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2014-1-BE02-KA201-000432

Programme: 24th August 2017

Chair: Wim Peeters (DNI)				
8.30 - 9.30	Registration			
9.30 - 11.30	Welcome (ZRSŠ) Overview of the project	9.30 – 10.00: Rik Vanderhauwaert (DNI)		
	Plenary (part 1): Evidence based arguments which support PLCs and their impact in schools: why start with PLC and PI in schools	10.00 – 11.30: dr. Nancy Fitchman Dana (College of Education, University of Florida)		
11.30 - 13.00	Lunch			
13.00 - 14.30	Parallel sessions 1	Parallel sessions 2	Parallel sessions 3	Parallel sessions 4
	Practitioner inquiry (Barbara Lesničar, ZRSŠ; Wim Peeters DNI)	Professional learning communities (Liane Pitcher, Dene Magna; Rik Vanderhauwaert, DNI)	Academic reading Anita Kärner (UT) Rutger van de Sande (Fontys) Gareth Nuth (Dene Magna)	Protocols vs Inquiry cycle Willem Maurits (Fontys) AEC
14.30 -15.00	Coffee break			



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15.00 - 16.30	Parallel sessions 1	Parallel sessions 2	Parallel sessions 3	Parallel sessions 4
	Practitioner inquiry (Barbara Lesničar, ZRSS; Wim Peeters DNI)	Professional learning communities (Liane Pitcher, Dene Magna; Rik Vanderhauwaert, DNI)	Academic reading Anita Kärner (UT) Rutger van de Sande (Fontys) Gareth Nuth (Dene Magna)	Protocols vs Inquiry cycle Willem Maurits (Fontys) AEC
16.30	Welcome/reception			



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Programme: 25th August 2017

Chair: Wim Peeters (DNI)				
9.00 - 10.00	Plenary (part 2): Evidence based arguments which support PLCs and their impact in schools: why start with PLC and PI in schools Dr. Nancy Fitchman Dana (College of Education, University of Florida)			
10.00 - 10.30	Coffee break			
10.30 - 12.00	Parallel sessions 1	Parallel sessions 2	Parallel sessions 3	Parallel sessions 4
	Practitioner inquiry (Barbara Lesničar, ZRSS; Wim Peeters DNI)	Professional learning communities (Liane Pitcher, Dene Magna; Rik Vanderhauwaert, DNI)	Academic reading Anita Kärner (UT) Rutger van de Sande (Fontys) Gareth Nuth (Dene Magna)	Protocols vs Inquiry cycle Willem Maurits (Fontys) AEC
12.00. -13.30	Lunch			
13.30 - 15.00	Parallel sessions 1	Parallel sessions 2	Parallel sessions 3	Parallel sessions 4
	Practitioner inquiry (Barbara Lesničar, ZRSS; Wim Peeters DNI)	Professional learning communities (Liane Pitcher, Dene Magna; Rik Vanderhauwaert, DNI)	Academic reading Anita Kärner (UT) Rutger van de Sande (Fontys) Gareth Nuth (Dene Magna)	Protocols vs Inquiry cycle Willem Maurits (Fontys) AEC



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15.00 – 15.20	Coffee break
15.20 – 17.00	Sharing carousel; examples of best practice (20 min per presenter) 5 rooms (5 groups of 20 participants)
19.00	Conference dinner

Programme: 26th August 2017

Chair: Wim Peeters (DNI)	
9.00 - 10.40	Sharing carousel; examples of best practice (20 min per presenter) 5 rooms (5 groups of 20 participants)
10.40 -11.00	Coffee break
11.00 -12.00	Panel discussion Dr. Nancy Fitchman Dana (College of Education, University of Florida) Rik Vanderhauwaert, DNI Gareth Nuth (Dene Magna) Brigita Žarkovič Adlešič (ZRSŠ)
12.00 -13.30	Conference closure
12.30	Lunch



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Parallel session:

Session 1

Practitioner inquiry (Barbara Lesničar, ZRSŠ; Wim Peeters DNI)

This session will explain what teacher inquiry is and how one can contribute to deeper understanding of social situation in the school context. The participants will explore important considerations for the start of PLC work, with a particular focus on how to form good inquiry questions and how to become a critical friend. Participants will be introduced to several activities and protocols that help educators reflect on their practice and formulate questions for exploration through inquiry, as well as important tips for successfully beginning inquiry and PLC work.

