

Student-led Professional Development for Teachers

Focus: Optimizing inclusivity through student-agency

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**HILLEL
ACADEMY**
AN INTERNATIONAL SCHOOL

"Learning
for Living"

We are learning for living: our mission is to inspire well-rounded, problem-solving, lifelong learners and confident global citizens prepared to change the world.

Objectives

At the end of this session, my hope is that you will be inspired to:

1. use the **“Student-led PD for Teachers” Framework** to transform how you educate, the culture of learning at your school and empower ALL learners.
2. **design student-led Professional Learning sessions** that meet the **diverse needs of learners** within your school.

THE
B?G
QUESTION

Do you believe that the
**essential key to more
inclusive and effective**
professional development for
teachers **lies in the hands
of students**? Why?





Our Why...

Segment 1/3

***Student-led* Professional Development for Teachers**

This is our *WHY*

Student voice needs to drive:

- Lesson Design
- Lesson Execution
- Lesson Evaluation

Help US to understand:

- your **learning needs**
- your **interests**
- your **preferences**
- **what works**
- **what matters** to you



Meaningful, personalized learning for **ALL** students.

We SEE you!

Our students have the solution.

Student **Agency**



Student **Empowerment**



Ownership of Learning

We are answering this question

How can we truly empower students in their own learning, and **what role do teachers play** in this process?

How can we design lessons that are inclusive, safe, and equitable for ALL learners?

Click the image to open and view the video reflection...



How can we design lessons that are inclusive, safe, and equitable for ALL learners?

Determine each student's
Level of Engagement
INCLUSIVITY

Student Agency
Promote student questioning
& value student feedback
SAFETY

WHAT'S MY LEVEL OF ENGAGEMENT?					
Active ←		Passive		→ Active	
Disrupting	Avoiding	Withdrawing	Participating	Investing	Driving
Distracting others Disrupting the learning	Looking for ways to avoid work Off-task behavior	Being distracted Physically separating from the group	Doing work Paying attention Responding to questions	Asking and responding to questions Feeling like what you are learning is important	Setting goals Seeking feedback Self-assessment
Disengagement			Engagement		

Teacher Awareness and Willingness to
Shift Pedagogical Approaches
EQUITABILITY

Heightened Levels of Engagement

What is the impact of student-led professional development on the culture of learning and teaching?

Created a **more inclusive and collaborative culture of learning** and teaching

Students were given a platform to share their experiences and insights

Teachers were able to learn from and **adapt to students' needs.**

Teachers appreciated that the students were **data-driven and able to provide concrete suggestions** for improving their learning experience.

Helped to **build trust and rapport** between students and teachers.

Essential for **creating a supportive and engaging learning** environment.

The students were **given a voice** and were able to **express themselves** in a **respectful and articulate manner.**

Allowed **teachers to understand the challenges faced** by diverse learner groups and **adjust their teaching practices** accordingly.

The teachers appreciated the opportunity to **hear directly from the students** about what works and what doesn't work in their learning process.

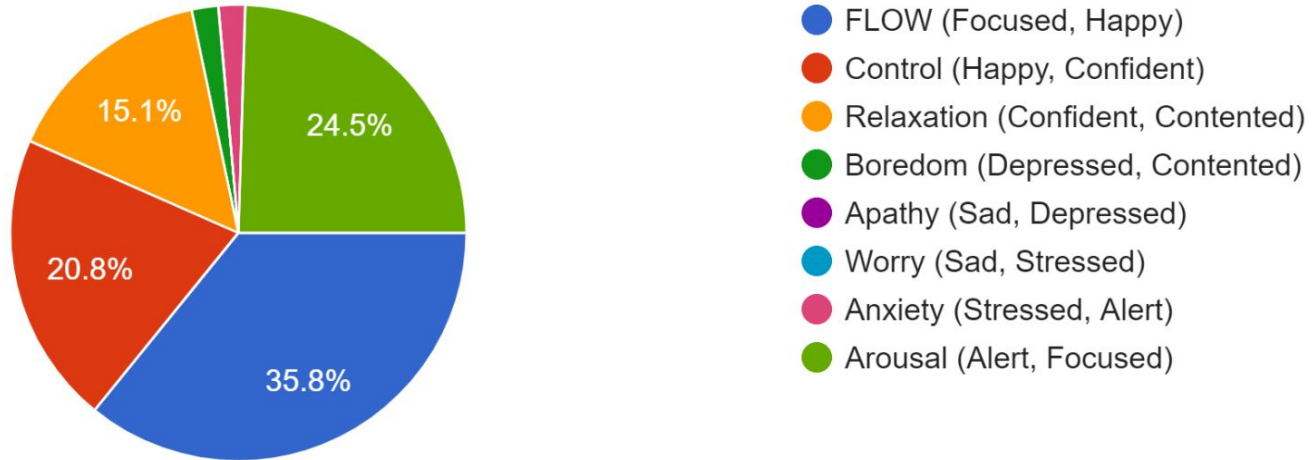
Teachers were encouraged by the students' confidence and poise during the presentation.

