
CALL TO ACTION

Bringing the Profession Back In

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CALL TO ACTION

Bringing the Profession Back In

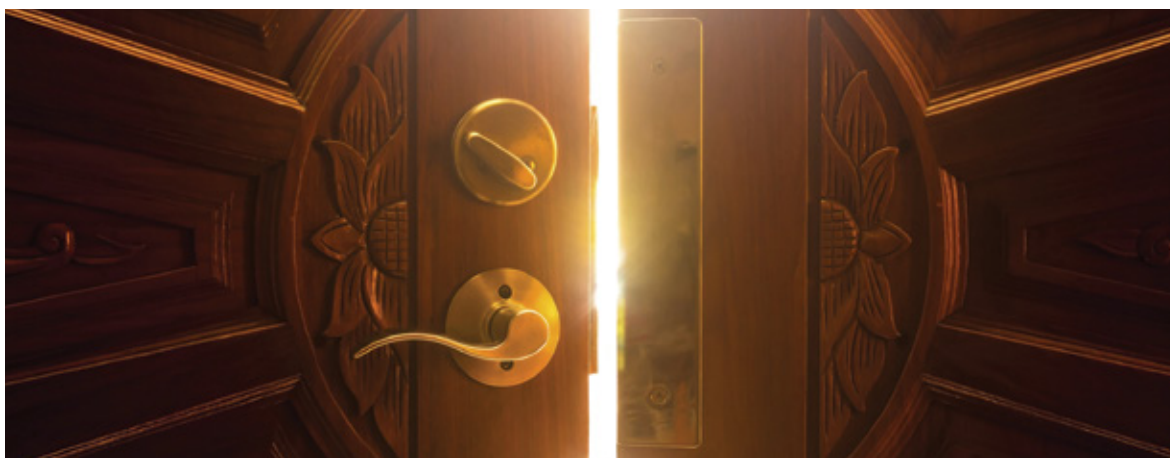
The quality of teaching is the most important in-school factor that affects student learning and achievement. Professional learning and development are deliberate ways to improve the quality of teaching. Nations and systems differ in how they approach professional learning and development. For this reason, Learning Forward commissioned a groundbreaking study on *The State of Educators' Professional Learning in Canada* (Campbell et al., 2016) in anticipation of its 2016 Annual Conference in Vancouver, British Columbia, Canada. We use this excellent study of professional learning and development (PLD) in 13 systems across one of the world's highest-performing nations in education as a stimulus for offering a new approach to developing and deepening the teaching profession in Canada and elsewhere.

Professional learning and development are the essence of the idea and strategy of *professional capital*— that is, if you want a return, you have to make an investment. If you want good return on investment in teachers and teaching, you have to attract, select, and develop teachers with high

levels of *human capital* in terms of knowledge, skill, and talent; you have to deliberately improve these qualities over time through the *decisional capital* of structured experience and feedback that continuously supports and challenges all educators as professionals; and you have to move this knowledge

“ We are indebted to Learning Forward for commissioning and funding this report. A big thanks to Carol Campbell and team for their wonderful and original study of educators' professional learning in Canada. ”

around or circulate it through the social capital of shared commitment to and engagement in all students' success. Data from the Organisation for Economic Co-operation and Development (OECD, 2013) show that high-performing systems such as Canada invest in all three aspects of the professional capital of their educators. But even they have room for greater consistency and further growth.



Why do so many observers fail to derive core ideas and develop clear policies from the main lessons about the quality of the teaching force in countries like Finland and Canada? Indeed, why doesn't Canada fully understand and emphasize its own success, thereby leveraging its quality for even greater accomplishment? We take up these vital questions in this call to action for professional learning and development (PLD). The essence of our argument is that PLD, carefully defined, is at the heart of an effective and continuously growing teaching profession and, in turn, the best visions and versions of it are rooted firmly in a system culture

of collaborative professionalism that cultivates individual and collective efficacy. Becoming a teacher is about moral purpose. It is about teachers' commitment to an agenda focused on equity and making a positive difference to children's lives. Enhancing the role of teachers individually and collectively in learning to lead the development of practice must be deeply rooted in a learning culture. It is this culture that drives and explains the quality of PLD. It is also why it is futile to borrow the external trappings of such high-performing systems, as so much icing without any cake. Each system must develop its own at-home learning culture accordingly.

Our argument has six parts:

1. What is the essence of PLD?
2. Why do advocates keep making a flawed case for PLD?
3. How are critics making a misdirected case against PLD?
4. What's the symbiosis (mutual benefit) between students and their teachers in terms of their learning, well-being, and development?
5. How do we understand and underscore the importance of the individual and the collective aspects of PLD?
6. How do we build a culture of professional capital — our call to action?

1. The essence of PLD.

The Campbell team's report makes clear that, in Canada, professional development and professional learning are often used interchangeably, though there is still a heavy emphasis on the designation of professional development days. In the U.S., the shift has mainly been the other way —toward (what often turns out to be superficial) professional learning. Campbell's team scoured the literature for a definitive distinction between the two but couldn't find anything convincing. We offer a definition of the two terms here. (An indicator that the idea of PLD is important in bringing together how educators learn and also grow as people and professionals is the use of the very same term by Christopher Day in his upcoming book, *Teachers' Worlds and Work*).

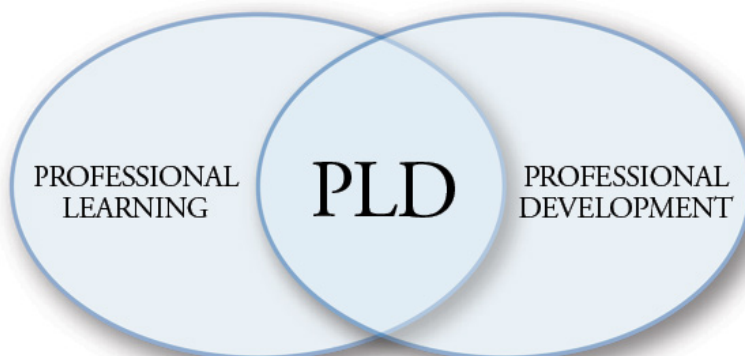
Professional learning focuses on learning something new that is potentially of value. With respect to *professional development*, let us first dispose of the term PD, used to denote a workshop, conference, or other event that may or may not involve learning something new. In this sense, PD might be professional learning, but it is decidedly not development. The latter refers to growth in terms of who you are and what you can do.

In our view, *professional learning and development (PLD)* are like a big Venn diagram — not a total eclipse of one by the other, but a lot of mutual interaction and overlap.

Professional learning is often like student learning — something that is deliberately structured and increasingly accepted because it can (to some) more obviously be linked to measurable outcomes. In the teaching profession, these outcomes are often connected to teacher quality, performance, and impact just like student learning is often understood as student achievement. The Campbell team's report makes clear that not all achievement or impact should be equated with student test scores, as many other areas of impact are important, too. Professional learning may look like professional reading, data teams, curriculum planning, collaborative inquiry, and so on. It is part but not all of professional capital (Hargreaves & Fullan, 2012). Learning Forward (2011) has helped clarify the role of professional learning in teacher development, but standards are just a start. We must tackle the very culture that underpins day-to-day teaching.

