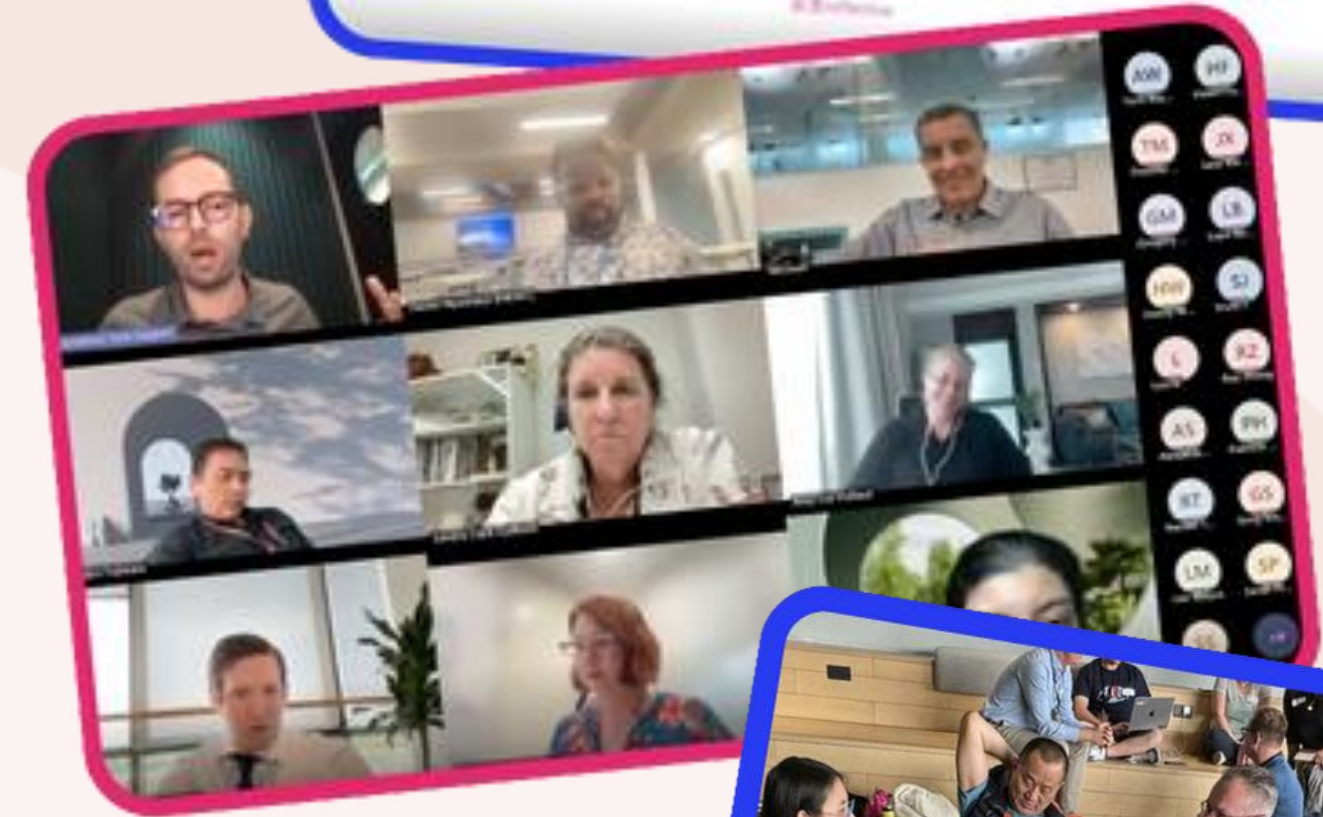# Facilitating Peer Communities Where Everyone can Lead and Learn

