MEETING EACH LEARNER WHERE THEY ARE, WITH WHAT THEY NEED, WHEN THEY NEED IT.

PERSONALIZED PROFESSIONAL LEARNING

Jim Rickabaugh
ALL LEARNING IS PERSONAL

“Learning is autonomous requiring an active, self-constructed intentional process.”

(Sinatra, 2000)
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SHIFTS IN THE ROLE OF LEARNERS

• From being skilled students to becoming skilled life-long learners
• From having minimal input into their educational path to co-creating the path they will take
• From being compliant listeners to committed learners
• From experiencing “delivered” instruction to experiencing instruction as a shared responsibility between learner and educator
• From learning what is taught to learning what is needed
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SHIFTS IN THE ROLE OF EDUCATORS

• From planners of lessons to designers of learning
• From sole source providers of content to curators of learning resources and skill development options
• From judge and documenter of progress and performance to advocate, coach and learning partner
• From adherence to best practice to engagement with effective practices
• From teaching as telling to instruction as diagnosis, flexibility and nurturing of learning

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**Key Shifts in Thinking and Practice**

1. Instruction focused on curriculum, pacing and presentation → Instruction focused on content, competencies and actual learning from the student’s perspective

2. Learning on demand → instruction on demand

3. Learning driven by general assumptions and vague reasons → learning driven by current purpose

4. Focusing on content accumulation → building learning capacity

5. Ensuring access → assuring success

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WHAT PREVENTS ADMINISTRATORS FROM SUPPORTING PERSONALIZING PROFESSIONAL LEARNING FOR TEACHERS?

• Fear that teachers will not use their time wisely
• Concern that loss of control will result
• People will not make good learning choices
• Key skills and processes valued by the school will not be learned
• Teachers will not feel accountable for their learning
• Desired changes in instructional practice will not result
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CONDITIONS FOR SUCCESSFUL PERSONALIZED PROFESSIONAL LEARNING

• Clear purpose and value
• Safe/trusting culture
• Choice and voice/autonomy
• Ownership
• Self-efficacy
• Access to resources/expertise
• Feedback/formative assessment information

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EXAMPLES OF PROFESSIONAL LEARNING THAT IS PERSONALIZED

• Micro-credentialing
• Professional learning goals/personalized paths
• Action research
• Problem-based learning
• Project-based learning
• Inquiry-based learning
• PLC’s focused on collaborative professional learning
• Reciprocal mentoring

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WHAT CHANGES IN SUPPORT OF PROFESSIONAL LEARNING WILL BE NEEDED?

• What supportive conditions and practices are already in place?
• What practices may have to be abandoned, or conditions changed?
• What new opportunities and practices should be considered?
• What can be done within current structures and parameters?
• How will you gain the ideas and perspectives of those who will be involved?
• Who must be consulted/give approval for changes?
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