As the student learning agenda has started to address social and emotional learning, whole child development, and student well-being, we are recognizing that child development and human development are also connected to learning. For some, these broader aspects of development are a precursor to other learning and achievement. For others, they precede or surround formal learning in early childhood education, or counseling, or after-

Figure 1:
Professional Learning and Development (PLD)



school programs, for example. A third position is that development and well-being are themselves integral to formal learning. These emerging directions to embrace the whole child or learner in the ways that John Dewey, Paulo Freire, Maria Montessori, and many others did are returning us to the idea that teachers develop, too, just as much as they learn more formally. Their own development, growth, and well-being as teachers are and should be inseparable from the growth of their students.

Professional development involves many aspects of learning but may also involve developing mindfulness, team building and team development, intellectual stimulation for its own sake, reading good literature that prompts reflection on the human condition, taking sabbatical leaves to provide service in poor countries or communities, and reinvigorating teachers' love for their subject by joining a choir, writing a play, inventing or making things in workshops over the weekends, running a marathon as a sports teacher, or canoeing through the wilderness as an environmentalist, for example. As one of us said over a decade ago, "It is through personal and professional development that teachers build character, maturity, and virtues in themselves and others, making their schools into moral communities" (Hargreaves, 2003, p. 48). And in the words of Christopher Day, one of the world's experts on the teaching profession, learning to get better as a teacher isn't only about knowledge, skills, data and interventions. "Nurturing teachers' strong sense of positive, stable, professional identity, commitment, resilience, moral/ethical purposes, and willingness and ability to teach to their best and well is equally important" (Day, in press).

In the end, there should be no development without learning, and learning can and often should entail development. What we hope to show in this paper is that the combination and integration of professional learning and development as PLD is the essence of an effective teaching profession.

We can sharpen our understanding by considering professional learning (PL) and professional development (PD) in a grid as shown in Figure 2.

Figure 2:
Learning and Development Progression

		PROFESSIONAL DEVELOPMENT	
		LOW	HIGH
PROFESSIONAL LEARNING	HIGH	EGGHEADS & SOCIOPATHS	MORAL, MATURE PROFESSIONALS
	LOW	INEFFECTIVE INGÉNUES	CARING CRAFTSPEOPLE

1. **PL WITHOUT PD** or even with negative PD. Some of the greatest tyrants in history and in the world today have been super-smart emotional sociopaths who use others entirely for their own power and gain. Try a stilted data team meeting to search for instant and easy results on which your own job may depend at a time when teachers are already exhausted. Receive devastating feedback from someone you don't respect or whom you even despise. Try job-embedded professional learning with a principal who is a bully or colleagues you can't stand. If you are in a forced training session to implement a program that has a questionable evidence base and that has been adopted for ideological reasons (for instance, a literacy program that only values comprehension with short passages rather than whole books, or that has material that is culturally insensitive towards one's bilingual or minority students), then you are only getting learning (and perhaps not even much learning) without development. Someone has also learned but not developed if he or she is intellectually brilliant but mainly

lives in his or her own head, unable to put ideas into practice. (There are quite a few of these in universities.) PL without PD can also include off-site and online courses of low quality that teachers take to rack up credit hours to get recertified or climb the salary scale but don't necessarily make teachers better as people.

2. PD WITHOUT PL. Here, you may get a lot of growth as a person, a professional, and even as a small community, but you don't always get better at the job as a group. *PD without PL* occurs with inappropriate uses of collaborative inquiry — for instance, in teacher teams trying to improve students' mathematics achievement when the teams do not include anyone with competence or confidence in mathematics. It arises when teachers get supportive and affirming feedback but do not also get challenged and stretched by mentors, coaches, or other peers to extend their practice and examine its impact. It can also happen when you grow in empathy toward minority groups of students without making the effort or being given the support to acquire knowledge and skill through professional learning about how to address the specific needs of students who are immigrants, indigenous, transnational (they move back and forth and identify with more than one culture and system), autistic, have LGBTQ identities, or are refugees with post-traumatic stress, for example. PD without PL can strengthen cultures of care and support but in a way that values only experience and intuition as people try to improve things by improvised trial-and-error, rather than also by deliberate learning.

3. NO PD/NO PL. These are the ineffective ingénues of teaching — people who are often thrown into this role by default rather than choosing it by design. This category has become widespread in systems characterized by punitive accountability. Working in a high-threat environment as many U.S. schools have been in the last 15 years under the federal requirements of *No Child Left Behind* and *Race to the Top*, where your very job depends on unquestioning compliance, is a no PD/no PL scenario (Daly, 2009). You will have little or no PD or PL if 40% and more of the teachers in your school or system turn over every year, if your principal is constantly changing, if you are imprisoned in your own classroom with no chance to work with your colleagues, if you are prohibited from visiting other schools or systems (when only the boss or the system leaders get to see — and therefore control — the secrets of other systems' success). In the U.S., no PD/no PL environments have become a systemic scourge leading to the unchecked hemorrhaging of talented teachers from the system after four years or less and precipitous declines in the proportions of graduates who want to enter the profession. Canada, with its highly regarded and well-rewarded teaching profession, does not have to deal with these issues on any systemic scale, but the problems can still occur in some districts and schools that lack direction or are dictatorial in their approach.

4. HIGH PD/HIGH PL. This is the golden cell. In this environment, you are learning a lot, all the time, individually and with your colleagues, in school and out of school (as Campbell and colleagues' report says, not all job-embedded PLD is onsite). You learn things of immediate and longer-term importance for your students and also things that may have no direct and immediate effect but that are intellectually stimulating personally and professionally — like book clubs. Not all PL should have an immediate impact or high effect size, but a lot of it should. For that reason, individually and as a community, you ensure that you address the needs of your specific student populations, go deeper all the time with literacy, math, interdisciplinary projects, or other subjects, and you keep challenging and stretching yourself and each other to create the maximum benefit for all students.

Teachers in this cell also grow a lot as people and communities. They become more confident and mature. They and their colleagues grasp that teaching is an emotional practice as well as a cognitive/intellectual one. They start to be able to interact effectively with parents, colleagues, and other adults as well as they do with children. They become better as leaders and also learn to let go of doing all the leading themselves as they get more comfortable in their own skins. In these cases, teachers become lead agents of change. They can make their case for a cause that is crucial for their students but are able to temper their enthusiasm when appropriate. They not only write dissertations on collaboration but also collaborate in practice. When they are

disappointed with a student, a lesson, or a whole class, they develop the capacity to be resilient, bounce back, and face another day. As they mature, they don't equate collaboration with losing their identity and being flooded by other people's ideas. (This is why systems need to give teachers the time and experience to mature.) They become accepting and inclusive of other identities as well as their own, among the adults as well as in their classes. They become less anxious, shy, intemperate, self-absorbed, or strident — and all this is because there are specific processes to help teachers develop as well as ensure that they learn. These processes may not always have short-term impact on students, but they build trust, develop relationships, and create a more mature and responsive professional community of colleagues with the moral and even spiritual commitment to their cause that is pursued with courage, commitment, and empathy.

