colombia

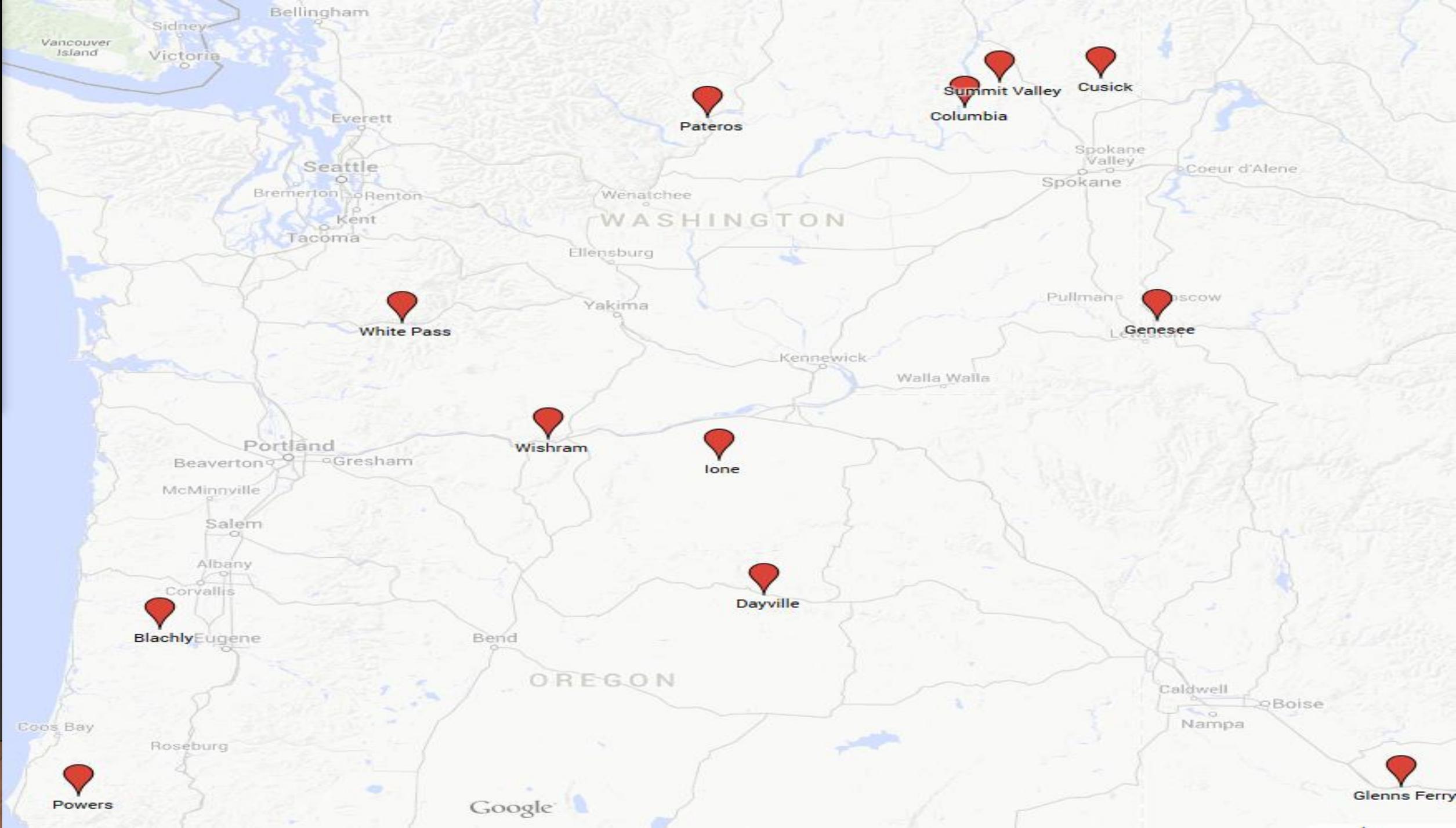
Hong Kong

Image 1. The global representation of the cases.