Session 2

Professional learning communities (Liane Pitcher, Dene Magna; Rik Vanderhauwaert, DNI)

During this session you will discover which aspects of effective professional learning communities you already apply in your practice. You will be informed about the findings of Linpilcare on effective professional learning communities and you will discover the tools that Linpilcare developed to support your school in realising real professional learning communities.

Session 3

Academic reading (Anita Kärner (UT); Rutger van de Sande (Fontys); Gareth Nuth (Dene Magna))

Most teachers rely primarily on their experience and intuition when making professional decisions. In project Linpilcare, we argue that academic research findings can help teachers improve their teaching. However, this is not simply a manner of 'applying' what is written in scientific publications. In this breakout session we will go into possible added values of academic research to practice. Furthermore, we will show various initiatives that could help teachers in accessing and understanding the results of academic research.

Session 4

Protocols vs Inquiry cycle (Willem Maurits (Fontys); AEC)

In this session we will take a closer look how to start inquiry based PLCs with the use of protocols. What are protocols to build the group and setting norms? Which protocol can be used in different stages of an inquiry cycle? After this session you have ideas how to start and to select (and find) the right protocols.



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Tutors (in order of appearance):

Dr. Nancy Fichtman Dana's research focuses on practitioner research as a professional development strategy. She examines the ways this form of professional development impacts individual educators, as well as the schools in which they enact their practice. Dr. Dana's research encompasses three subthemes. The first is teacher leadership as experienced and new practitioners engage in inquiry and take evidence-based actions to promote student learning and school improvement. The second centers on the contexts in which teachers learn to teach and expand their knowledge of effective practice. The third is related to the study of specific groups of educators. In particular, Dr. Dana has studied the ways practitioner research plays out in the professional development of principals, as well as the professional development of K-12 virtual school educators. Dr. Dana has secured a grant from the Institute of Education Sciences (IES) to develop and study an extensive online professional development program for third through fifth grade general education and special education teachers focused on the teaching and learning of mathematics. As part of this program, teachers engage in practitioner research to target struggling mathematics learners in their classrooms. Dr. Dana has received numerous awards, including the Association of Teacher Educator's Distinguished Research in Teacher Education Award, and has published ten books and over 80 articles in professional journals related to her research.

Rik Vanderhauwaert, B. Ed. and degree of higher educational studies. He is the former head of an INSET and international relations unit. He is also a former head teacher and has a wide expertise as an advisor of schools concerning effective professional learning, equal opportunities and early foreign language acquisition. At this moment, is he an advisor for the umbrella organisation of the Catholic education in Flanders and works as coordinator of three Erasmus+ projects. He has a lot international contacts and a lot of expertise on effective professional learning. He worked together with a.o. Helen Timperley, Lorna Earl, Nancy Dana, Aini Jäppinen and attended several international seminars. Since many years he develops professional learning projects commissioned by the Flemish Education Department & the European commission. Rik is the coordinator of this Erasmus+ KA2 project Linpilcare.

