

A Comenius Multilateral Partnership

EVIDENT

LLP PROGRAMME

COMENIUS	ERASMUS	LEONARDO	GRUNDTVIG
School Education	Higher Education	Vocational Education & Training	Adult Education
Transversal Programme			
Languages – ICT – Dissemination & Exploitation			
Jean Monnet Programme			

2014 – 2020 Erasmus for All (YES)

Comenius Programme

- ◎ Mobility
 - Individual pupil mobility
 - In-service training of staff
 - Assistantships
- ◎ Partnerships
 - School partnerships
 - Regio partnerships
 - e-Twinning
- ◎ Multilateral projects and networks
 - **Multilateral projects**
 - Multilateral networks

Multilateral Projects

aim to develop, promote and disseminate new curricula, **new teacher training courses or materials and new teaching methodologies**, and to provide a framework for the organisation of mobility activities for student teachers

LLP Guide 2013
part IIB, file nr 9

LLP Multilateral Project application success rate

- 2009 24%
- 2010 22%
- 2011 18%
- 2012 23%
- 2012 210 applications
39 approved

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Partner Institution	Location	Country	Contact person
1. DNI - VSKO	Brussels	Belgium	Rik Vanderhauwaert
2. University of Tartu	Tartu	Estonia	Anita Kärner
3. IFE – Ecole Normale Supérieure Lyon	Lyon	France	Luc Trouche
4. Almada Forma	Lisbon	Portugal	Cristina Maria Loureiro dos Santos
5. Queen Elizabeth's school	Lisbon	Portugal	Maria Conceição de Oliveira Martins
6. National Institute of Education	Ljubljana	Slovenia	Tanja Rupnic Vec
7. Dene Magna School	Gloucestershire	UK	Stephen Brady

Rationale

‘The one decisive factor that affects learner behaviour is not the curriculum, nor the textbook, nor the method of instruction, nor any organisational arrangement, it is the person of the teacher’

(Andy Hargreaves 1994)

IMPACT ON STUDENT ACHIEVEMENT (John Hattie, 2003)

1. Feedback	1.13	Teacher
2. Students prior cognitive ability	1.04	Student
3. Instructional quality	1.00	Teacher
4. Direct instruction	.82	Teacher
5. Remediation	.65	Teacher
6. Students disposition to learn	.61	Student
7. Class environment	.56	Teacher
8. Challenging goals	.52	Teacher
9. Peer tutoring	.50	Teacher
10. Mastery learning	.50	Teacher
11. Parent involvement	.46	Home
12. Homework	.43	Teacher
15. Peer effects	.38	Peers
21. Aims and policy of the school	.24	School

Teacher effect on student learning (Wright et al. 1997)

Annual progress %	
Average teacher	34%
Most effective teacher	53%
Least effective teacher	14%
No formal teaching	6%

Be the best teacher I can be

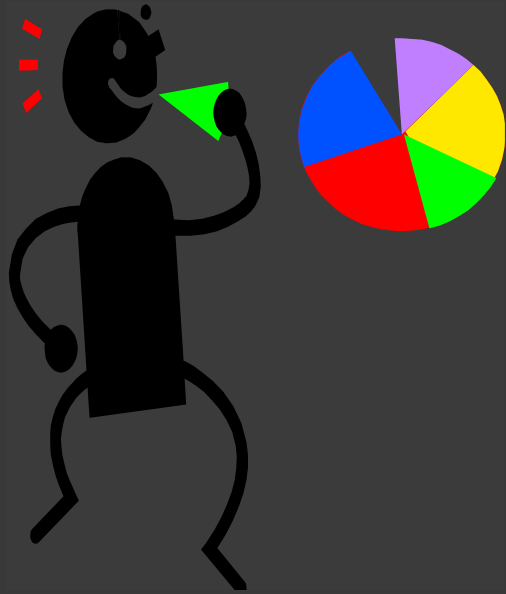


Support one another
in becoming better



Provide our learners with powerful & coherent learning experiences

COHERENCE



WHOLE LEARNER



Rationale

Schools for the 21st century need teams of professionals, who design and implement interventions that optimize student learning in a sustainable manner.