Give a little, gain a lot with PeerSphere

VERSION 2

© PeerSphere 2024

Michael Iannini

Council of International Schools Consultant
SPAN Board Treasurer
ACAMIS PD Coordinator
PeerSphere CEO
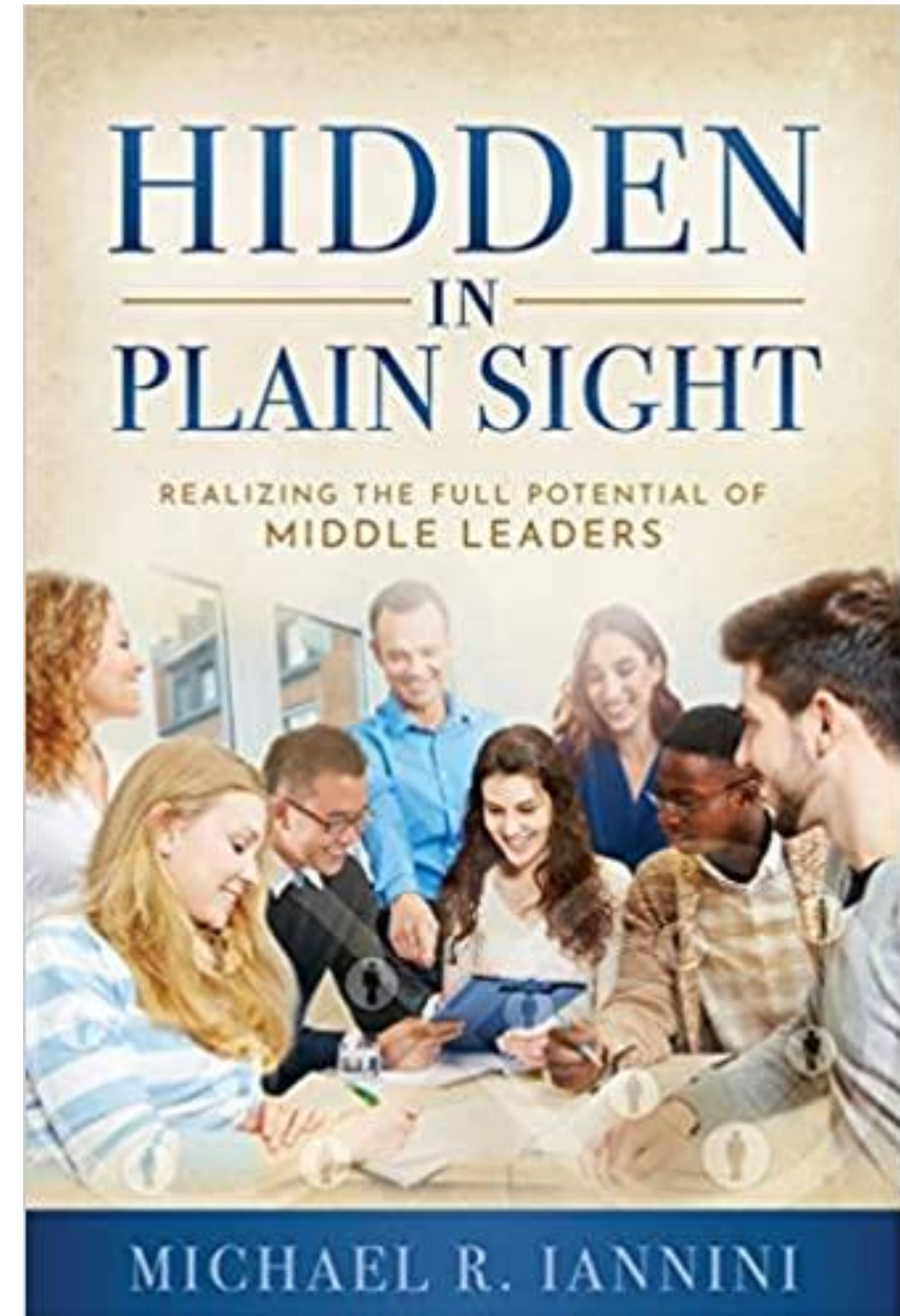www.peer-sphere.com
www.middleleader.com
www.pdacademia.com
hk.linkedin.com/in/michaeliannini
Twitter: @michaeliannini
WeChat ID: MiddleLeader
michael@peer-sphere.com