Gathered from teacher survey

What is the impact of student-led professional development on the culture of learning and teaching?

How did you feel while engaged in student-led PD session with multilingual learners?

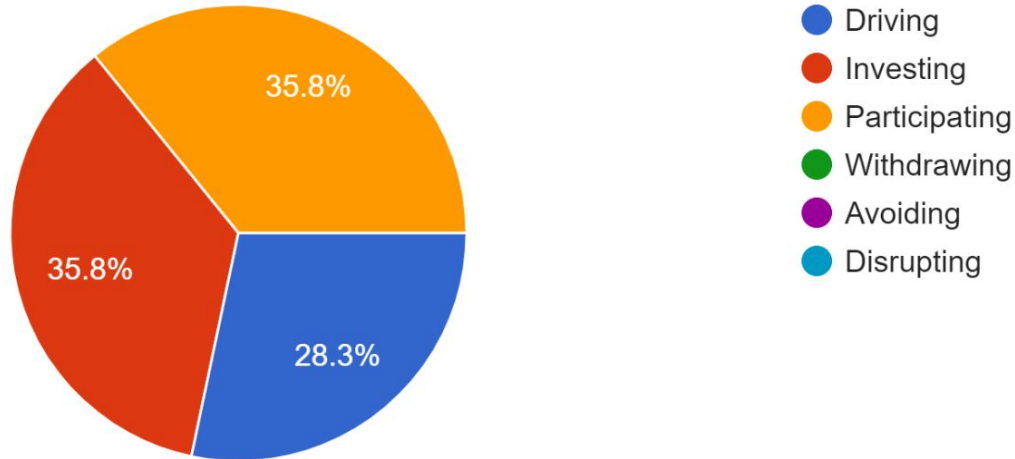
53 responses



What is the impact of student-led professional development on the culture of learning and teaching?

How engaged were you in the Student-led PD session with multilingual learners?

53 responses



Questions

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Answers

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2:00



Our Framework...

Segment 2/3

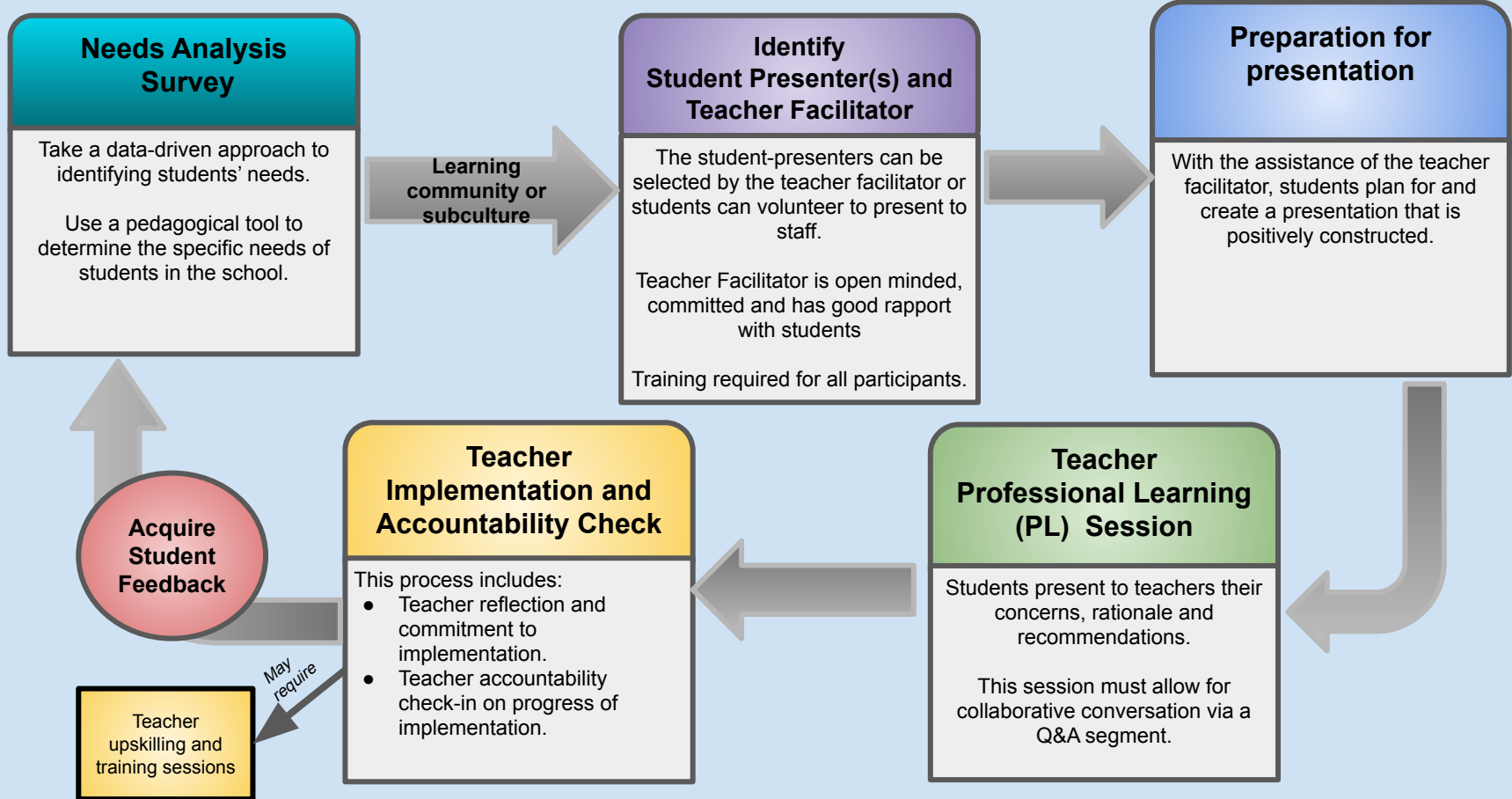
***Student-led* Professional Development for Teachers**

