

A new game plan:

Making the case to redesign
professional learning

Redesigning a professional learning program requires:

- Advocating for the right conditions within the system to support high-quality professional learning;
- Linking professional learning to student learning;
- Empowering teachers by building their voices and leadership into the system;
- Providing ongoing learning and support.

Source: **Armstrong, A. (2012)**. A new game plan: Professional learning redesign makes the case for teacher voices. *The Learning System*. 8(1), pp.1, 4-5.



Advocate for the right conditions

“Leaders are responsible for communicating the importance of professional learning and advocating for it for all educators. They engage with stakeholders at all levels within and outside the organization to discuss the importance of investing in professional learning and to describe the connection between professional learning and the system’s goals for staff and students” (Hirsh & Hord, 2012, pp. 47-48).

Source: **Hirsh, S. & Hord, S. (2012).** *A playbook for professional learning: Putting the standards into action.* Oxford, OH: Learning Forward.



Link to student learning

Discussions regarding the importance of high-quality professional learning must include establishing a link between professional learning and student learning (Hirsh & Hord, 2012, p. 47).

Source: **Hirsh, S. & Hord, S. (2012).** *A playbook for professional learning: Putting the standards into action.* Oxford, OH: Learning Forward.



Offer teacher voice and leadership opportunities

Successful leaders are those who “establish regular colleague-based learning teams ... (and) ... advocate for the importance of teacher perspective and voice in the decision-making process” (Hirsh & Hord, 2012, pp. 47-48).

Source: **Hirsh, S. & Hord, S. (2012).** *A playbook for professional learning: Putting the standards into action.* Oxford, OH: Learning Forward.



Provide ongoing learning and support

Research demonstrates that affecting deep change in teacher practice requires multiple types of learning designs, “observation, practice, and feedback,” and learning in social settings (Hirsh & Hord, 2012, pp. 126-127).

Source: **Hirsh, S. & Hord, S. (2012).** *A playbook for professional learning: Putting the standards into action.* Oxford, OH: Learning Forward.



Download the article and accompanying tools

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Leadership roles and responsibilities

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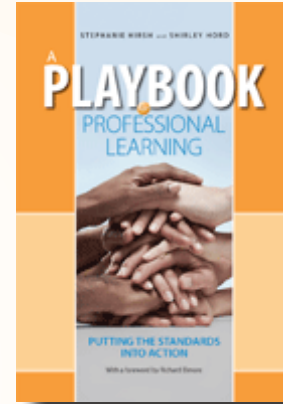
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