



Государственное автономное учреждение дополнительного профессионального образования
Ярославской области

Институт развития образования

**U N I K A S S E L
V E R S I T Ä T**

The impact of professional learning communities on improving the teaching quality in schools with unfavorable social conditions \in complex social contexts\

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SCHOOL

internal conditions

special
contingent
of pupils

parent
incompeten
ce

disunity of
teachers

inefficient management

professional problems,
professional loneliness,
professional deformations



professional motivation

low expectations of
teachers

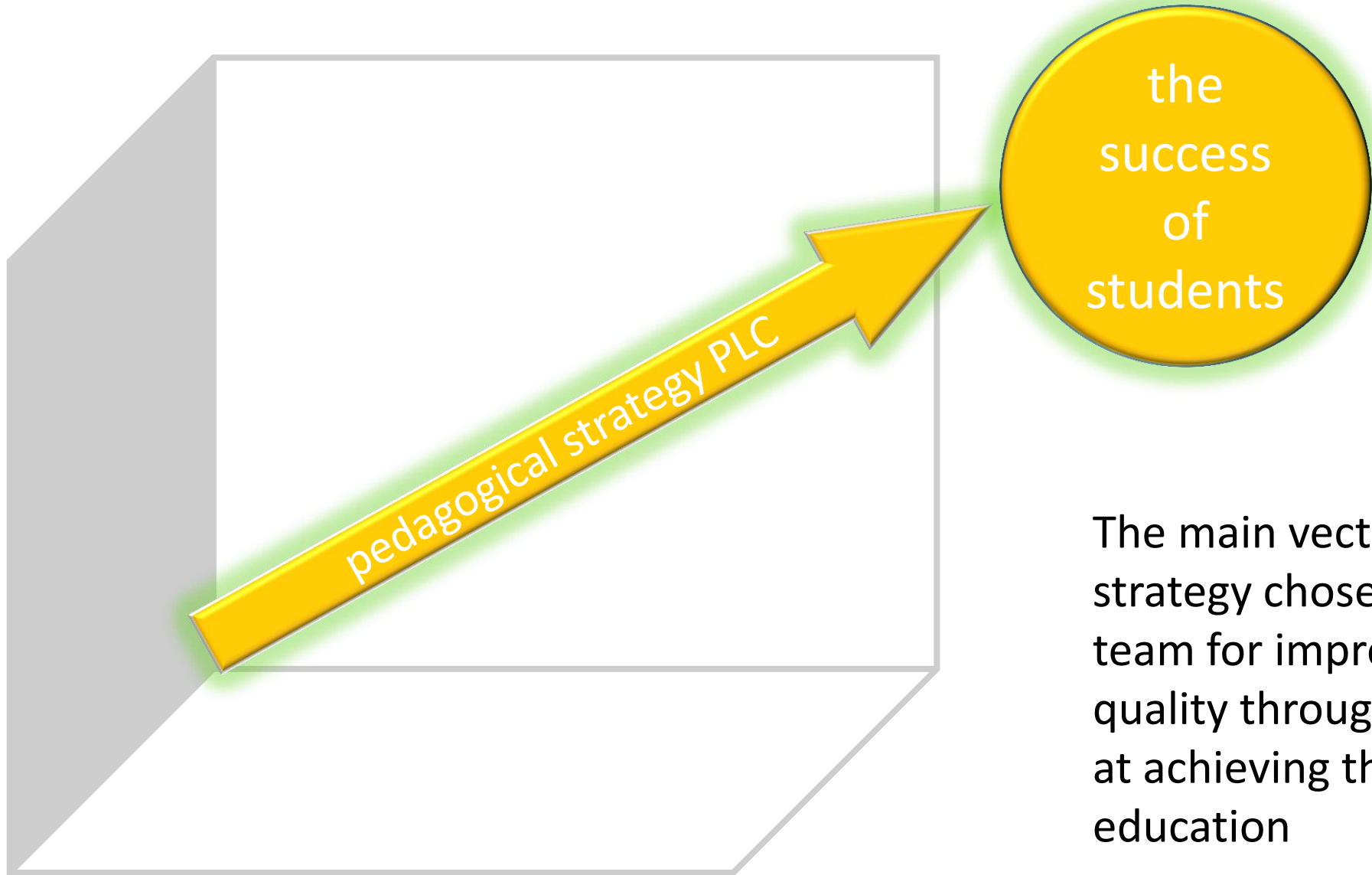


educational motivation