Whova Poll Results

What is the Purpose of a PLC

- Support x 3
- Improve x 2
- Motivation
- Learn Together x 3
- Engagement
- Self and Collective Efficacy
- Build Shared Practice
- Empower

What Undermines a PLC

- Reluctance x 2
- Judgemental x 2
- Negative Culture & Poor Morale
- Arrogance x 2
- Lack of Resources
- No Relationship / Not a Team
- Group Think
- No Buy-In
- Competition vs Collaboration
- No Practical Takeaways

Peer Learning Research

Read about the power of peer learning

- How Research Shows Peer Learning is Effective PD **read on** *(PeerSphere)*
- The Buzz about Peer Learning **read on** *(PeerSphere)*
- 4 steps for Creating Stronger, More Collaborative Teacher Teams **read on** *(ASCD)*
- The Power of Peer Learning: A Budget-Friendly, Sustainable and Dynamic Approach for Professionals **read on** *(Forbes)*
- Reconfiguring Teacher Collaboration **read on** *(Education Development Trust)*

Check out more stories on our Blog

Peer-to-Peer

Peer to peer teaching and learning is proven to improve comprehension, foster greater retention, increase confidence, and foster critical thinking.

Student-centered practitioner Dave Nguyen set up peer tutoring sessions in his classroom and saw math scores jump by a considerable margin.

Here's how to set it up:

1. **Identify Learning Targets:** Select specific topics relevant to the course material for group-based peer tutoring.
2. **Allow Group Selection:** Let students choose which peer tutoring station they want to join based on interest or need.
3. **Set Group Roles:** Assign clear roles, such as one tutor and multiple learners per group.
4. **Train Group Tutors:** Guide tutors on how to lead group discussions and support their peers.
5. **Establish Structure:** Set a consistent time and provide necessary materials (ie. small whiteboard, notebooks, etc.)

You might structure the first few sessions by assigning students to peer tutor stations, and then gradually let them decide based on a diagnostic.

Meanwhile, you can conduct 1:1 conferences in the corner or be available to facilitate or offer support.

Experience may underpin all learning but it does not always result in learning. We have to engage with the experience and reflect on what happened, how it happened and why. Without this the experience will tend to merge with the background of all the stimulants that assail our senses every day.

Beard & Wilson (2006) - *Experiential Learning 2nd Edition. A Best Practice Handbook for Educators and Trainers*

Everyone needs peer learning!

To what extent do you agree with this statement?

Strengthening Your School Mission

➤ Developmental goals at school, team and individual level
➤ Accreditation standards for professional learning
➤ School mission / vision / values

At the School level
✓ Invaluable opportunities for **building capacity** in all your staff members
✓ **Unleash potential capacities** that already exist across your school.