Collaborative Professionalism Designs

- * Lesson study*
- * Teacher-Led Prof Learning Communities*
- * Job-Alike Curriculum Planning*
- * Cooperative Learning & PLD*
- * Collaborative Pedagogical Transformation*

Job-Alike Planning Networks



Sidney
Victoria

Bellingham

Vancouver Island

Everett

Pateros

Summit Valley

Columbia

Cusick

Seattle

Wenatchee

Spokane Valley

Spokane

Coeur d'Alene

Bremerton

Renton

Kent

Tacoma

Ellensburg

Pullman

Scow

White Pass

Yakima

Genesee

Kennewick

Walla Walla

Portland

Wishram

Ione

Beaverton

Gresham

Dayville

McMinnville

Salem

Albany

Corvallis

Blachly

Eugene

Bend

OREGON

Caldwell

Boise

Nampa

Coos Bay

Roseburg

Powers

Glenns Ferry

Google

I've been so isolated as a teacher. I just have gotten used to being my own boss and doing what I want and making my decisions. And then I have to come here and hear ideas that don't necessarily go with mine and learn to be flexible and see others' perspectives. It's also been nice just to work with other people who have the same frustrations. They don't get paid very much, but they do 20 jobs and work late nights and they coach and they advise. But it really has changed my life to come here and work and be around everyone.

Teacher-Led PLCs

INDIGENEITY

Seven Sacred Grandfather Teachings





Learning Board

1	2	3	4	5	6	7	8	9	10



Movement Board

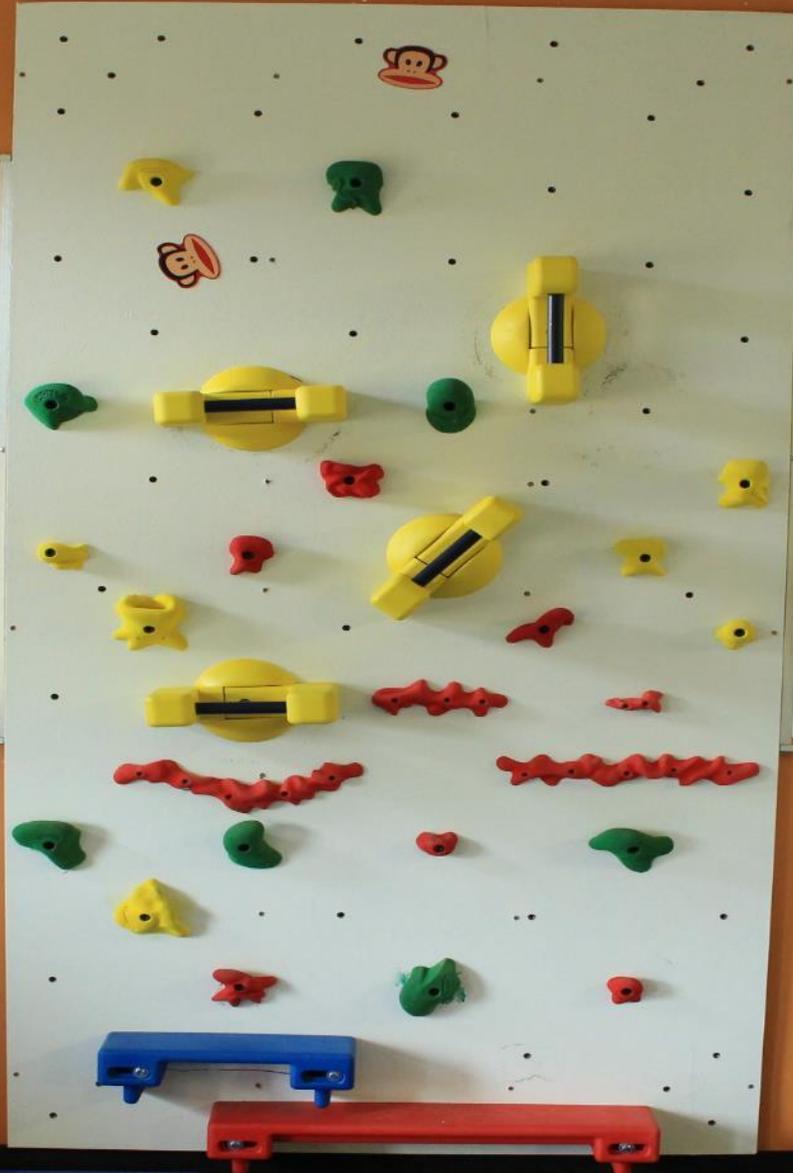
Movement Type	Picture	Name
Rolling		
Sliding		
Pushing		
Pulling		
Twisting		
Stretching		
Other		





