

A GLOBAL PERSPECTIVE:

What professional learning looks like around the world.

By Lois Brown Easton

A survey of teachers in 24 countries reported that 89% engaged in professional learning in an 18-month period — which means 11% reported no professional learning during that time. Data show us the types of learning teachers engage in, the impact of the learning, and barriers to creating effective professional learning experiences. What the data make clear is that, despite everything we know about the need for high-quality professional learning, a significant number of teachers around the world aren't getting what they need or want. Data snapshots offer a glimpse into the education context and professional learning practices in seven countries.

A WORLD OF IDEAS:

International survey gives a voice to teachers everywhere.

By Tracy Crow

The Teaching and Learning International Survey (TALIS) gathers professional learning insights from around the world on topics including classroom practice, professional learning communities, and self-efficacy. While teachers' needs varied depending on their level of experience, the majority of all teachers reported wanting more professional development. *Q&A with Kristen Weatherby.*

TECHNOLOGY CLOSES THE DISTANCE:

Global solutions show the variety, equity, and accessibility of distance learning options.

By Mary Burns

Education Development Center researched distance-based teacher professional learning in nearly 100 countries and found five common elements: diverse technologies, personalized learning, classroom-based delivery, mobility, and social media networks. For teachers in the U.S., these elements demonstrate how technology can deliver the types of learning teachers say they want, with activities that focus on teachers as learners.

VICTORIA'S LEADING EDGE:

Australian state puts human capital at the heart of its improvement plans.

By Valerie von Frank

Victoria's blueprint for improving education is to invest in educators' professional learning and benchmark student achievement against the highest-performing nations in the world. Data-driven accountability, research-based professional learning, and leadership development are part of Victoria's change model. Its efforts led Richard Elmore to say that the state "is on the leading edge of policy and practice in the world."

THE POWER OF PROFESSIONAL CAPITAL:

With an investment in collaboration, teachers become nation builders.

By Andrew Hargreaves and Michael Fullan

Professional capital has a fundamental connection to transforming teaching every day. The authors explore the powerful idea of capital and articulate its importance for professional work, professional capacity, and professional effectiveness. Systems that invest in professional capital recognize that education spending is an investment in developing human capital from early childhood to adulthood, leading to rewards of economic productivity and social cohesion in the next generation.

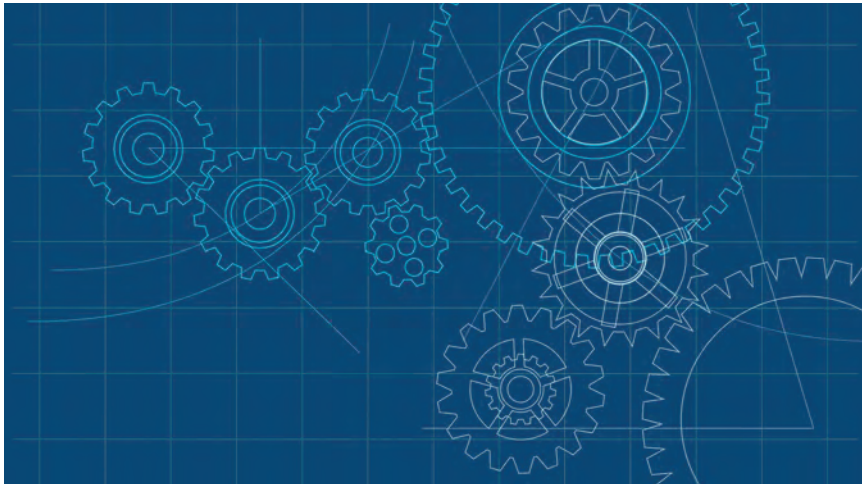
AN AMERICAN IN DUBLIN:

Visit to an Irish primary school demonstrates Learning Forward's international impact.

By Anthony Armstrong

During a trip to Ireland, Learning Forward publications editor Anthony Armstrong visited St. Clare's Primary School in Dublin, where the principal, Maria Spring, is a Learning Forward member. Armstrong discovered that, although the structure of the Irish school system is much different than in the U.S., the professional learning needs and challenges are very much the same.

features



BLUEPRINT FOR A LEARNING SYSTEM:

Create one larger, more flexible team that encourages collaboration in all directions.

By Paul B. Ash and John D'Auria

To expand the capacity of a school system to educate more students at high levels, schools must grow from a traditional model based on teachers working in isolation to a new model based on educator teams. Even more can be accomplished if school systems shift from small, isolated teams to an entire K-12 learning school system. Four high-leverage drivers can dramatically change the culture throughout a school system and lead to better solutions for all students on a daily basis: trust, collaboration, capacity building, and leadership.

PAVE THE WAY FOR COACHES:

Principal's actions are key to shaping roles and relationships.

By Sally F. Heineke and Barbara Polnick

Developing trusting relationships and credibility with teachers in a new school can be a daunting challenge for instructional coaches. Both the loneliness of the position and unwillingness of some teachers to try new strategies for improvement can create a hostile environment. The principal is key in helping the instructional coach get a foot in the door by establishing a climate for professional growth and expectations for success in classrooms that embrace change.

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Collaborative culture:

Keeping the focus on student learning requires confrontational conversations.

By Susan Scott and Robin Totten

Schools cannot help kids learn until the adults can function like a team.

From the director:

Learning Forward looks beyond North America's borders.

By Stephanie Hirsh

A new agenda calls for Learning Forward to grow as an international organization.

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