unsuccessful
person

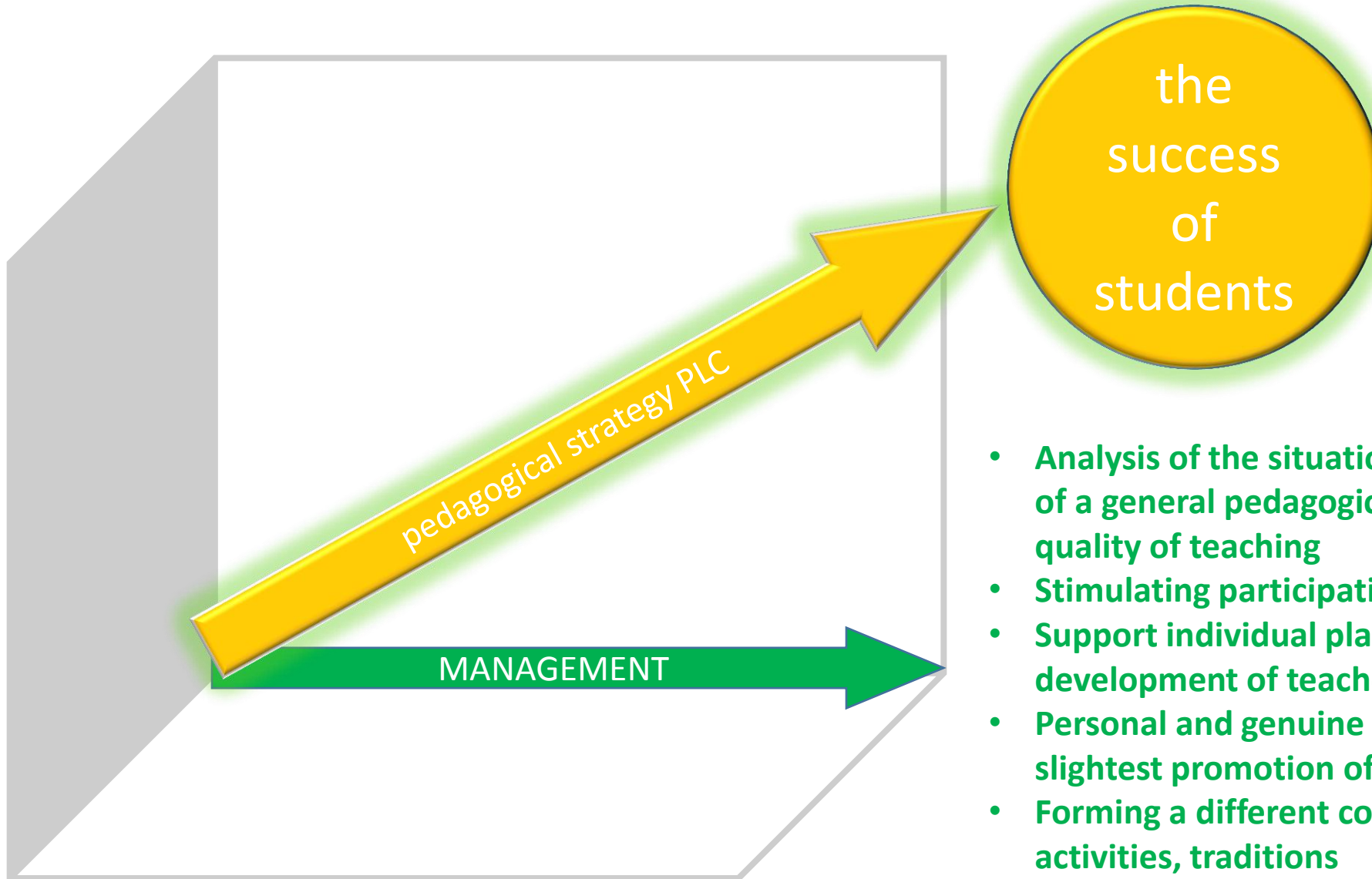
low educational
results

The coordinate system of PLC



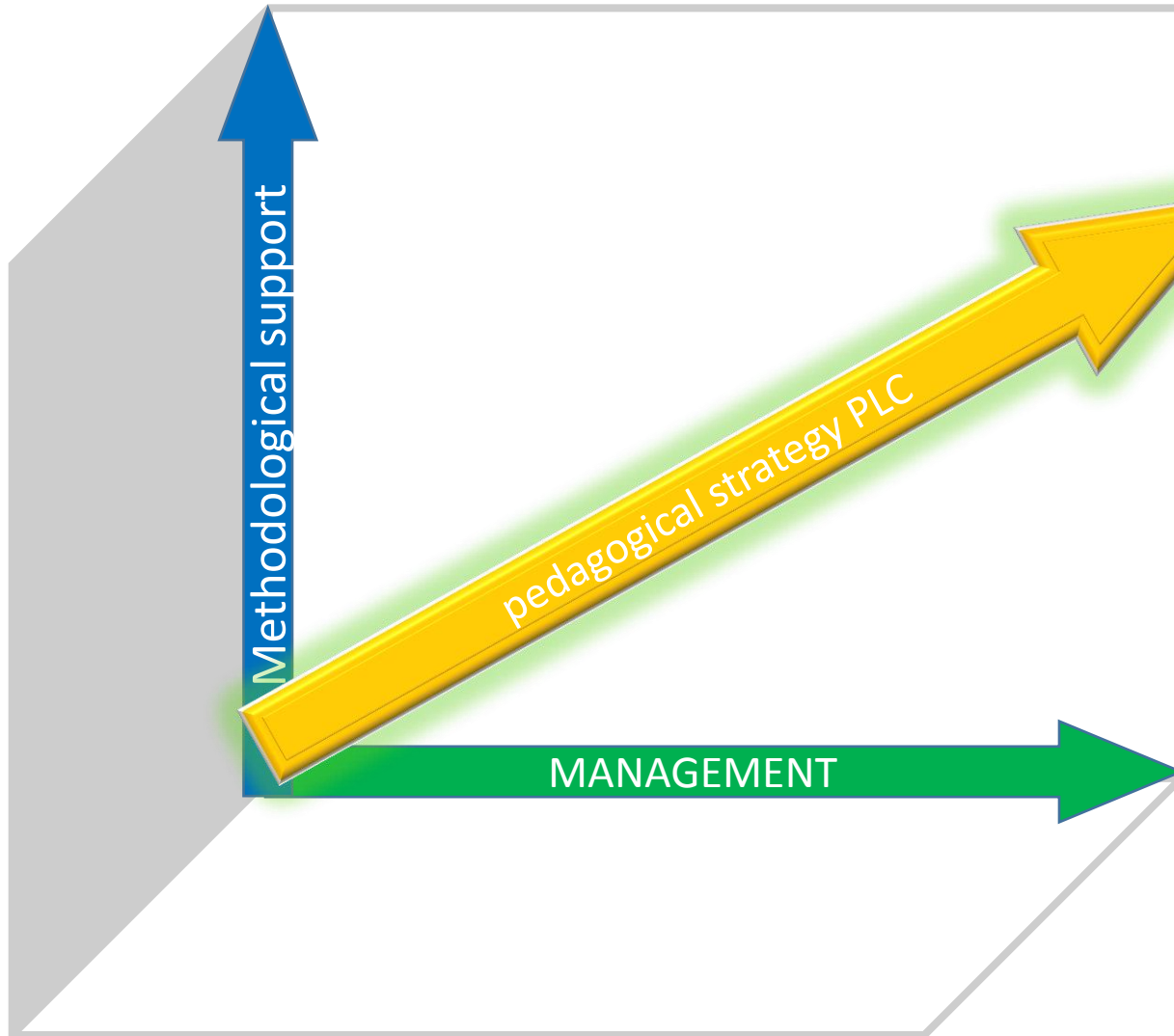
The main vector is the pedagogical strategy chosen by the pedagogical team for improving the teaching quality through PLC activities aimed at achieving the best results of education