Numbers 1 to 100

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



EVERLAST CLIMBING
CLIMBING WALL RULES

BEFORE CLIMB:
- SUPERVISOR IS PRESENT
- SAFETY GEAR MUST BE IN PLACE
- REMOVE ALL JEWELRY

DURING CLIMB:
- DO NOT SWING OR TRY TO MAKE THE BEST LINE OF APPROACH
- KEEP FEET FROM THE WALL AND CLIMBING

AFTER CLIMB:
- STOP FROM THE WALL AT THE COMPLETION OF YOUR CLIMB
- REPORT ANY DAMAGED EQUIPMENT TO THE WALL SUPERVISOR

SUPERVISOR GUIDELINES:
- CLIMBERS SHOULD BE SUPERVISED AT ALL TIMES
- THE SUPERVISOR IS RESPONSIBLE FOR THE SAFE OPERATION OF THE CLIMBING WALL
- MAINTAIN PERFECT CLIMBING WALL TO CLIMBER'S USE AND PROTECTIVE EQUIPMENT
- TO ENSURE THEY ARE IN GOOD CONDITION
- THE WALL SHOULD BE INSPECTED BY AN ALLIANCE INSPECTOR PLAN



Open Class/Lesson Study



在粉嶺慈恩書院裏

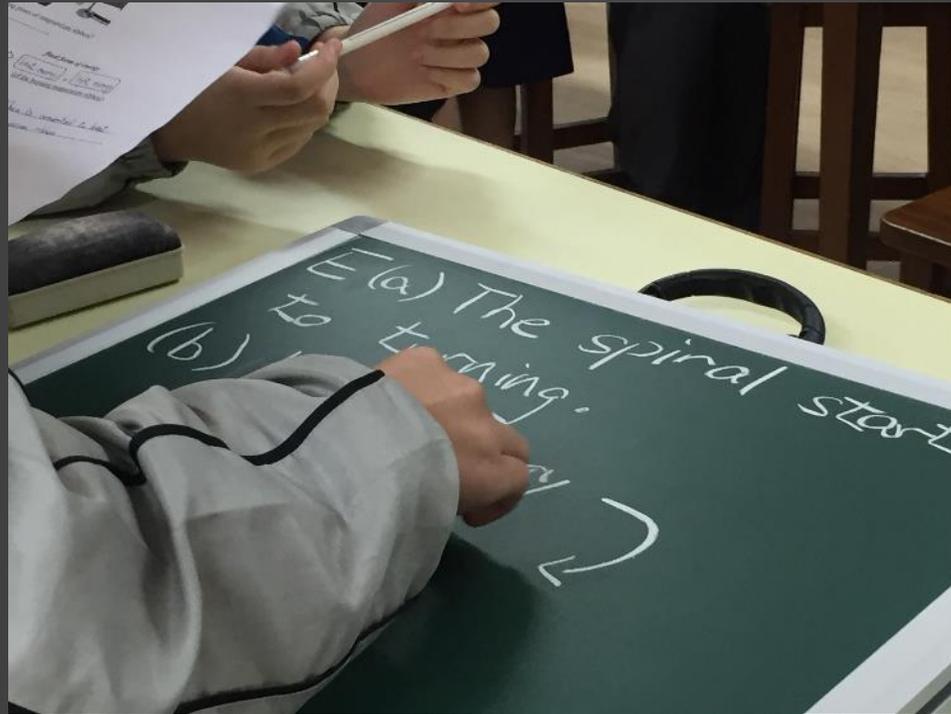
每個孩子都有尊嚴

每個孩子都可教導

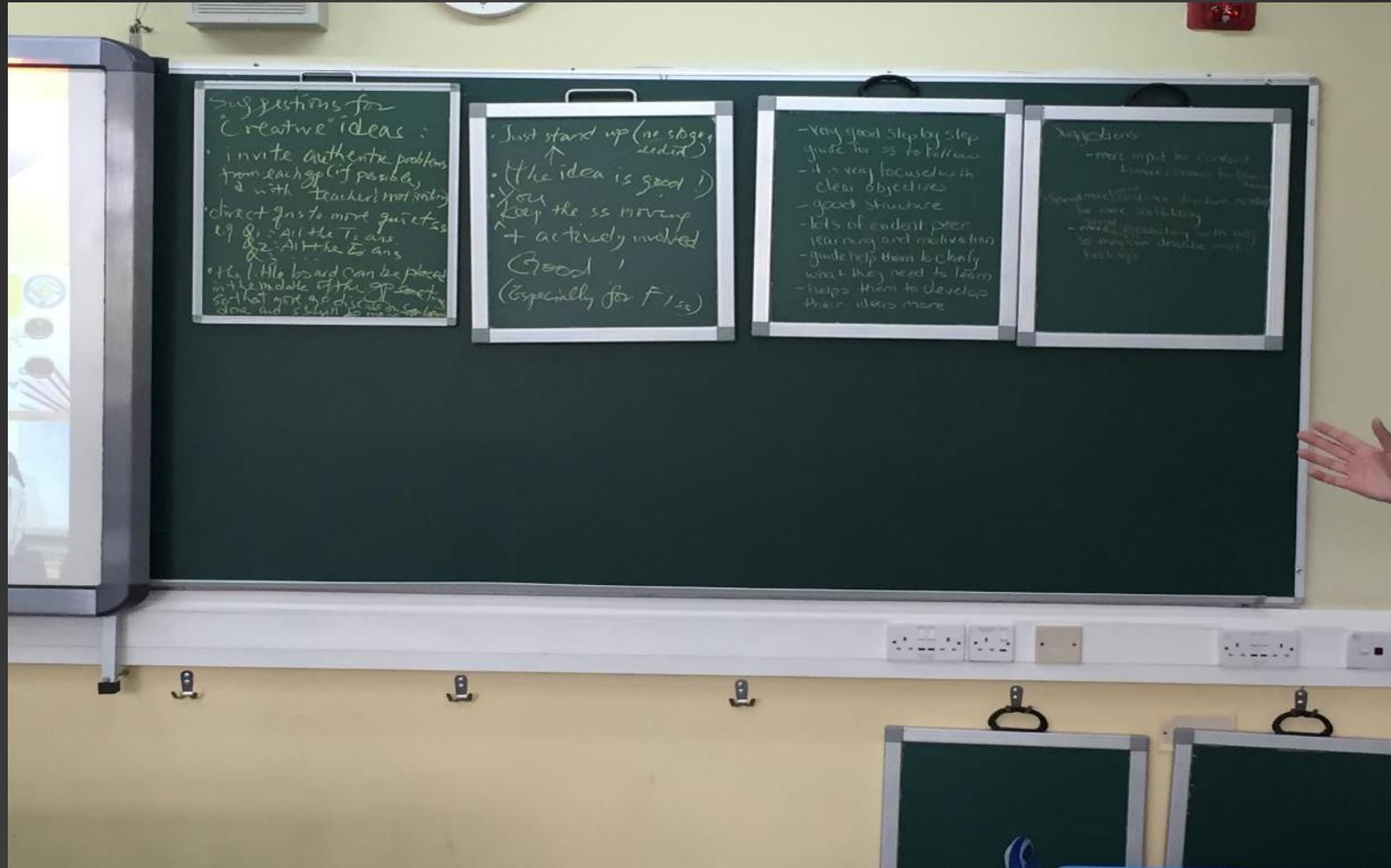
每個孩子都可成功



WRITING ON THE IBOARD



FINAL PRODUCT FROM POST OPEN CLASS CONFERENCE!