As we go through this segment, answer this question via mentimeter

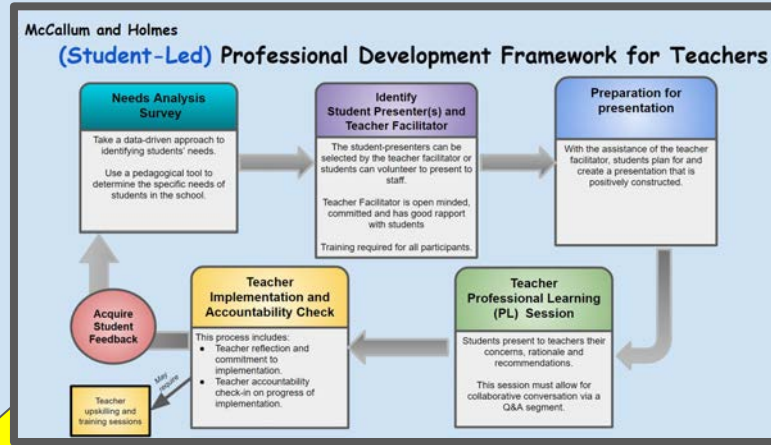
How can our framework
transform traditional
approaches to PD and create
a more inclusive and
equitable learning
environment for ALL
students?



(Student-Led) Professional Development Framework for Teachers



Assessing the Framework



DEI

Diverse groups:

- Student leaders
- Multilingual learners
- Disengaged students
- Reluctant readers
- SEN students

Student Agency

Voice and Choice:

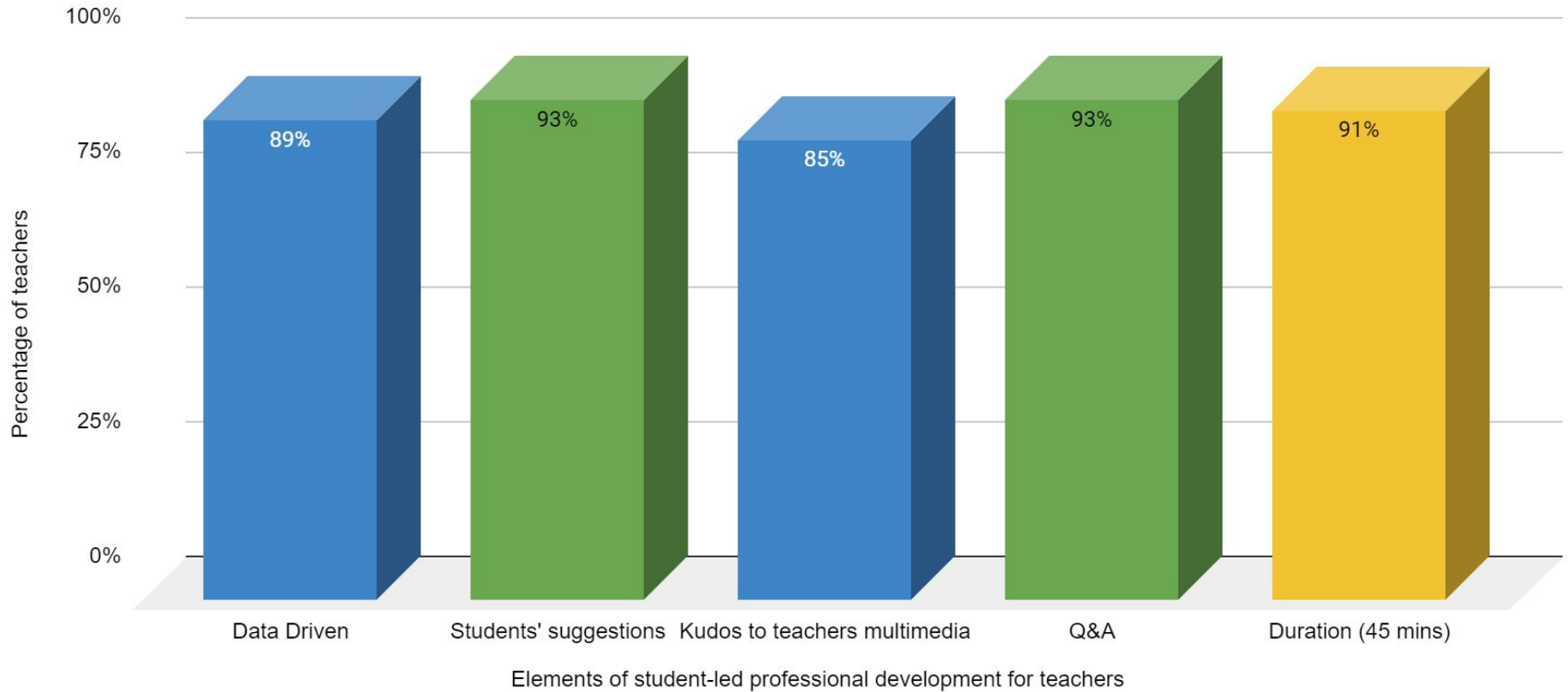
- Training on how to communicate constructively and meaningfully.
- Choice in representing their learning community