So professional learning and development (PLD) together are indispensable, and the upward spiral of their mutual interaction is what makes teaching, learning, and schools great. Educators are engaged with their students, families, and communities for local and sometimes global development. Cases both for and against professional learning and professional development fail to acknowledge and embrace this fundamental aspect of PLD. Each of the concepts of PL and PD still carry baggage relative to the local context. Our argument is that collaborative professionalism needs to be the foundation for both PL and PD so that they intersect and overlap deliberately and work closely together.

2. The flawed case for PLD.

The case for PLD is often flawed because it puts the cart before the horse — or it provides a cart with no horse at all! Questions about who should control PLD, how to find time for it, how much PLD teachers engage in, or how much autonomy teachers should have are several steps removed from day-to-day teaching and learning. It is not the sheer amount of PLD that counts, nor even the quality of its delivery as a process or program.

Furthermore, professional standards, teacher evaluation, and the like are extremely weak methods of improving teaching, and it is good that Canadians have not been driven by these approaches. The factors that separate Canada, Singapore, and Finland from many systems, for example, are not their teacher evaluation systems or lists of professional standards. The fundamental difference between these systems and many other countries is a *culture of collaborative professionalism* that permeates the system, serving both individual and collective learning.

Yet day-to-day professional learning in Canada is still uneven, as this report itself recognizes. Even within highly successful initiatives like the Alberta Initiative for School Improvement (AISI), districts varied in the quality and character of AISI implementation. Some districts took a top-down linear approach by imposing training in professional learning communities on everyone through imported trainers. Other districts financed teachers' time so that many teachers got the chance to learn and develop with other teachers within and across their schools as they pursued their innovations together (Hargreaves et al., 2009).

Our call to action is to focus directly on professional learning culture, on teachers' learning *and* development, to increase the likelihood that

they will become embedded in the vast majority of school and school system cultures. The Campbell report itself identifies several examples of what PLD built into broader professional cultures might look like, such as the following comment from a teacher in the TLLP initiative in Ontario:

“We have a much better appreciation and understanding of the value of collaboration. We have experienced firsthand how collaborating as a group and following an inquiry-based model for teaching and learning provided even more enriched opportunities for learning that were often spontaneous and deeper than what might have been originally planned” (Campbell et al., 2016).

In a similar vein, educators from Alberta observe:

“Our cornerstones in the district are equity, collaboration, accountability, and integrity, and I believe that that’s what this group is. It is about relationships, because we talk to each other, we work with one another, and I think the future of professional development in Alberta and Canada will be to build relationships because you’ll find less redundancy, less burnout. So I find that this whole experience for me has been about relationships, and these are great people around the table here. I think that’s what the future of professional learning is, whether you call it professional learning community or whatever, it’s people working together towards the same vision mission of children being successful, and, as our superintendent will say, living with dignity ... I think is critical” (Campbell et al., 2016).

In British Columbia, the Changing Results for Young Readers (CR4YR) initiative traced the progress of one struggling child in each classroom (in addition to focusing on the whole group):

“Changing Results for Young Readers (CR4YR) initiative was implemented as a collaborative inquiry project intended to increase the number of children who are engaged, successful readers. Teachers in 57 participating districts met with a facilitator seven times each year to explore inquiry questions they chose. Participating districts and teachers had a variety of networking opportunities, including two provincial sessions per year, shared resources through facilitators and Early Reading Advocates, and ongoing dialogue” (Campbell et al., 2016).

Overall, the initiative led to strong results, including increased literacy skills in 96% of vulnerable students.

What we see in these and other examples are glimpses of cultures of collaborative professionalism but not yet a clear delineation of the essence of system success. Neither professional development nor episodic job-embedded professional learning makes the difference. Rather, the essence of system success is a culture of daily interaction, engaging pedagogy, mutual trust and development, and regular, quality feedback related to improvement. Learning to be better is a function of purposeful collaboration endemic to an organic culture geared

for continuous improvement and innovation. This is not professional development or professional learning in the way we usually think about them.

Later, we will spell out the main features of these cultures of collaborative professionalism, but, essentially, they are characterized by individual as well as collective autonomy and responsibility. Indeed, the two are inseparable. The cultures concentrate on the continuous improvement of professional practice, including the development of innovative (but not irresponsibly off-the-wall) practice where appropriate. There is a commitment to *pedagogical precision and passion* (not one or the other alone) in terms of teaching in ways that are exciting, engaging, and engrossing for students and teachers and that are informed by evidence and carefully selected experience of practices that are effective in general and with different kinds of students in particular. There is also an effort and an ability to undertake *deliberate design* of innovative learning experiences and environments for students and their teachers that stimulate learning, connect people with relevant learning that engages with their interests, and introduce people to new experiences and interests that stimulate their learning, impact, and growth.

Such cultures of collaborative professionalism simultaneously serve individual learning needs, school-based professional communities, and societal priorities. Let’s identify why a culture of collaborative professionalism is the critical foundation.

EACH AND EVERY TEACHER AND PRINCIPAL IS INVOLVED — NO EXCEPTIONS. Autonomy and cohesion coexist. Self-absorbed iconoclasts are no longer welcome in a culture of collaborative professionalism. The teacher who may be outrageously brilliant with his or her own classes and the principal who runs a break-the-mold innovative school that almost every business book with an opinion about public education loves to write about are not the kind of high PL/low PD educator the system needs if they cannot eventually use their knowledge and expertise to help their peers. If these educators cannot spread their practice, if they constantly complain about less-stellar schools and colleagues, and if they actively cultivate envy and competition among their peers, we are better off without them. It's no use having brilliance if it is trapped in a pinhole camera of a classroom. Instead, we have to create floodlit systems where brilliance can exist anywhere and everywhere, all the time. Otherwise, if system leaders and school leaders can see they have a bit of light somewhere, it's too easy to turn a blind eye to the fact that everyone else is stuck in the dark. Let's say goodbye to individual Teacher of the Year awards that curse the winners with ostracism by jealous peers and instead celebrate many kinds of stellar teachers who exist in a galaxy of stars that shine as brightly as one another. We should not glorify teaching in one or two individual classrooms, schools, or districts, but instead bring about and recognize excellence in many of them.