This requires the development of **Professional Learning Communities** that are able to design and implement powerful learning experiences for their learners and to that end will not be guided by conventions or beliefs, but by **evidence** derived from contextualised practitioner inquiry as well as from academic research into education.

Nature

The EVIDENT project is **not** meant to be **a research project**, but a project that translates research findings to a range of realities on the shop floor, a project that mobilizes the consortium partners' expertise for the benefit of educational practitioners in Europe. In other words, **EVIDENT is a CPD (Continuing Professional Development) project.**

PLC definition

‘ Professional Learning Communities serve to connect and network groups of professionals to do just what their name entails – learn from practice. PLCs meet on a regular basis and their time together is often structured by the use of protocols to ensure focused, deliberate conversation and dialogue by teachers about student work and student learning’

Nancy Fichtman Dana & Diane Yendoll-Hoppey (2008)

Method and approach

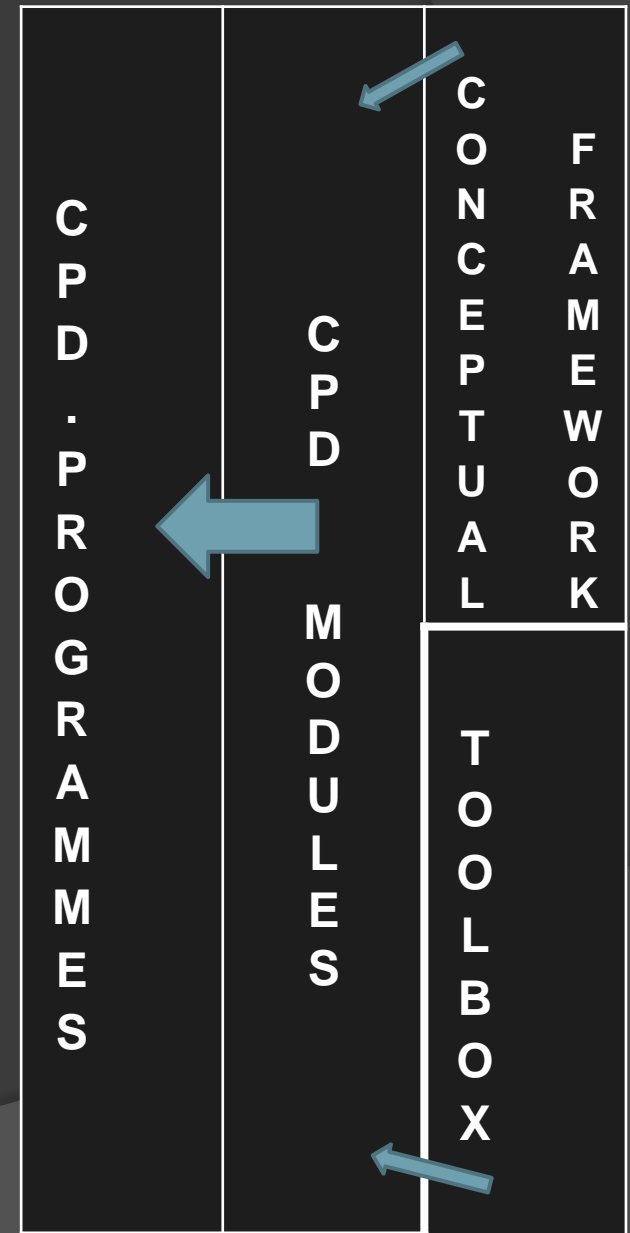


- ⦿ Throughout this 26 month project (November 1st, 2013 to December 31st 2015), the consortium will develop the products and outcomes mentioned below.
- ⦿ Development and try-out periods will be alternated with 6 three-day meetings
- ⦿ Pooling expertise for transnational approach
- ⦿ According to the specific needs or areas of expertise, partners will make a deliberate choice to which outcomes they will be contributing.