At the Team level
✓ Foster continuous professional learning as **habits** of effective teams
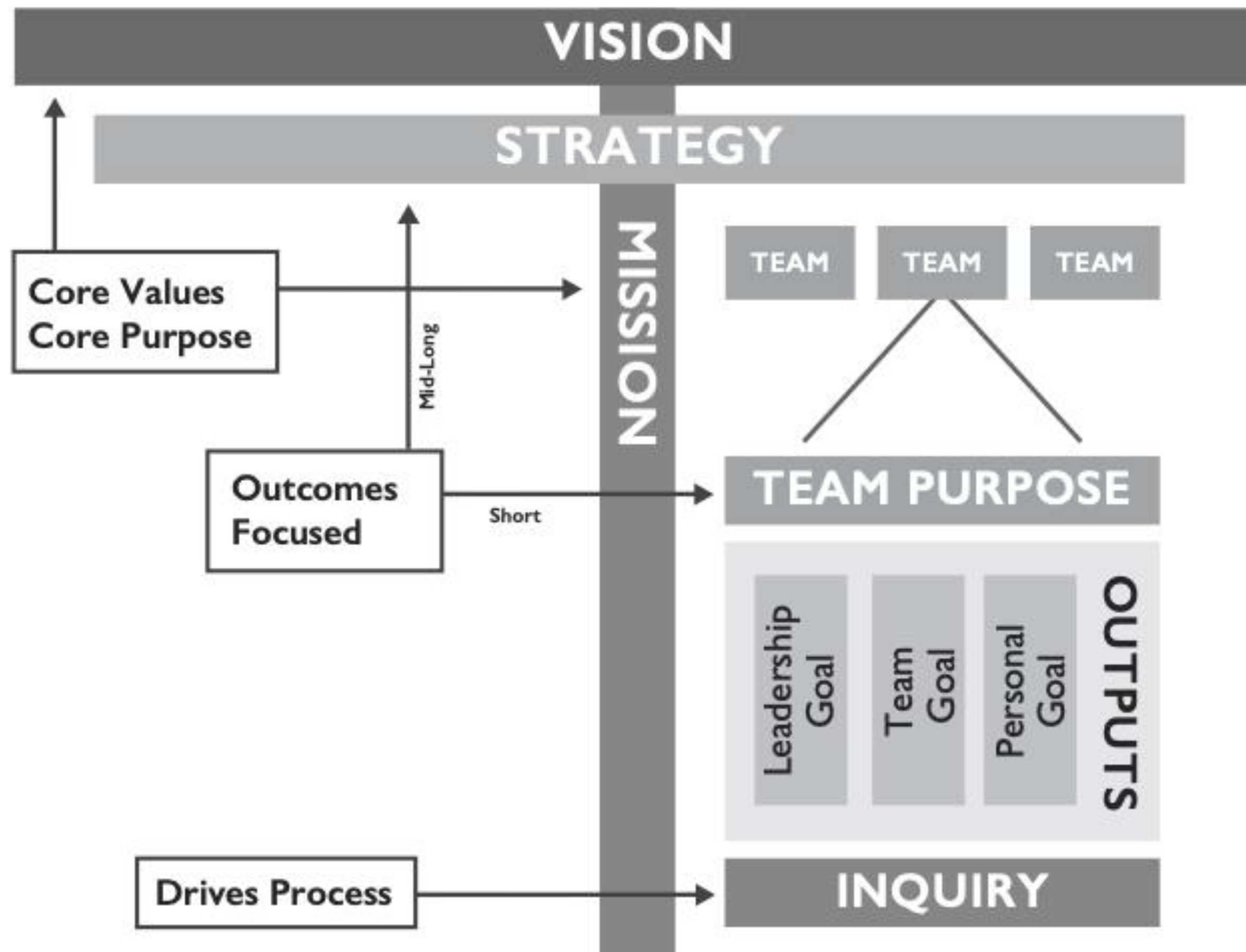✓ Harness **strong implementation practices** for successful outcomes

At the Individual level
✓ Access **personalized professional learning** pathways that meet diverse needs
✓ Learn in alignment with **strategic initiatives**

School
Team
Individual

Strengthening Your School Mission

Empowering PLC Hosts

Host Handbook Table of Contents

Our Purpose

In our communities, members discuss timely and relevant topics and share resources that will <u>immediately benefit</u> them. Most importantly, our members will <u>develop strong and lasting connections</u> with other professionals who can support each other long into the future.