PROFESSIONAL EXPERTISE IS ACQUIRED THROUGH PERSISTENT ACTION, REFLECTIVE FEEDBACK, AND CONTINUOUS IMPROVEMENT — to the point where the individual and the group come to have a sixth sense of what is required here and now in a variety of situations. This is the so-called 10,000-hour rule made famous by Malcolm Gladwell (2008) and carefully established

in the research of Anders Ericsson (Ericsson & Pool, 2016). If you want expertise, you also need experience — and not just any experience, but repetition of skills and constant effort as an individual as well as with others to develop new skills and extend existing ones over time. Professional capital only grows through deliberate practice and feedback in a trusted and transparent environment. If people don't continue to develop and grow, their performance will tail off after the quick initial surge of learning something new has passed, or people will leave altogether if they feel they are not being supported or stretched. This turns an individual disappointment into a collective tragedy as places like the U.S. find that teachers in high-needs communities frequently leave after three years or so — long before they are given the chance to grow from mere proficiency to virtuoso standard.

Of course, the 10,000-hour argument can be overdone, as Kaufman and Epstein (2016) show in their clever critique of the claim. Not all professional skills are as definable as a golf swing, they argue, and likening all new learning to getting better at golf is misleading in this case just as it was in the early research on coaching that overextended the coaching analogy to learning outside sports. In complex skills, more practice actually makes you more different rather than the same, they say. Too much technical practice and feedback, they continue, also “strips away our humanity” — an argument against excessive emphasis on evidence-based precision. Equally, they show, beyond a certain point, even with all the practice in the world, some people don't get better at all. There really is a ceiling to individual talent and human capital. Not everyone is going to be the Michael Jordan or Margaret Atwood of their own field, however much they try. At the same time, human capital is not enough by itself. The practice and growth still matter, but so does the interaction with others.

TEACHERS AND OTHER EDUCATION LEADERS SYSTEMATICALLY COLLABORATE TO IMPROVE THE LEARNING EXPERIENCES AND ACHIEVEMENT OF ALL STUDENTS.

They are not driven by external tests but are concerned about measurable gains and other clear evidence concerning the specific learning and achievement results of their students.

The reason that a culture of collaborative professionalism matters is that you cannot develop the degree of expertise required through episodic or even embedded or never-ending PLD unless the whole profession gets better. In short, PLD conceived alone, like PLCs (professional learning communities) conceived alone, can never have the scale of impact needed for all students and schools. But within the wider commitment to cultures of collaborative professionalism, PLD is vital for every teacher's well-being and success in terms of individual impact and enjoyment, ever-increasing improvement and innovation, and common belonging and commitment to the knowledge and expertise that is possessed by and proliferated among the entire profession.

This kind of coherence can be defined as the “shared sense of understanding about the nature of the work” that can only be accomplished through sustained day-to-day interaction (Fullan & Quinn, 2016). As one of us has written elsewhere, three catalysts of such coherence comprise:

- *Sustainable leadership* in terms of how “leaders work with other leaders, and how schools help other schools.”
- *Integrating networks* of learning and development that enable “members of the global professional community to innovate and continually improve their practices for the benefit of their students.”
- *Responsibility before accountability* so that “teachers can monitor and manage themselves” (Hargreaves & Shirley, 2009).

As we argue below, changing the culture of the profession is the answer, not more PLD per se.

Before we turn to these cultures of collaborative professionalism, we first must understand why educators are being subjected to relentless attacks on their professionalism.



3. The misdirected argument against PLD.

It's hard to argue against professional learning and development. Who could possibly be opposed to it? The only alternatives would be unprofessional ignorance and atrophy. Yet professional learning does have its opponents, and their criticisms carry some weight. Investment in professional learning is, in part, a financial investment, and there are some who believe that it is not money well spent and that resources to improve teaching could be better directed elsewhere.

There are three influential objections to investing time and resources in professional learning and development.

1. Effective teaching can be delivered at higher or lower cost. Prudence in public expenditure should draw us to lower-cost and (it is sometimes assumed) lower-skill models if they are equally effective.
2. Professional learning and development have little or no proven impact on student achievement. They do not provide value for money.
3. Professional collaboration is overrated. Most of it provides little benefit for students. Besides, there are better ways to improve teaching, such as school-by-school competition and individual teacher evaluation.

Let's take these objections one by one.

1. DO AS MUCH WITH LESS.

The first argument is that we can lower the cost of teaching without losing quality by looking at systems with similarly good results and modeling our own practices on the cheapest of them. A report in 2015 for the C.D. Howe Institute in Canada, for instance, finds no association between provincial differences

in teachers' salaries and variations in student achievement (Johnson, 2015). Although the report accepts that "factors other than teacher compensation that are unexplored here may better explain the interprovincial variation in student achievement results" (p. 16), it then leaps to the implication that "there appears to be room to reduce the growth of teacher compensation relative to other occupations so that teachers in other provinces end up in similar salary percentiles to teachers in BC (British Columbia)." This is because "despite considerably lower levels of overall relative compensation, BC attracts persons to be teachers who produce high-quality outcomes" (p. 16).

If it can't be better, at least it can be cheaper — that is the argument of more than a few economists who exert increasing influence over government policies related to teachers. They take one or two inputs like salaries or class sizes in relation to student achievement outputs, then opt for the model that incurs the lowest costs. These inputs are artificially isolated from everything else that might affect student achievement and teachers' compensation — with bizarre results.

For example, an international report comparing countries on indicators of class size and teachers' salaries comes to the surreal conclusion that "if Switzerland, for example, were to decrease its teachers salaries by 48.5%, while maintaining the pupil/teacher ratio, it could sit alongside Finland near the top of the PISA rankings" (Dalton, Marcenaro-Gutiérrez, & Still, 2014). In other words, Finland did better than Switzerland with lower teacher pay levels, so dropping Swiss salaries would improve student achievement to Finnish levels!

Why can't we reduce pay to the lowest level of equally high-performing countries or provinces? Well, when you are attracting the best teachers, your market is mainly not other states or provinces, but other professions around you, along with things like cost of living and quality of life. You can't just propose that teachers in one area should drop their pay to the level of equally high-performing teachers in another. Getting the same results by investing less in teachers or expecting them to take on more without greater time or pay will just lose the best people from the profession.

In addition, research shows that, while poor financial compensation can be a disincentive, higher pay alone can never drive individual or collective effort in work that involves complex judgment (Pink, 2009). You have to pay people enough money to take it off the table as a factor and then concentrate on the intrinsic motivators of collaborative professionalism.

2. DON'T LEARN AND DEVELOP; EVALUATE AND SELECT.

In 2015, The New Teacher Project (TNTP) in the U.S. commissioned a report titled *The Mirage: Confronting the Hard Truth About Our Quest for Teacher Development*. Based on a review of literature and data collection from three large school districts and a charter management network, the report found that, despite “massive” average investment in professional development of \$18,000 U.S. per teacher, there was little evidence of positive effects of professional development strategies for improving the quality of teaching. This remained true even in the case of those more embedded, collaborative strategies more favored by professional learning and development advocates. Nearly 70% of surveyed teachers failed to improve after three years, confirming the research of some leading U.S. economists of education that most teacher

performance plateaus after four years (Kane, McCaffrey, Miller, & Staiger, 2013).