Collaborative Pedagogical Transformation



ESCUELA NUEVA







Cooperative Learning and Teaching





Collaborative professionalism

*is about how teachers & other educators
transform teaching & learning together
to work with all students to develop
fulfilling lives of meaning, purpose, &
success.*

Collaborative Professionalism

*is organized in an **evidence-informed**,
but not data-driven, way through
rigorous **planning**, deep & sometimes
demanding **dialogue**, candid but
constructive **feedback**, & continuous
collaborative **inquiry**.*

Collaborative Professionalism

is embedded in the culture & life of the school, where educators actively care for & have solidarity with each other as fellow-professionals as they pursue their challenging work together in response to the cultures of their students, the society & themselves

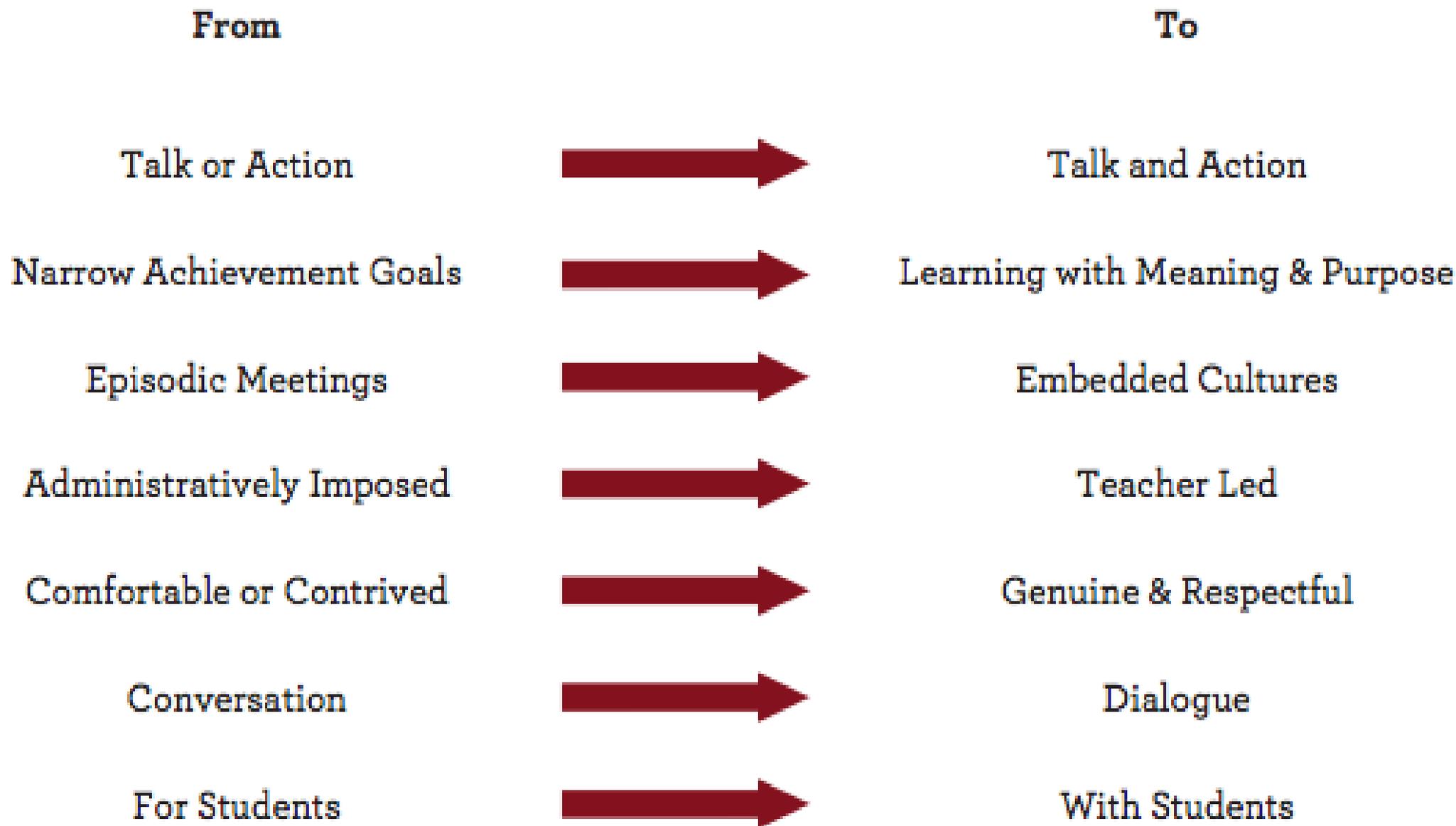


Figure 14. Moving from professional collaboration to collaborative professionalism.