Products and outcomes

1. A conceptual framework containing the rationale for and the principles of an evidence informed approach to teaching and learning
2. A toolbox containing instruments, protocols, materials, case narratives and an accessible overview of research findings for supporting practitioner research and PLC (Professional Learning Community) development
3. A set of CPD modules that will form the basis of local, regional, national and international CPD programmes (e.g. Comenius course)

Products, Outcomes & Deliverables



INQUIRY CYCLE

Develop a
wondering

WHY?

Collect
data

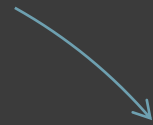
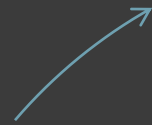
HOW?

Analyse
data

Take
action

Share with
others

WHAT
THEN?



Common conceptual frame of reference

- on practitioner inquiry embedded in PLCs
- Why? Rationale
- Principles & criteria
 - state of the art
 - Research studies
- Case studies

TOP DOWN



BOTTOM UP

Development of toolbox

- ⦿ Instruments (observation schemes, logs, questionnaires)
- ⦿ Examples of good practice – case narratives
- ⦿ Scripts, roadmaps
- ⦿ Protocols
- ⦿ Support strategies
- ⦿ Access to & retrieval of academic research (interface /metaresearch)

Four “A”s text protocol

Adapted from Judith Gray, Seattle, WA 2005

1. The group reads the text silently, highlighting it and writing notes in the margin on post-it notes in answer to the following four questions (you can also add your own “A”s)
 - What Assumptions does the author of the text hold?
 - What do you Agree with in the text?
 - What do you want to Argue with in the text?
 - What parts of the text do you want to Aspire to?
2. In a round, have each person identify one assumption in the text, citing the text (with page numbers, if appropriate) as evidence.
3. Either continue in rounds or facilitate a conversation in which the group talks about the text in light of each of the remaining “A”s, taking them one at a time – what do people want to argue with, agree with and aspire to in the text? Try to move seamlessly from one “A” to the next, giving each “A” enough time for full exploration.
4. End the session with an open discussion framed around a question such as: What does this mean for our work with students?
5. Debrief the text experience.

Piloting

- ⦿ Framework
- ⦿ Toolbox
 - Strategies
 - Protocols
 - Instruments
 - Case narratives
- ⦿ CPD modules & programmes

Milestones

- The project will run for nearly two whole school years and one term into year three. In the first year the pilot versions of the deliverables will be developed. In year two the deliverables will be piloted. In the course of the remaining four months, the final versions of the deliverables will be produced and a major valorisation event will be organised.
- The major deadlines in the project timing could be:
 - Pilot version of the Conceptual Framework. PM 6 (project month 6)
 - Pilot version of the Supporting materials. PM 6
 - Pilot version of the Case studies (examples of good practice) PM 6
 - Pilot version of the CPD modules PM 11
 - Report on adaptations & fine tuning of deliverables D1 – D4 PM 23
 - Final version of the Conceptual Framework PM 26
 - Final version of the Supporting materials PM 26
 - Final version of the Case studies (examples of good practice)
 - Final version of the CPD modules PM 26
- At an early stage in the project each partner should contact & contract the schools that will take part in the piloting of the project.

Communication

- The internal communication within the consortium will be organised through a sharepoint that will also make all relevant documents available at all times for the project partners. A strict procedure for posting documents, for identifying them and for establishing their status will be put into place.
- External communication will take place through a specially designed web site.

ROLE of QES:

To create, organize and develop one or more Professional Learning Communities that can

- acquire the competence & attitude to learn & work together to improve learning and achievement
- engage in effective professional dialogue focusing on aspects of student learning;
- collect, analyse, interpret and share data that underlie the decisions taken;
- use the relevant outcomes of academic and practitioner research to enhance their own practice;
- take charge of their own collective learning

TASKS OF QES

- Pilot framework, instruments, protocols, materials, strategies ,... and CPD modules and give feedback to EVIDENT partners
- Develop contextualised instruments, protocols, materials,... an extensive case study,