This seems like a devastating blow to the whole professional learning and development industry. Is it just consuming needless money that could be spent on recruiting higher-caliber people and weeding out all the bad ones by using tougher evaluation systems instead? The TNTP report wants clear goals, urgency, impact, and measurability, with a heightened role for evaluation systems that have “meaningful rewards and consequences attached.” What's wrong with that?

First, although it dismisses much professional development on the grounds that it has no (short-term, specific) measurable impact, the TNTP report advocates an alternative of more individual teacher evaluation linked to consequences, even though there is little or no evidence to support this alternative.

Second, it's not earth-shattering that teachers improve a lot early on and not so fast later. The reason for this is both statistical and political. Statistically, if you start from a low baseline of competence, the first improvements are often the biggest ones you can make, and the increments tend to get smaller later on. Politically, more and more U.S. teachers are now prepared through alternate, non-university-based programs, including online and summer study programs — meaning that many new teachers start out with little more than raw street smarts. This leaves a lot of room for improvement through coaching, mentoring, and other PD in the first year or two. This is fine as far as it goes, but it shouldn't stop there. Programs like the TLLP project in Ontario take the 10,000 hours argument seriously — engaging and energizing teachers in their eighth year and beyond by offering them opportunities to be involved in innovation and share what they learn with other colleagues inside and beyond their own schools (Campbell et al., 2016).

Note also that in dysfunctional and unstable systems of top-down control with constant leadership churn, many of the best teachers who value their professional autonomy are leaving before their four years are up, thereby condemning schools to limited improvement among those who remain behind (Daly, Finnigan, & Liou, in press). Then there is the hyperbolic statement that most teachers have their biggest impact in their first four years. This is just not true in countries like higher-performing Finland, Singapore, or Canada, where most teachers stay in the job for all their careers, not just for a few years before they move on to something else. In short, four years might operate as a ceiling effect if you are working in isolation under constant punitive pressure, but in those cases where teachers get support, feedback, and the collective stimulation of colleagues in an environment of stable leadership, they keep on growing.

3. COLLABORATION IS OVERRATED.

Even apparently collaborative strategies fail in the absence of attending to developing new cultures of PLD. This may explain the results of a 2014 study by Boston Consulting Group, which found that while professional learning communities were the most-favored PD strategy of system leaders and PD providers, they were the least-liked strategy among teachers. One interpretation might be that administrators had hijacked the language of PLCs and collaboration but just kept on having meetings and, in any case, did not establish cultures of collaborative professionalism. Meanwhile, teachers who were experiencing good collaboration (focused teamwork, shared instructional planning and assessment, positive culture, and so on) ranked it highly and reported substantial benefits.

Collaboration is a mixed bag then. But this has encouraged some critics to concentrate on negative examples and use them as evidence

against collaboration in general. For example, *Collaborative Overreach: Why Collaboration Probably Isn't Key to the Next Phase of School Reform*, a report commissioned by the London-based Centre for the Study of Market Reform of Education, says that only some collaborations are effective (Croft, 2016).

Of course, the authors have a point. We have also acknowledged that collaboration is not an end in itself. It can be a waste of time and have negative effects such as teachers learning methods from colleagues that are less than effective. More time to collaborate is often a necessary aspect of more effective PLD, as the OECD's country-by-country figures on conditions for effective teaching and learning show (Schleicher, 2016). But more time for collaboration is insufficient by itself. The time has to be well spent. Professional networks can eat up resources to no good effect unless they are carefully designed, based on clear international evidence of what distinguishes effective networks from ineffective ones (Hargreaves, Parsley, & Cox, 2015; Fullan, Rincón-Gallardo, & Hargreaves, 2015; NW RISE, 2016). Finally, all this talk about collaboration must be balanced with a deep respect for individual autonomy — something we set out to do in section 5, which discusses individual and collective development. Autonomy and collective work must co-exist. One strengthens the other.

Like the other critiques of PLD, the Croft report then makes an ideological leap beyond its own evidence base. Focusing on collaboration between and among schools, the paper argues that collaboration works best in combination with competition — as in chains of academies in England (the equivalent of charter management organizations in the U.S.). Of course, collaboration and competition can work together as schools and organizations push each other to be better in a spirited rather than win-lose way, and we have

studied and reported on this phenomenon in business and sport as well as education (Hargreaves, Boyle, & Harris, 2014). But the report goes further than this and claims, without any justification, that the future of school collaboration “is both competitive and corporate” and that interschool competition should precede collaboration. This clearly doesn’t apply in Canada or Finland, for example, which have systems that are highly cooperative and collaborative, so there is no reason why it has to apply in places like England or the U.S. Collaboration within and across schools is an essential component of effective PLD.

Campbell and her colleagues make very clear that professional collaboration is one of the best investments a system can make, provided it is well-led, well-supported, and includes quality content. OECD countries that have higher rates of and stronger support for professional collaboration get stronger results (Schleicher, 2016). Collective efficacy — the shared belief among teachers that they can make a positive difference for all their students together — has one of the largest effect sizes of any improvement strategy and intervention. In the U.S. and elsewhere, numerous studies show that when schools value professional collaboration, build greater confidence and competence among their teachers, develop collective responsibility for all students’ success, and establish stronger trust throughout the school and system, these things have a causal impact on better results (Donohoo, 2016; Hattie, 2015; Goddard, Hoy, & Hoy, 2000).

In short, collaboration among the many threatens those who want a temporary and inexpensive workforce of compliant teachers who are sifted and sorted by evaluating individuals. The opposition to effective professional learning has grains of truth in its arguments. Professional learning is not always effective, and more money on more programs, including collaborative ones, is not always the answer. But the sands on which the case for individual evaluation over collective development is built are shifting and sinking. The samples are skewed, the statistics are flawed, and the argument for individual evaluation of a deliberately temporary and rapidly turning over profession is underpinned not by evidence but by assertion and hyperbole. There are better and less bitter alternatives than those of a cheaper and compliant profession in a competitive system of individual evaluation, and one of the places we can find them is within Canada.

In Canada, teachers often get feedback on their teaching, but it occurs in a culture of respect for teachers with a growth orientation that is accompanied by few penalties (see, for example Ontario Ministry of Education’s (2016) recent Policy/Program Memorandum on collaborative professionalism). In the U.S., there is a movement in some states recognizing that punitive or bureaucratic teacher evaluation is ineffective and developmental alternatives have to be pursued. Yet there is still a long way to go.

4. Student and teacher well-being: The symbiosis of PLD.

We have devoted a lot of space to how PLD is best understood and advanced within a culture of collaborative professionalism. We want to make clear that working solely with other teachers is not where collaboration ends. Students and their parents or other caregivers have to be part of this collaboration, too. Student and teacher well-being are intimately intertwined. When you separate one from the other, you undermine the possibilities of success.