Reflection

Impact on:

- teachers
- student presenters
- Instruction / pedagogy
- culture of learning

Teachers' Feedback on student-led (multilingual learners) PD for teachers



Questions

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Answers

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2:00



Ashley & Abraham's Reflection

Segment 3/3

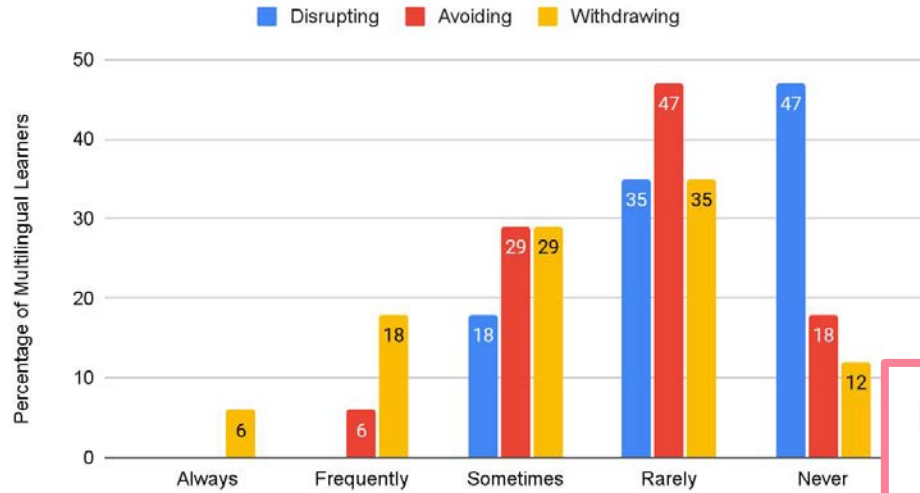
***Student-led* Professional Development for Teachers**

As we go through this segment, answer this question via mentimeter

What **insights** can we gain from **students** about their **learning needs and interests** when they are empowered to lead their own professional development workshops?

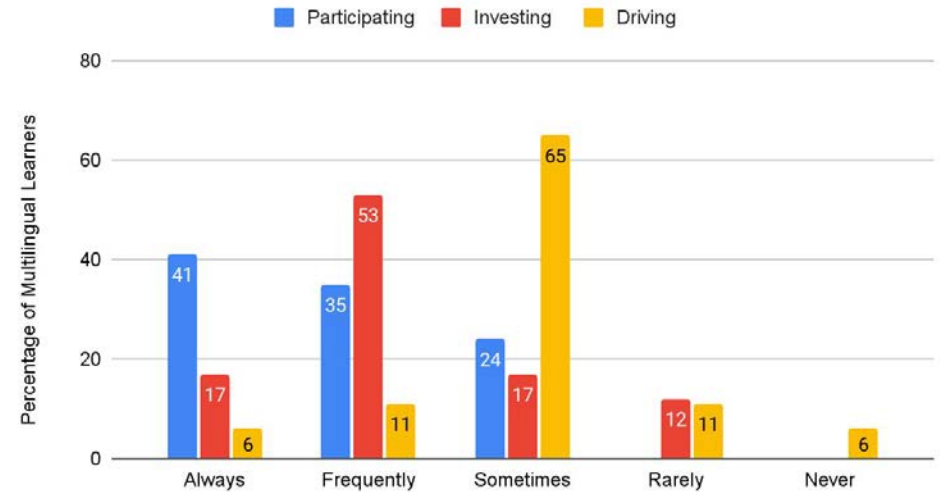


Levels of Disengagement - Multilingual Learners at Hillel



WHY... our Multilingual Learning Community?

Level of Engagement - Multilingual Learners at Hillel



Reflection on experience - *from preparation to execution*


1. How did you feel about preparing for and leading the PD session? What challenges did you face, and how did you overcome them?
2. In what ways did the PD session promote inclusivity and equity for multilingual learners at Hillel?
3. What did you learn from the experience of preparing and leading the PD session? Did it change your perception of teaching and learning?
4. Looking back on your experience, what advice would you give to other students who want to lead PD for teachers?