Host Training Sessions

Session 3 – <u>Planning for a Sprint</u> – **Thursday 29 August** – 4-5:30pm **(*only* for communities doing a *Sprint*)**

- Facilitated by Ewen Bailey
- If you've opted to run your sessions as a Sprint this year, this session is a great opportunity to explore the new possibilities this opens up for your community. The ideas shared here for Sprints is applicable to most communities so check it out!
- As was highlighted during the session, the spirit of these approaches are to support you in developing your live sessions based on your strengths and the needs of your community. None of the example approaches are ready to use 'off the shelf' and all will require tweaks to work for your community.
- You can watch the **recording of the session [here](#).**
- The **slide deck is [here](#)** and the 4 example approaches with a ladder of feedback notes for each one are here:
  - [Example 1](#)
  - [Example 2](#)
  - [Example 3](#)
  - [Example 4](#)

Planning and Facilitation

- **Objective/Outcome**: Clarity on the purpose of your live session will help with every aspect of your session.
- **Beginning**: Most of your members will bring a lot of emotional and physical baggage to a live session – They've either just finished a long, stressful day or they are about to start one. So, we need to help them leave their baggage at the virtual door. Ask yourself: How do you want your members to feel?
  - As outlined in Training Session 1 we recommend 2 general approaches to a warm up exercise in breakout rooms:
    - Light-hearted / Relaxing (e.g. Live Session Element Warm Up.pptx)
    - Provocative
  - The key is to get members doing the warm-up activity as soon as possible, ideally around 5mins into the live session.
  - **Video:** Watch Ewen introduce the beginning section
- **Middle**: Choose one topic/activity for this part.
  - Take time to activate member's thinking/interest before moving to a breakout activity. If members feel rushed/confused or the 'why' is unclear, they will struggle to engage in the discussions.
  - This section should always have at least one breakout activity with clear instructions for how to engage.
    - Tip: Make sure to share task instructions in the chat so members can refer to them once they've gone to the breakout room.
  - **Click Here** for some recommended elements (e.g. Insight Trading, 4Ls Protocol, Generate, Sort, Synthesize)
  - **Video:** Watch Ewen introduce the middle section, including a demo of Insight Trading
- **Ending**: This is a time for reflection, where members consolidate learnings from the session and share commitments for the future. Techniques like the Virtual Parking Lot, Personal Commitment and Traffic Lights can be useful tools to encourage continuous learning and hold participants accountable.
  - **Tip**: Always make time for an ending activity. Even if your Middle activity is running long, you are better off stopping it early than not having time for an ending. You and the members will walk away feeling much better if there's even 5 minutes to share learning and ask questions.
  - **Video:** Watch Ewen introduce the ending section.
- **Feedback form**: It is essential to share the feedback survey with members before the end of the call and ask them to complete it. We read all of it and act on anything we can to improve the experience for our members.

Live Session Elements

Live Session Theme	Description
Peer Presentations	Identify a theme for your session and send out a request for presenters within your community. Have 2x peer presentations before a structured breakout for members to debrief. Then repeat for 2 more peer presentations. Wrap up with a reflection activity.Tried and tested by Erin Wilson (Librarians)
Expert Interview	Identify a specific topic for a session and identify an expert within your community (or a volunteer from outside) to be interviewed about it. Encourage members to share their questions before the session. Draft some key questions and let the conversation begin! Factor in 15-20mins break out afterwards for small groups to debrief and discuss further, before coming back for final Qs & reflection.Tried and tested by Ewen Bailey (Planning & Evaluating PD)
Mini Workshop	If you have a relevant skill that is of interest to many in your community, deliver a short workshop about it. Allow significant time for members to engage with the materials and discuss in breakout rooms. Tried and tested by Henry Wong (Business Managers)
Professional Inquiry	Collaboration with Huddle Up that allows for small groups to set goals / professional inquiries that they can track. See below for more details…