The past is riddled with *bad old pedagogies* or ones that have outlived their usefulness — teaching the whole class from the front of the room most of the time as if students are all the same, backed up by individual seatwork, and structured in simple and fairly standardized three-part lessons. A modification of this approach is dividing the class into three groups for their seatwork or reading — normal, accelerated, and slow — not because there are always or only three inherently different levels of ability among the students, but because the otherwise arbitrary number of three is a managerial convenience for the teacher. This is what is commonly and rightly criticized as factory schooling for an industrial era that we should have left behind long ago. In these environments, teacher collaboration is typically confined to staff meetings in whole schools, subject departments, or grade-level teams where announcements are made, materials are handed out, and plans and programs are discussed.

There has also been and continues to be a lot of *good old pedagogies* that have been practical, relevant, inspired, and cooperative. In the past, and under the radar, in Canada and elsewhere, many teachers and schools have engaged students in cooperative learning, education for democracy,

interdisciplinary study, problem-based and project-based learning, and so on. This kind of teaching and learning exists in the work of John Dewey and Paulo Freire, in the progressive movements of the 1920s and 1960s and '70s in the U.S. and United Kingdom, in the policy directions of education in places like Scotland and the Nordic countries, in the historic emphasis on the formation of the whole person in Jesuit and other religious traditions, and in thousands of schools that are part of successful networks in Mexico and Colombia, for example. The tragedy is that, over a quarter century, many nations pushed all this great work and the dedicated and experienced teachers who did it underground with a global education reform movement that standardized and prescribed the curriculum, and turned what were once humanistic and inclusive classrooms that developed the whole child into test-preparation factories (Sahlberg, 2011). In these environments, good very often turned to bad, but we shouldn't blame the teachers for it.

Eventually, the global education reform movement strategies became exhausted, students became disengaged from school, teachers took flight from the profession, the public became alarmed, and the U.S. and similar nations woke up and smelled the coffee. At the same time, the digital revolution revived the possibilities for deeper learning beyond mere memorization and test taking. This provoked the public, the profession, technology companies, and start-up entrepreneurs into rethinking how students can and should be more directly engaged in undertaking and sometimes leading their own learning. Add in the worldwide epidemic in mental health problems among young people, along with the greatest global refugee crisis in 70 years with all the challenges that brings into many classrooms,

and we get more than an inkling of why deeper learning that engages the whole child has come back on to the educational agenda.

But not all new pedagogies are good pedagogies. There are *bad new pedagogies* that perpetuate superficial learning or little learning, alongside good new pedagogies that develop deeper learning. For instance, many low-cost online learning companies in the U.S. that try to bypass teachers altogether have appalling records in terms of student achievement results. Excessively “independent” learning that sometimes masquerades as personalized learning can be exciting and engaging for learners who are already motivated, but when students who have a lot of dislocation and distraction in their home lives are literally as well figuratively left to their own devices, narrowing the achievement gap for them and their peers remains a distant digital dream.

What we seek are *good new pedagogies* for deep learning. These have a lot in common with *good old pedagogies*, so we need to make sure we recognize these older pedagogies, value them, and engage the teachers who practice them in moving everyone further forward. It’s a factual mistake and a strategic professional error to dismiss all existing classrooms as places of fuddy-duddy factory learning. But while the best old and new pedagogies overlap a lot, the new ones have three additional features that distinguish them. These features are also ones that engage and energize teachers as well as students and promote their joint learning and development in the process.

- Good new pedagogies are often *student-driven*. Teachers don’t do all the work to get students collectively engaged by spending endless hours devising brilliant multiple activities and projects for them. Sometimes, as Richard Elmore (2004) once said, the most dedicated teachers can teach too hard, and this can get in the way of them stepping back and following the learning a bit. In good new pedagogies, students have a voice. They come up with their own ideas and follow their own paths. They surprise you — and surprise is one of the most delightful emotions that make teaching so fulfilling and worthwhile. They learn to make good judgments about what their work is worth and take more responsibility for its quality. They ask difficult questions sometimes, like the 7-year-olds who put an iPad on the principal’s desk with a presentation on how their classroom learning environment (yes, using that very language) could be improved to enable greater collaborative learning.
- Good new pedagogies are often *activist*. Students take up evidence-based campaigns to get local companies and local government to clean up ponds and rivers; they become advocates against bullying or in support of students’ LGBTQ rights; and they study and take up causes in relation to indigenous issues even when they do not themselves live in communities with indigenous students and families. The good new pedagogies turn students into passionate change agents (Fullan, 2016).

- Good new pedagogies make *positive uses of digital technology*. They use live online polling of student responses, gaming strategies, simulations, real-time feedback on Twitter, and continuous online interaction with parents, just to mention a few (Cho, 2016). When you can get a photo on your smartphone of something your child made just as they made it, or a completed assignment in your inbox when you're at home or at work as a parent, with an opportunity to respond, how much better is this than the decoding of performance scores, or the awkward conversations in which parents and teachers engage at report card time?

All these things build and deepen partnerships and collaboration with students and their families. PLD takes place not in an add-on course, a designated day, or other specialized activity. It encompasses well-being and the whole child. And in doing so, it enhances and amplifies teachers' well-being, giving them the feedback and enthusiasm and light-bulb moments they have always craved. Forty years ago, Dan Lortie (1975), in his classic book, *Schoolteacher*, found that teachers' greatest rewards were intrinsic or psychic ones of knowing they had made a difference with their students and seen them flourish. But these rewards, he said, were far too rare. Having more student engagement and student voice, engaged in activist and other projects that provide continuous and honest feedback online and offline, is a powerful stimulator for teachers' well-being. This is what Learning Forward advocates: Every teacher learning every day.

Some well-being for teachers comes from having enough time away from students to plan, discuss, and evaluate with one's peers, just like the teachers in high-performing Finland and in many parts of Canada, too. This kind of time really does matter for collaborative professionalism. But teachers' well-being also comes from having better time in the classroom, time that ignites the teacher's passion

to teach by seeing how their work impacts their students. In deep learning, we are beginning to see students and teachers, individually and together as people who, in the words of New Pedagogies for Deep Learning (www.npdll.global), "engage the world to change the world." Student well-being and teacher well-being, mutually connected, are key to individual and societal development.

Canada, with its high performing and professionally run educational systems, has a lot to offer in terms of historic and widely acclaimed learning initiatives like the Spirals of Inquiry schools in British Columbia, the Alberta Initiative for School Improvement, and the Teacher Leadership and Learning Project in Ontario—initiatives that have embraced thousands of schools and their teachers, not just a few bright sparks here and there. The Campbell team's report provides compelling evidence of the work that teachers, schools, and educational leaders are already doing for the deep learning agenda as part of their job every day. And note that these large-scale movements are an integral part of government funding. They are not add-on projects or foundation-funded initiatives that disappear after a year or two of early activity. They are part of the budget, integral to how education and PLD are funded throughout the system.

The deeper versions of this movement are not served by strengthening PLD per se, but by establishing and cultivating system cultures of collaborative professionalism that incorporate PLD. This is the next phase of transformation, even for systems that are further along.

This is the time to bring the profession back in to play a central role in the development of students as learners who are able to cope with turbulent times and to be leaders and change agents who will help shape the future. It is high-quality PLD of an individual and collective nature within the job and around it that will make all the difference.