Reflection on experience - *from preparation to execution*

ENGAGING ACTIVITY

Challenge:

- Take 2 minutes to prepare a CREATIVE introduction for your table in the language assigned.
- Introduce your table!



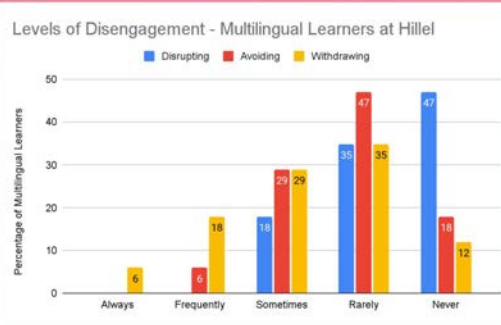
Order of Presentation

- 01 Cool Comments VOX POP
- 02 Data related to MultiLingual Learners levels of Engagement
- 03 Challenges and Recommendations to EXCElerate learning
- 04 Q&A

RESULTS OF SURVEY

Levels of Disengagement

Levels of Disengagement - Multilingual Learners at Hillel



Frequency	Disrupting (%)	Avoiding (%)	Withdrawing (%)
Always	0	0	6
Frequently	0	6	18
Sometimes	18	29	29
Rarely	35	47	35
Never	47	18	12

We really like that:

- Levels of disengagement are low.

We wondered if you have considered:

- Multilingual learners are sometimes disengaged.

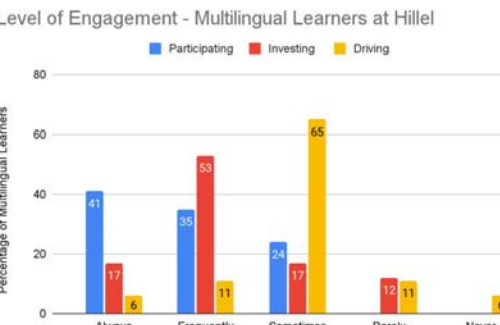
Clarifying question:

- How can we shift disengagement to rarely or never?

RESULTS OF SURVEY

Levels of Engagement

Level of Engagement - Multilingual Learners at Hillel



Frequency	Participating (%)	Investing (%)	Driving (%)
Always	41	17	6
Frequently	35	53	11
Sometimes	24	17	65
Rarely	12	11	0
Never	0	0	6

We really like that:

- Higher levels of engagement with 53% frequently "investing".

We wondered if you have considered:

- 76% of multilingual learners are "always" or "frequently" Participating - they are passively engaged.

Clarifying question:

- How can more multilingual learners be "Driving"?



Reflection on experience - *from preparation to execution*

Challenge and Solution 1

Anxiety

- English terms are not understood
- Takes longer to process information presented in English (*lost in translation*)
- Using English is mentally exhausting
- ELL students do not use English as much outside of school

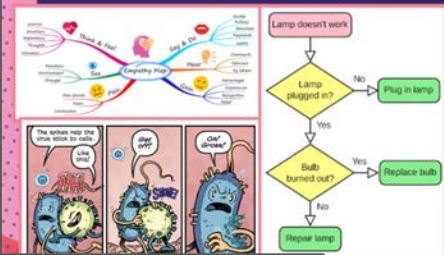
Explain KEY WORDS that are related to the topic.
 "I am scared that I will fall behind the others since English is not my first language and I do not have as wide of vocabulary as the native speakers." - Hillel multilingual learner

- Give processing and concentration time when questions are asked.
- Use ROUND ROBIN Protocol because we can share without being interrupted.

Challenge and Solution 2

Breaking down instructions and questions.

- Instructions as a whole may be hard to understand.
- Use of "fancy" terms.
- Use simplified words.
- Slowly familiarize (submerge) into the "fancy terms".



- Help us to identify important words in questions.
- Use visual aids like charts, mind maps, diagrams, flow charts, comic strips, storyboards, or infographics and scaffolding documents.

Challenge and Solution 3

Compassionate EQUITY for English Language Learners

- Sometimes we feel excluded in the learning process.
- Assess our progress while learning and understanding (not grades)
- Using harsh words when giving feedback.
- Use encouraging and kind words.
- Feedback sometimes are demotivating and one-sided (only sharing what to correct).
- Praise us for what we are doing right and then use warm comments to help us improve. (Tuning Protocol)





Our ADVICE

Getting a **teacher** or two that will **supervise the progress** being made, help in leading, guide, **make suggestions** and give feedback.

Work with a teacher who will give you encouragement.