The coordinate system of PLC



- Analysis of the situation and initiating the selection of a general pedagogical strategy to improve the quality of teaching
- Stimulating participation in the PLC
- Support individual plans for the professional development of teachers
- Personal and genuine interest of the director to the slightest promotion of teachers
- Forming a different collegiality: supporting joint activities, traditions
- Providing a network partnership to other schools

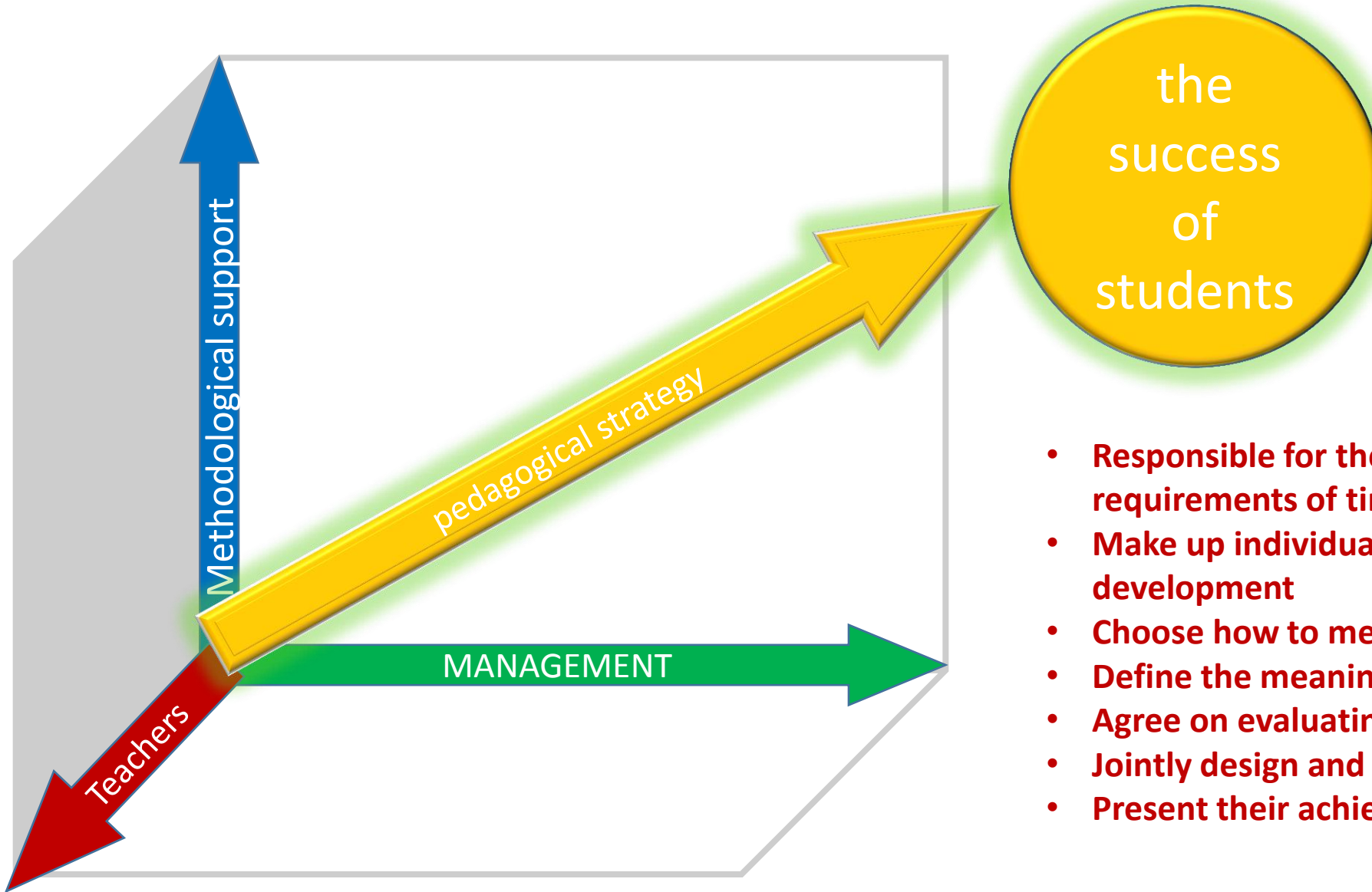
The coordinate system of PLC



the
success
of
students

- **Planning the methodical work of the school based on the plans of the PLC**
- **Support for informal teacher associations**
- **External interaction about PLC activities with other schools, services, institutes**
- **Promotion of developments, achievements of teachers**
- **Ensuring the possibility of interchange of achievements both within the PLC and between communities**

The coordinate system of PLC



- **Responsible for their compliance with the requirements of time and expectations of children**
- **Make up individual plans for professional development**
- **Choose how to merge into a PLC**
- **Define the meanings of PLC - general and personal**
- **Agree on evaluating the effectiveness of PLC**
- **Jointly design and analyze lessons**
- **Present their achievements**



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**Joint lesson planning.
How does the PLC work?**



Working with the problem



- Teachers formulate a problem in classroom teaching
- Identify the causes of the problem
- Choose pedagogical technology
- Define their "professional deficits" in pedagogical technology

Working with technology



- Teachers go on "study walk" to another class, to another teacher
- Pedagogical technologies should ensure the compatibility and commonality of activities → application of technology-related activities → OTHER educational results of students

Joint planning



The main question in the planning is "WHY? ":

- ✓ "Why should I (the teacher) do it in the class?"
- ✓ "Why would they (students) do it in the class?"
- ✓ "Do the students understand (will they understand), why do we do it in the class?"

Conducting and observing the lesson



- One teacher conducts (the first time it can be a tutor)
- Other teachers observe and fix the achieved results in the observation sheets

Lesson Analysis