Peer Learning is a Journey

1. Recruit
Invite peers to share and learn around a topic of mutual interest

2. Explore
Surface meaningful questions and share relevant experience

3. Learn & Grow
Test assumptions, try new things and curate resources

4. Celebrate
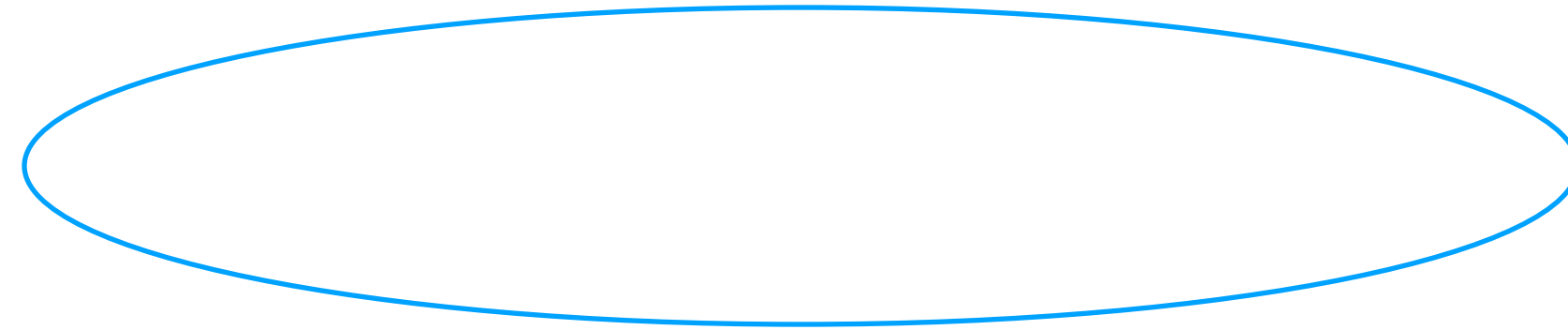Share your stories of success and shape the future of your community
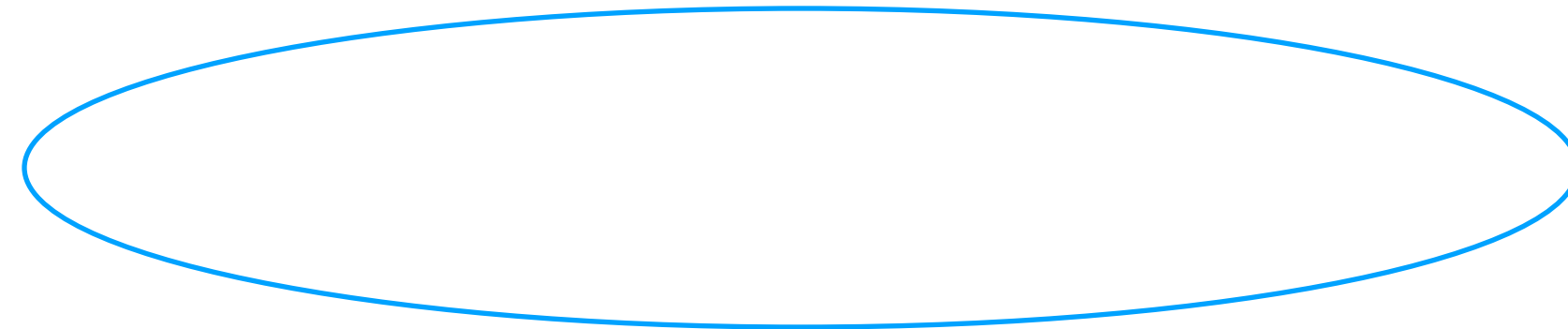
Finding Spaces for Aspiring Leaders

Senior Leaders

Middle Leaders

Staff

Mentoring

Event Management

Action Research

Volunteering

Workshops

Post Graduate Programs

Leading Curriculum Articulation

Motivation

Achieve a goal that is impactful across the division and outside of my role; using my and others' strengths and interests to achieve this.

Guiding Question

How can we articulate curriculum from reception to Year 2 to support teachers stepping into a new role?