5. Individual and collective development

Cultures of collaborative professionalism encompass several elements, each with its own individual and collective aspect. In all of these, it's important to remember that cultures of collaborative professionalism don't make everybody act the same way, toe the official line, or adopt the latest trends such as growth mindsets or brain gym. Indeed, for every idea or initiative, no matter how obviously valuable, a great group of strong individuals will ask, "What's wrong with this idea or initiative?" Then they will find some interesting answers. Responding to them will make them even more professionally independent and authoritative — and stronger because they trained themselves with their own resistance.

So, for example, what's wrong with Carol Dweck's (2006) much-vaunted growth mindsets? We put this to 10 school district leadership teams in Ontario, and the question shocked them. They all loved the idea so much that they had never questioned it. After a few minutes of brainstorming, they suggested that growth mindsets can be an excuse for not dealing with

poverty (the kids aren't failing because they're poor — it's just your mindset) or encourage principals to blame teachers' mindsets for students' struggles. This process of self-scrutiny didn't lead them to abandon the whole idea of growth mindsets, but they did now approach it more thoughtfully and professionally.

Strong cultures of collaborative professionalism are like strong teams. They thrive on diversity and disagreement, promote good variation of style, strengths, and overall approach, and increase individual as well as collective talent. Strong cultures of collaborative professionalism not only accept individuality and even a bit of eccentricity but also actively encourage it. Cultures of collaborative professionalism build professional judgment in individuals as well as in collectivities. So each element of collaborative professionalism that follows is double-sided, bringing together strong groups with strong individuals — assertion and agreement, humility and pride, and enthusiasm for each other's contribution and success. Here are the pairings.



Figure 3:
Individual
and Collective
Development

INDIVIDUAL AUTONOMY	COLLECTIVE AUTONOMY
INDIVIDUAL IMPACT	COLLECTIVE IMPACT
PERSONAL RESPONSIBILITY	COLLECTIVE RESPONSIBILITY
INDIVIDUAL INQUIRY	COLLABORATIVE INQUIRY
SELF-EFFICACY	COLLECTIVE EFFICACY
INWARD MINDSET	OUTWARD MINDSET

- **Individual autonomy:** to make on-the-spot judgments in your own classroom as a properly trained and qualified as well as respected professional.
- **Collective autonomy:** to have more independence from unnecessary and excessive bureaucratic interference but also less independence from one another as colleagues in planning curriculum, improving teaching and learning, and giving as well as receiving feedback.
- **Individual impact:** being mindful of ensuring that how you teach and the things you do in your classroom are not just interesting and fun for you and the students but have a positive impact on their learning and development — directly or indirectly, short- or long-term.
- **Collective impact:** awareness of and deliberate attention to how the whole school community of teachers, administrative support staff, community service workers, bus drivers, and volunteers can and does have a positive impact on students (Walsh et al., 2014).
- **Personal responsibility:** to work hard, give up other things sometimes, do the best you can, take the first step in helping a colleague or making a change, admit and apologize for mistakes, speak out against the injustices incurred by a poor policy, an uncaring colleague, or a climate of racial violence, support a student or colleague who is being bullied, challenge poor leadership, and initiate your own learning.
- **Collective responsibility:** for all students' success inside and outside one's own school and class; and for other colleagues' success on exactly the same lines — in fact, you cannot do one without the other.
- **Individual inquiry:** into how to improve and innovate in your own teaching, try more authentic tasks and assessments, experiment with different kinds of digital technology tools and applications, and investigate how writing tasks or reading texts impact differently on a culturally diverse student body, for example.
- **Collaborative inquiry:** into a problem faced by a school or a network of schools and their teachers, such as how to improve the quality and impact of mathematics teaching in an elementary school, how to deal with the post-traumatic stresses that many children from refugee families bring into school with them, how to develop programs and procedures for addressing issues of cyberbullying, and so on.

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- **Self efficacy:** the belief you can make a difference to your own students even in the face of the very challenging lives that they sometimes have, and the belief that instead of complaining about the students, the parents, your colleagues, and your leaders, that you can make a difference to their behavior and impact, too.
 - **Collective efficacy:** expressed in shared and deliberately bolstered beliefs in the principle that all students can learn a lot more than they and others think they can, and that all of these students can and should experience success.
 - **Inward mindsets:** in terms of learning from one another in shared dialogue, observation, and feedback.
 - **Outward mindsets:** including learning from workshops, keynote addresses, academic research, online resources, and interactions, but in a way that is then cycled back into and through the inside community.
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The idea of collaborative professionalism creates anxiety and apprehension among some teachers and their unions, or professional associations as they are called in Canada, that they will be forced to collaborate on things of little value in ways that aren't productive by leaders they don't respect. This phenomenon that we have termed *contrived collegiality* is a real fear and needs to be recognized and dealt with when it arises, but it is no reason to dispense with collaborative professionalism.

Collaborative professionalism also creates anxiety among formal leaders such as principals and superintendents because they fear it will undermine their authority, lead to stultifying bureaucracies of procedurally democratic decision making, and threaten their own identity as leaders. Leaders need

wellbeing and a sense of identity too, rather than feeling swamped by a seeming morass and seething mass of collaborative professionalism. But despite some of the rhetorical debates in the leadership field between individual and distributed leadership, many of the leaders of all kinds whom we have studied and written about have great strength and security as individual leaders and also immense capacity to accept and encourage distributed leadership among the entire community. Like so many other things, the individual and the group come together here as well. Collaborative professionalism doesn't undermine effective and inspirational individual leadership. It is at the very heart of such leadership.

6. The call to action.

The report by Campbell and her colleagues demonstrates that the concern and commitment to PLD in Canada is widespread, not only among the three in-depth case study provinces, but also across the country. Our call to action appreciates the great strength of the profession that so clearly exists. We make our recommendations for all teachers, for all systems, and for Canada.

We have two underlying premises that are embedded in the previous sections. One is that we put PLD in its place and consider the development of a *culture of collaborative professionalism* as the foundation for bringing the profession back in relative to its own self-generating capacity, as well as for the good of students and the society that it will help shape.

The second premise is that the profession and those who connect to it should approach the next phase with a *critical and appreciative edge*. In some cases, like much of the U.S., the critical part is about responding intelligently to the barrage of wrong solutions that are being thrown at the profession. We recognize that many educators in the U.S. have been working diligently to establish cultures of collaborative professionalism despite the policy context. We hope the Campbell report and our call to action will inspire these and other practitioners and policymakers to intensify their challenge to the status quo in the pursuit of collaborative professionalism that addresses the twin goals of equity and excellence.

Even in the better scenarios, as in Canada, our argument is about getting beneath and beyond the surface of professional development by appreciating and demanding more examples of individual and

collective cultures that solidify the profession as one of the society's great forces for helping students and communities contend with and shape their futures individually and collectively — indeed, for determining the quality of society itself.