The 4 Bs



The graveyards of U.S. educational reform are littered with once-promising innovations that were poorly understood, superficially implemented, and consequently pronounced ineffective.

Catherine Lewis

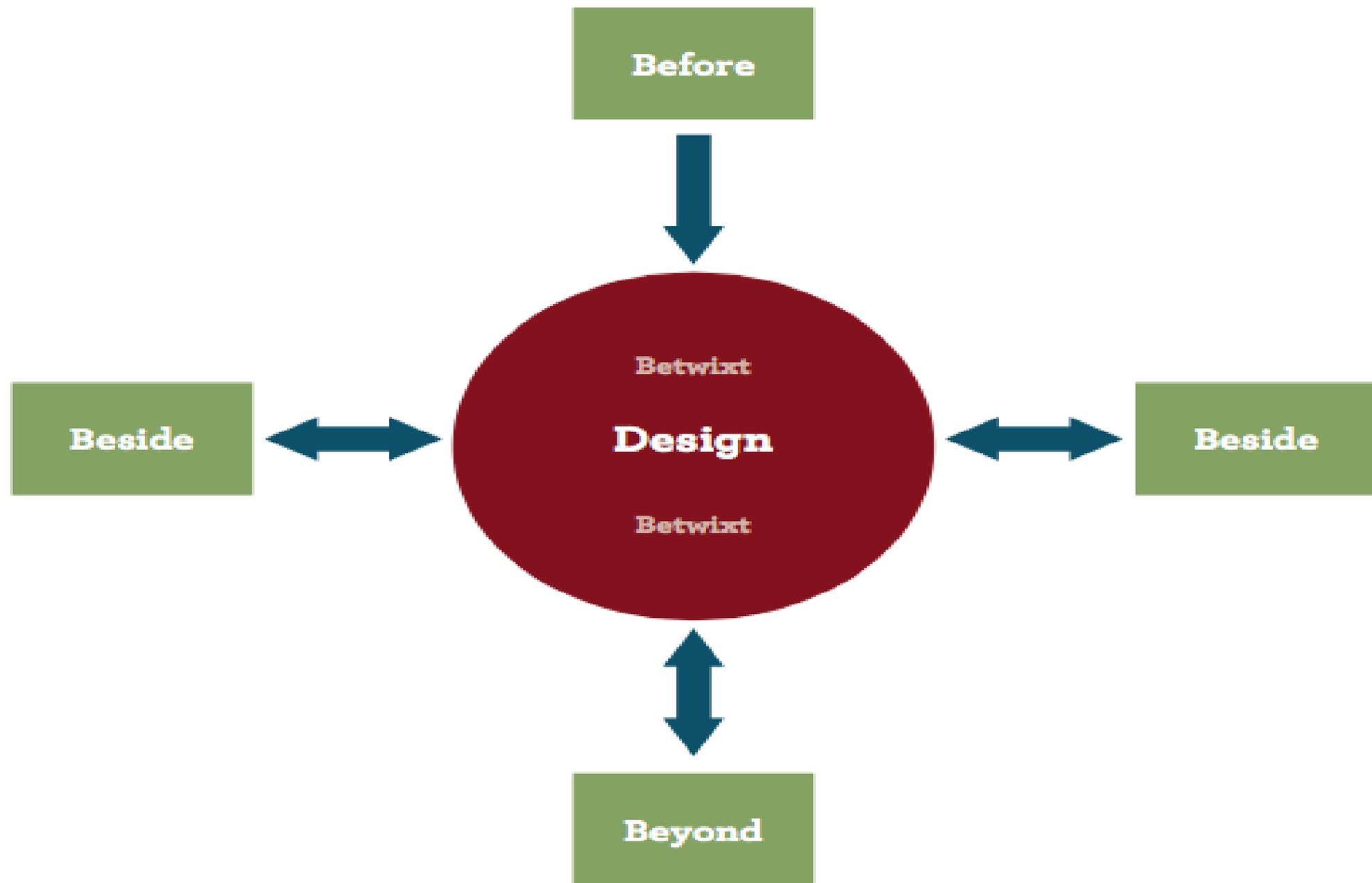


Figure 13. The four Bs of collaborative professionalism.



When you see a worthy person, endeavor to emulate him. When you see an unworthy person, then examine your inner self.

Confucius