Desired Outcomes

- Develop a framework for curriculum tracking and review
- Engage in discussions about the 'how' and 'why' for certain subjects
- Improve assessment practices
- Track learning across year levels

Leading with a Question

Inquiring professionals seek out change by reflecting on their practice. They do this by posing questions or "wonderings," collecting data to gain insights into their wonderings, analyzing the data along with reading relevant literature, making changes in practice based on new understandings developed during inquiry, and sharing findings with others.

Goals: An approach to motivation and achievement, Elliot and Dweck, 1988

Statements vs Questions

How do they differ if you want the learner to lead?

1. A good question invites others to collaborate
2. Questions are easier to iterate
3. Questions can reduce power distance

A good question:

1. Has purpose to make inquiry meaningful
2. Strikes the right balance between not being too aspirational or too pragmatic

https://middleleader.com/articles/dont-set-goals-ask-questions

https://www.fastcompany.com/90361434/set-fewer-goals-and-ask-more-questions

So What...

Guiding Question

How can I ensure colleagues in my department meetings engage in more peer learning?

Guiding Question

How can we articulate curriculum from reception to Year 2 to support teachers stepping into a new role?

Guiding Question

How do we better articulate what guides us as a school?

What is your question related to Peer Learning?

Coordinating PLCs at Scale - Tomorrow

●

Building Bridges: Taking Peer Learning to the Next Level

3:30 - 4:45 PM

In an era where AI dominates education discourse, human connection is crucial. Join Ewen to learn how to build meaningful community interaction within and...

Location: Brunei I

Speaker: Ewen Bailey

	A	B	C	Y	Z	AA	AB	AC	AD	AE	AF
1	Column1	Host / Co-host Last Name	PS Community Name	Initial Survey Exemplar DOWNLOAD TO EDIT	Initial Survey Exemplar DOWNLOAD TO EDIT	Members Initial Survey Submitted by Hosts (Yes/No)	Typeform Link for Members Initial Survey (Link)	Members Initial Survey Results Excel (Link) - Uploaded by PeerSphere	Initial Survey Results Summary - Typeform (Link)	PeerSphere Community Welcome Posted (Yes/No)	Host Induction Completed (Yes/No)
2	Constance	Leung	English Literature Teachers (Secondary)			Yes	https://peersphere.typeform.com/to/pFL3PSOV	https://peersphere-my.sharepoint.com/:x:/g/personal/one drive_peersphere_onmicrosoft_com/EWvFbFUfV6FPiG_psL1zCgQB3GlgABh_4PtFj9ZjiNkcXA?e=6mDzpS	https://peersphere.typeform.com/report/pFL3PSOV/LFGJKFI4yYCFtSmi	Yes	Yes
3	Cassandra (C	Van Oort	English Literature Teachers (Secondary)			Yes	https://peersphere.typeform.com/to/pFL3PSOV	https://peersphere-my.sharepoint.com/:x:/g/personal/one drive_peersphere_onmicrosoft_com/EWvFbFUfV6FPiG_psL1zCgQB3GlgABh_4PtFj9ZjiNkcXA?e=6mDzpS	https://peersphere.typeform.com/report/pFL3PSOV/LFGJKFI4yYCFtSmi	Yes	Yes

Rolfe's So What? Model

| Description level of reflection

What... | Theory and Knowledge – building level of reflection

So What... | Action Orientated (reflexive) level of reflection

Now What... |
|---|---|---|
| ...is the problem/difficulty/ reason for being stuck/reason for feeling bad/reason we don't get on, etc? | ...does this tell me/teach me/imply/mean about me/others/our relationship/ my attitudes/others' attitudes, etc.? | ...do I need to do in order to make things better/stop being stuck/resolve the situation/feel better/get on better/etc., etc.? |

How did I do?

At the end of this Evaluation Form is a link to our Hosts Handbook

Thank you!