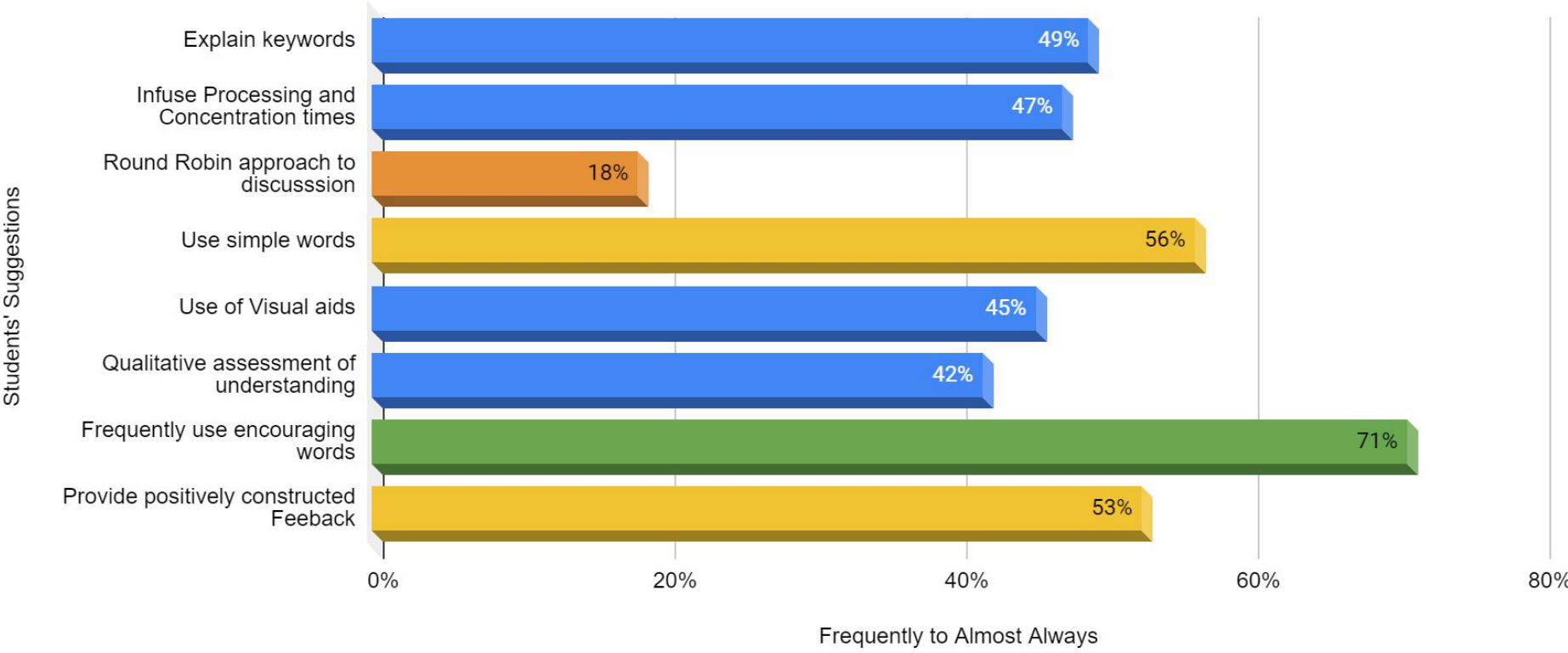
Organizing, **making lots of changes** and **not to be afraid to present** as in this case teachers want you to help them to help you do better in classes

Be confident when it's time to present, because the teachers do this on a daily basis so they know how complicated it can be sometimes.

Do engaging activities, a video or give them the recommendations but also make the teachers think about these recommendations and maybe give their opinion back on it

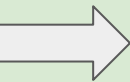
When trying to capture the teacher's attention, **be yourself and have fun.**

To what extent have you been implementing the suggestions offered by our multilingual community SINCE the presentation?



Value-added to the culture of learning @ Hillel

Click the image to open and view the video reflection...