In essence, then, we need to work to establish a *culture of collaborative professionalism* in which teachers develop and grow day by day through feedback and joint work in which student and teacher learning and well-being form a mutual feed for the betterment of society.

For all teachers

1. **Forge your own collaborative professionalism.** Regardless of what others are doing, you have a responsibility to find and foster your own PLD. Remember that our definition of PLD is about deliberately learning something new, developing and growing personally and professionally, and doing this individually and with others. In the words of Education International, the international association of teachers unions, “teachers have to own the competencies they teach” (Education International, 2016).
2. **Seek deep learning with and through students, teachers, and parents.** Become engaged in the good new pedagogies (and good old pedagogies) of inquiry, engagement, and activism to make learning deep and connected to the world of today. In this context, pursue the equity hypothesis in which those students most disaffected in the current system are the ones most likely to benefit. Treat students as change agents as well as protégés.

3. **Go outside to learn inside.** Leadership from the middle (your peers in your own and other schools) provides new opportunities for accessing new ideas and having greater impact in your own situation as well as with those with whom you are collaborating.
4. **Make your world bigger.** Given worldwide developments in the last half of 2016, the big picture (societal development), and the small picture (the place where you work) are fusing. Everybody knows that something is amiss, afoot, and adrift, and nobody seems to know what to do. This puts education in the forefront of figuring out the future of humankind. It's time for the levers of educational change to be seized by the full spectrum of teachers — those under 35 and even under 25 as well as older teachers. Make yourself part of this life-changing and world-changing movement, but do it with other educators and students, not just by yourself.

For all systems

1. **Make collaborative professionalism the centerpiece of your strategy.** Whether you are union leaders, politicians, or bureaucrats, you know that the future lies in a strong teaching profession. Public confidence in the public education system is vital. Professional associations, unions, and governments should jointly address the question of how to develop collaborative professionalism including contractual entitlement to PLD, combined with commitment to achieving measurable progress in student engagement and learning (see the work of the labor-led Education International (2016) group). This is Learning Forward's vision of every educator learning every day. It is also about ensuring that there is development as well as learning, about building professional decency and dignity as well as working in data teams. And it is also

about doing all of this with other educators, and with students, parents, and community members inside, across, and beyond everyone's individual schools.

2. **Formulate the purpose of education to develop global competencies for turbulent times.** Deep learning examples based on good new and old pedagogies and their links to global competencies are now being developed throughout the world in frameworks for learning and well-being in relation to many kinds of excellence, the relentless pursuit of equity, the importance of inclusion and democracy, and the inalienable imperative of human rights (i.e. the Atlantic Rim Collaboratory, www.atrico.org). Make your system part of this movement. The role of the center is to frame new directions, invest in the middle, and liberate those throughout the system. Lead from the middle globally, with other cultures and systems that share your commitment and integrity. Collaborative professionalism is also vital at the global level.
3. **Take a bold and broad yet also specific and explicit stance on competencies and outcomes.** Values, skills, and competencies for students and for teachers must be defined, fostered in practice, and assessed in terms of progress. Some of these developments concern increased engagement of teachers, students, and communities. They all must involve equity in new learning. Greater equity through deeper and more engaging learning for all is the strongest path to increased excellence.
4. **Get involved beyond your state, province, or country.** There will be worldwide turbulence in 2017 and beyond — in education and in all sectors. Become part of these developments as a learner and leader in equal measure. Reach out to and learn from other systems and strategies. Make sure that your own solutions are informed by what is happening elsewhere.

For Canada

1. **PLD (in the form of collaborative professionalism) must be a contractual responsibility and right of each and every teacher.** Every province and territory should undertake to establish jointly with teachers and their professional associations a contractual requirement that all teachers commit to and are also provided with the financial and leadership support to engage in collaborative professionalism as defined in the Campbell report and in this call to action. This includes linking collaborative professionalism to a range of outcomes in professional learning and development and in student learning and development.
2. **Commit every province and territory to both microfinancing and macrofinancing for PLD.** Microfinancing — providing money and time to large numbers of teachers, leaders, and schools to improve their collective efforts and impact by working together within the school day — can garner low-cost, high-yield results if carried out within a collaborative PLD framework. Macrofinancing areas such as improving indigenous education, making intelligent uses of technology, or raising mathematics achievement will shape the bigger picture and be based on the premises of collaborative professionalism.
3. **Develop a national declaration and set of guiding principles for collaborative professionalism that include the well-being of teachers and students.** To model and advance collaborative professionalism, we propose that a national declaration on the value and importance of professional learning could be co-developed by the Canadian

Teachers' Federation, Canadian Association of Principals, Canadian Councils of Ministers of Education, and other interested Pan-Canadian, federal, provincial, and territorial organizations and associations. The involvement of the federal government is also important to ensure a focus on First Nation, Metis, and Inuit education development both on and off reserves. The purpose of the national declaration is not to impose uniform standards or a one-size-fits-all approach across Canada, but rather to raise the national prominence, priority, and valuing of all educators' professional learning and development in support of all students' learning and development.

4. **Establish a biannual national conference on the state of collaborative professionalism.** This could be supported by research funded by the Social Sciences and Humanities Research Council and other agencies and would have a strong focus on improved as well as innovative practice and its impact. Each province or territory and its many schools and systems would share progress and lessons learned. Regional presentations would be encouraged. There would also be engagement and comparison with best and leading edge practice internationally. Beyond a biannual conference, a continued agenda for research, policy, and practice connections and collaborations concerning professional learning and development is important. Organizations such as the Canadian Society for Studies in Education and the Canadian Education Association have an important Pan-Canadian role in furthering evidence and dialogue.

Conclusion

There is something different and also disturbing about 2016 and 2017. It is a time of rising global levels of feelings of abandonment, anger, frustration, fear, hatred, violence, inequity, incivility, and distrust. Canada has managed to avoid much of this firestorm, while the U.S., United Kingdom, and much of Europe have not. But the world is so turbulent and volatile that no country, not even Canada, can assume it will continue to follow its current trajectory on autopilot.

Education has never been more important to the future of Canada, the U.S., and the world at large. A collaborative and activist teaching profession working jointly with students, families, and communities in the context of state and national policy is perhaps the most powerful instrument we have at our disposal to avoid impending harm and do greater good. All the way back to the times of Horace Mann in Massachusetts and Egerton Ryerson in Ontario, when public schools in North America were first being established,

public education has historically been about creating opportunities for everyone, in a world of decency and democracy, under the leadership of a qualified and committed teaching profession. Our call to new action is to reassert these values in a time that makes it both possible and necessary to have not just individual but also collaborative professionalism to inspire and ensure these important ends. This kind of professionalism must speak to who we are and what we do together as educators and to the values of inclusion, opportunity, dignity, and civility for which all of us who create the generations of the future must firmly and surely stand.

This call to action comes at a critical time. No one should be complacent. All of us should be engaged in the solutions underlying the Campbell report and the recommendations we have made along with it. Our students are the future. All of us, together, must help them shape it to be the best it can be for all of them.

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