Barbara Lesničar has the Master's degree in English and is currently employed by the Institute of Education (NEI) as a senior adviser for primary and secondary school teachers of English as a foreign language. She is a former upper secondary teacher of English as a foreign language and a teacher of English as a foreign language at the Vocational College for Catering and Tourism in Maribor. Her field of work at NEI is primary and secondary education. She prepares training programmes (FL learning, ELP, reading literacy, programmes for young learners of English) as well as study groups and courses for primary and lower secondary English language teachers as part of their in-service training. She is a member of several working groups which are involved in curriculum development. Among other things she is a member of external examination board at the Slovenian Examination Centre and external examiner at A-levels (Matura exam) in English as a foreign language. In recent years she has attended several international conferences, cooperated with the Centre of Modern Languages in Graz in the language portfolio expert group and is one the consortium partners in the Linpilcare project.

Wim Peeters is master in physics, and is since 2002 coach and advisor for teachers in physics and natural sciences, as well as STEM education in about 300 secondary schools in Flanders. In this position he is also curriculum maker for physics in general education. He has been teaching for 27 years and is almost on a daily base engaged in national and international physics education networks. He is vice president of the "International group of research in physics education" (GIREP) and member of the board of the Belgian Physical Society, representing education. He got the European Science Teacher award (2nd) during the Science on Stage festival in Geneva. He was active and partner in many EU projects like ePhys, MOSEM, Fibonacci, SECURE and SAILS. He is also active in many expert and resonance groups of Flemish educational projects. For Linpilcare he is running several professional learning groups doing practitioner inquiries.



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Liane Pitcher-Leigh: works as Evidence-Based Teaching Lead, Dene Magna School

Anita Kärner is currently manager and activity leader of Erasmus+ Linpilcare project at Tartu University Institute of Education. Her first degree awarded in Estonian philology and teacher of Estonian language and literature. She holds PhD degree in education since 2009. Her research interests covered doctoral education and research supervision to general education curriculum development and issues of assessment for learning. She has been member of the National Curriculum Expert-Committee, member of the Council for National program “Values Development in Estonian Society 2009–2013”, and national coordinator for CIDREE (Consortium of Institutions for Development and Research in Education in Europe). She participated in a curriculum research project as senior researcher and advised schools in assessment for learning as educational specialist.

Gareth Nuth graduated as a teacher of Physical Education in 1974 and taught in two secondary schools before completing a Masters degree at the University of Loughborough in Physical Education and Sports Science. He moved into Higher Education in 1989 where his principal responsibility was the training of teachers. His research interests extended to the changing nature of teachers' work, the development of examinations and accreditation in physical education and child welfare in football. He was one of a team of academics that undertook research on behalf of the English FA looking into the impact of their safeguarding policies. In 2010, he left the University of Gloucestershire where he was Head of Initial Teacher Training (Primary and Secondary) to take up a two year appointment at Aksum University, Ethiopia on behalf of the international charity VSO (Voluntary Service Overseas). His responsibilities in Aksum included the training of university teachers, mentoring and coaching and the development of quality enhancement policies. On returning to the UK he has continued to work on a part-time basis for the University of Gloucestershire in supervising undergraduate and postgraduate education students completing their dissertations. His involvement with Linpilcare arose as a consequence of his appointment in 2014 to the Board of Governors at Dene Magna School where he now serves as the Vice-Chair.

Rutger van de Sande works as a professor of science and mathematics education at Fontys University of Applied Sciences in the Netherlands. Since 2002 he has worked at Fontys UAS in different positions: as a teacher educator and as manager of the department of science teacher education. In 2007 he received his PhD for a dissertation on secondary students' metacognitive beliefs on chemistry and chemistry learning. His field of expertise concerns students' and teachers' beliefs about science and science learning, teacher collaboration in professional learning communities, and practitioner research as a professional learning strategy and a means for teacher empowerment.

Willem Maurits works (since 2011) as a lecturer at Fontys University of Applied Sciences more specific at the institute for teacher education for secondary science in Tilburg, The Netherlands. Before he worked as a physics and chemistry teacher at a secondary school for 6 years. After finishing his master educational science at Utrecht University he started working at the institute for teacher education of Fontys UAS. His fields of expertise are workplace learning and science pedagogy. The last two years he focused on facilitating professional learning communities and professional learning.