Questions

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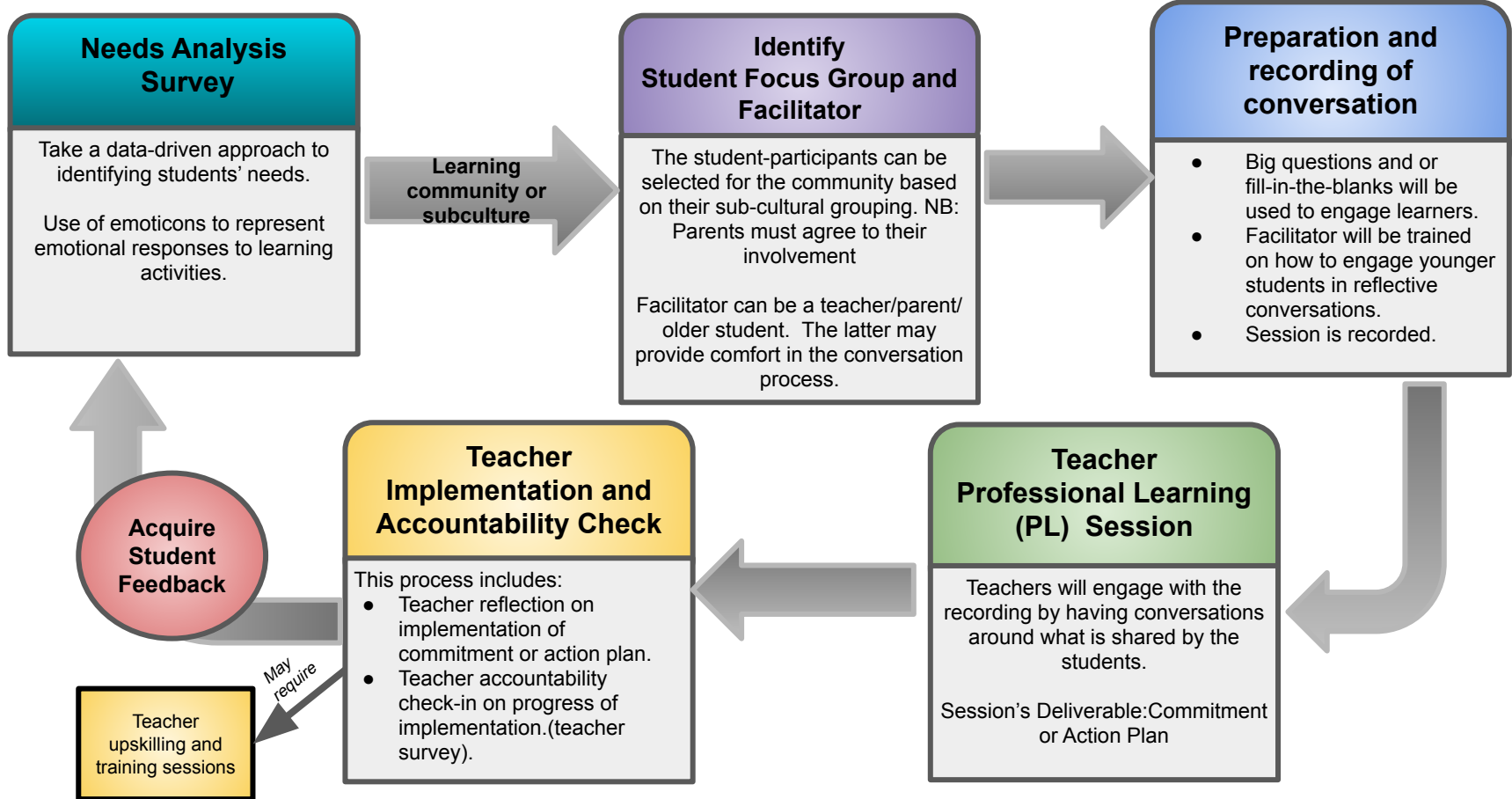
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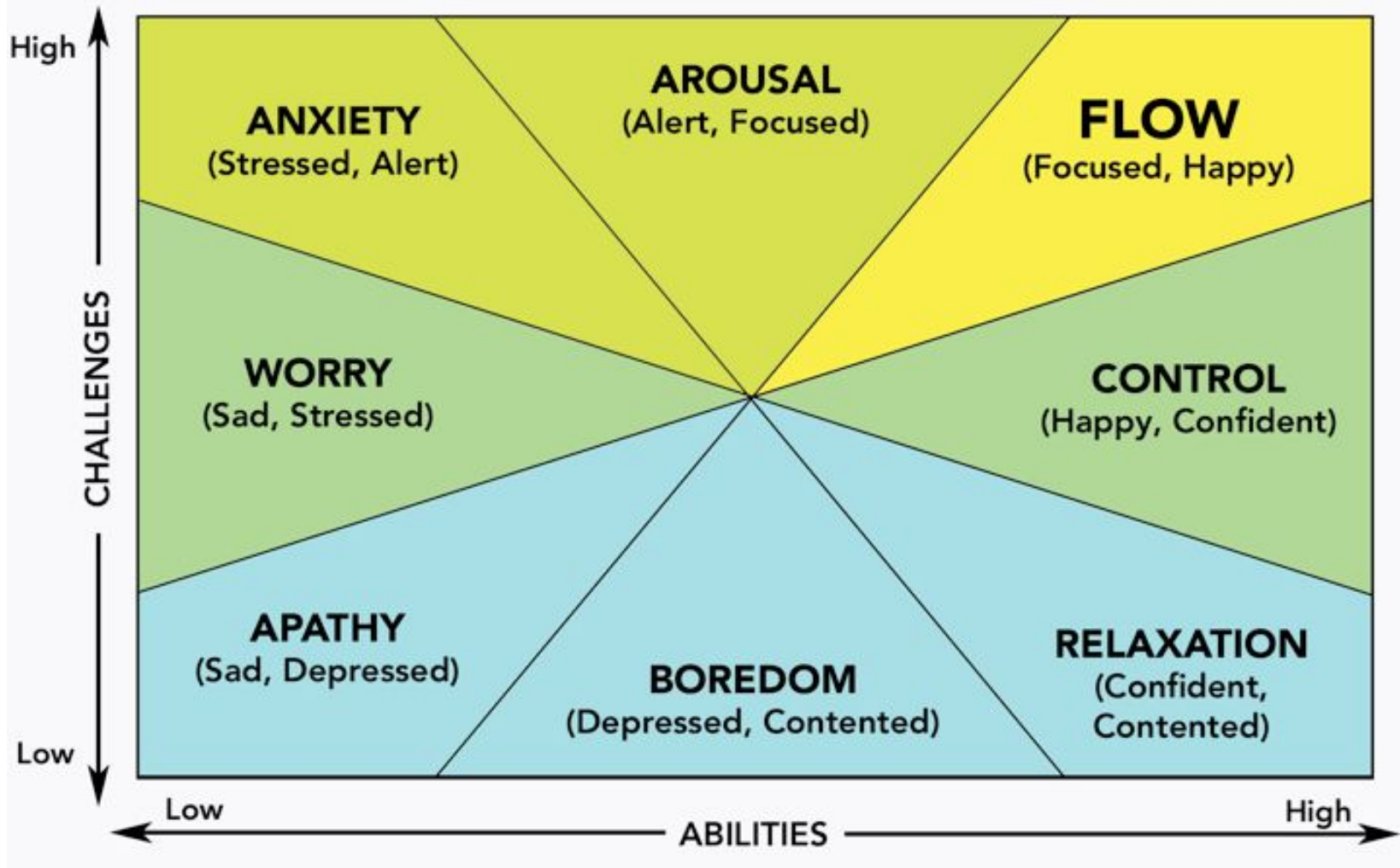
Answers