- What changes have occurred in the students?
- What changes have occurred in the teacher?
- How did the situation in the class change?

Presentation of achievements



On study walks, workshops, conferences...



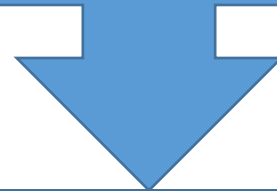
To the joint project

There are scientific studies on the impact of PLC on improving the quality of education

Mechanisms, technologies, conditions of influence of PLC on the increase of educational motivation of students in schools with unfavorable social conditions are insufficiently scientifically-methodically substantiated

Contradiction and problem

What are the mechanisms, technologies, operating conditions of the PLC, leading to positive changes in the professional motivation of teachers and increasing the educational motivation of schoolchildren?



Objective of the project

Obtaining and scientifically-methodical substantiation of new knowledge about mechanisms, technologies, conditions of PIC activity, leading to positive changes in the professional motivation of teachers and increasing the educational motivation of schoolchildren

Possible plan of joint actions

| Сроки | Мероприятия по взаимодействию | Способ взаимодействия и координации | Результат |
|-------------------|--|---|---|
| Февраль-март 2019 | Разработка критериев для изучения моделей ПОС | Эл. почта | Критерии исследования моделей ПОС |
| Апрель-май 2019 | Анализ специфических особенностей деятельности ПОС в России и Германии | Веб-конференция | Описаны модели |
| Июнь 2019 | Проведение сравнительного экспертного обсуждения моделей ПОС | Экспертный вебинар | Внесены коррективы в модели ПОС |
| Декабрь 2019 | Обсуждение результатов исследования 2019 года | Проведение очного российско-германского семинара | Промежуточные выводы по исследованию |
| Февраль 2020 | Обмен данными исследования | Веб-конференция | |
| Апрель 2020 | Представление результатов исследований | Участие в Евразийском образовательном диалоге (Ярославль) | Доклады (Ярославль, Кассель) |
| Май-декабрь 2020 | Подготовка совместной статьи | Эл. почта | Статья в рецензируемом издании |
| Январь-март 2021 | Взаимная экспертиза результатов исследования | Экспертный семинар | Анализ результатов исследования |
| Март-ноябрь 2021 | Подготовка совместной монографии | Эл. почта | Монография на немецком и русском языках |



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Thank you for your attention