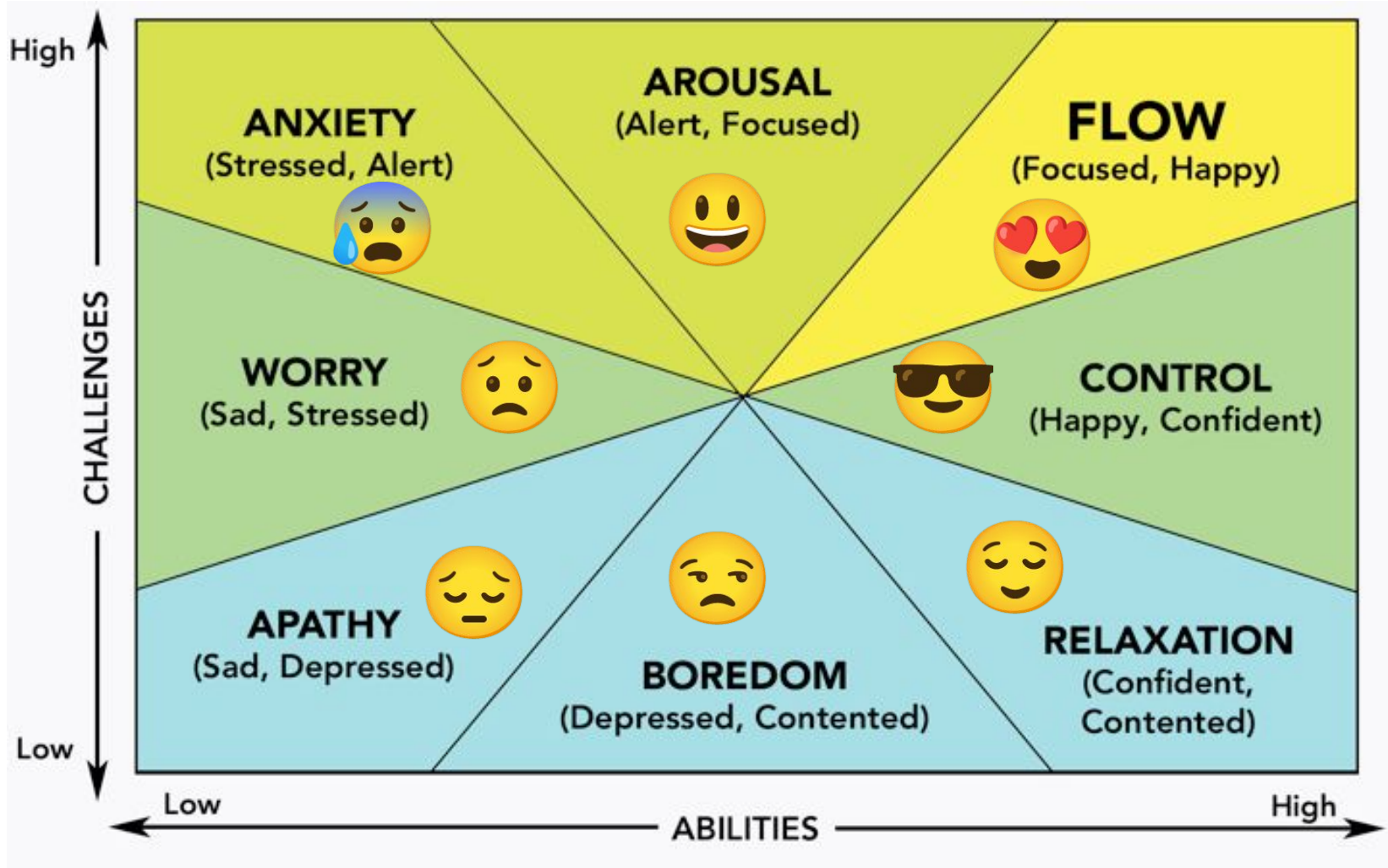
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PROPOSED (Student-Led) Professional Development Framework for Teachers - Early Years









THANK YOU!