

BOOK STUDY GUIDE

Professional Capital: Transforming Teaching in Every School

LEARNING FORWARD
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DECEMBER 2012
ISSUE NO. 1

by Andy Hargreaves and Michael Fullan

Professional Capital is a call to transform the entire teaching profession. While highlighting the pitfalls and problems associated with a business capital model, Hargreaves and Fullan promote a model of reform that is rooted in building professional capital which consists of a combination of human capital, social capital, and decisional capital. The following study guide offers before and after reading activities that are designed to engage educators in discussion about educational change while considering how the ideas in the book will influence their professional practices.

Anticipation Guide

Anticipation guides not only elicit prior knowledge of a topic, they set a purpose for reading. When readers make predictions about a text it helps to focus their attention on important concepts during reading.

BEFORE
READING

Ask participants to complete the 'Before Reading' column of the Anticipation Guide (Appendix I: Anticipation Guide - Professional Capital: Transforming Teaching in Every School).

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DURING READING

Generating Questions

The purpose of this activity is to have participants think deeply about the concepts in the book by generating complex thought questions. Asking participants to create their own questions about the book will encourage them to read more actively and focus their attention on key ideas.

Ask participants to consider the difference between 'fat' and 'skinny' questions (Appendix II: Fat and Skinny Questions). Ask participants to create one 'fat' question for every chapter.

AFTER READING

Activity 1: Anticipation Guide Re-Visited

After reading, anticipation guides are used to confirm initial beliefs and/or cause people to rethink their understandings.

Ask participants to complete the 'After Reading' column of the Anticipation Guide (Appendix I: Anticipation Guide - Professional Capital: Transforming Teaching in Every School).

Provide opportunities for participants to discuss each statement. Use the Facilitator's Notes (Appendix III: Anticipation Guide: Facilitator's Notes) as 'talking points' for each statement.

Activity 2: Text-Rendering Experience

Through the use of a protocol (Appendix IV: Text-Rendering Experience), participants collaboratively construct meaning, clarify, and expand their thinking about the ideas in the book.

Activity 3: Sharing 'Fat' Questions

During reading, participants were asked to generate one 'fat' question for each chapter. Ask participants to sit in groups of 7 and number off 1 to 7. In a 'round robin' fashion, ask each participant to share the question they generated based on the number they were assigned (e.g., participant 1 shares the question generated for Chapter 1). Provide time between the sharing of each question so that groups have time to consider and share answers.

Activity 4: Enacting Change

In the final chapter, Hargreaves and Fullan identify the following core guidelines for action for teachers and school and district leaders.

Guidelines for Teachers

1. **Become a true pro.**
2. **Start with yourself: examine your own experience.**
3. **Be a mindful teacher.**
4. **Build your human capital through social capital.**
5. **Push and pull your peers.**
6. **Invest in and accumulate your decisional capital.**
7. **Manage up: help your leaders be the best they can be.**
8. **Take the first step.**
9. **Surprise yourself.**
10. **Connect everything back to your students.**

Guidelines for School and District Leaders

1. **Promote professional capital vigorously and courageously.**
2. **Know your people: understand their culture.**
3. **Secure leadership stability and sustainability.**
4. **Beware of contrived collegiality (and other irritating associates).**
5. **Reach out beyond your borders.**
6. **Be evidence-informed, not data-driven.**

In this activity, participants select one or two of the guidelines suggested by the authors from the category that applies to them (teacher and/or school and district leaders). Next, participants use the GIST summary (Appendix V) to summarize the guideline selected. Finally, participants identify actionable steps required to enact the guidelines.

Appendix I

Anticipation Guide:

Professional Capital: Transforming Teaching in Every School

by Andy Hargreaves and Michael Fullan

Before reading **Professional Capital**, complete the following anticipation guide. Read each statement and indicate whether you believe the statement is 'True' or 'False' in the column labeled 'Before Reading'. Save the completed anticipation guide so that you can revisit it once you have finished reading the book.

BEFORE READING			AFTER READING	
True	False	Change efforts should focus on schools as a whole – not individual teachers.	True	False
True	False	The quality of the teacher is the single most important determinant in the learning of the student.	True	False
True	False	There is more variation in effectiveness among teachers within schools than between schools.	True	False
True	False	Behaviour is shaped by groups much more than by individuals.	True	False
True	False	'Joint-work' is the most powerful form of collaboration.	True	False
True	False	Disagreement is more frequent in schools with collaborative cultures.	True	False
True	False	All forms of collaboration are valuable.	True	False
True	False	Collaborative cultures can flourish even in places devoid of deliberate actions aimed to establish them.	True	False
True	False	Healthy cross-school networks include an element of competition.	True	False
True	False	'Trust in the process' is so important it supercedes 'trust in people'.	True	False
True	False	Strategic change efforts should focus on teachers in mid-career.	True	False
True	False	States that are the most unionized are also the highest performing.	True	False

Appendix II

Fat and Skinny Questions

'Skinny' questions require low level thinking while 'fat' questions require higher order thinking skills.

Skinny Questions:

- require 'yes' or 'no' answers
- require recall of simple facts and information

For example:

- What is . . . ?
- Who is . . . ?
- When did . . . ?
- Name . . . ?

Fat Questions:

- get to the main idea
- ask about opinions
- make connections or comparisons
- may be used to clarify things not understood in the book

For example:

- Why do you think . . . ?
- In what ways are __ and __ alike?
- What would you do if . . . ?

While reading **Professional Capital**, generate one 'fat' question for every chapter. One or two of your questions will be shared with your colleagues.

Appendix III

Anticipation Guide (Facilitator's Notes): Professional Capital: Transforming Teaching in Every School by Andy Hargreaves and Michael Fullan

BEFORE READING			AFTER READING	
True	False	Change efforts should focus on schools as a whole – not individual teachers.	True	False
<p><i>Hargreaves and Fullan note that, “groups, teams, and communities are far more powerful than individuals when it comes to developing human capital” (p. 3). “You have to transform the entire profession – not just the bottom 20% and the top 20%, but the whole 100%” (p. 16). “If you want to accelerate learning in any endeavor, you concentrate on the group” (p. 89). This statement is true. Entire staffs should be the focus of change efforts.</i></p>				
True	False	The quality of the teacher is the single most important determinant in the learning of the student.	True	False
<p><i>Hargreaves and Fullan note that this statement is “the most abused educational research finding these days” (p. 15). It’s not “the effect of the individual teachers, for better or worse, here and there, that counts, but rather how you maximize the cumulative effect of many, many teachers over time for each and every student. Students do very well because they have series of good teachers – not by chance, but by design” (p. 16). This statement is false.</i></p>				
True	False	There is more variation in effectiveness among teachers within schools than between schools.	True	False
<p><i>Note: Day and his colleagues “demonstrate that there is more variation in effectiveness among teachers within schools than between schools” (p. 59). “Day and his colleagues link effectiveness to teachers’ commitments in their work – commitments to children, to the work itself and becoming more capable in it, and to serving others with dedication and effort” (p. 59). This statement is true. For more information see Day, C., Stobart, C., Sammons, P., Kington, A., & Gu, Q. (2007). Teachers matter: Connecting lives, work and effectiveness. Open University Press: Berkshire, UK.</i></p>				
True	False	Behaviour is shaped by groups much more than by individuals.	True	False
<p><i>Hargreaves and Fullan note that “social capital strategies are one of the cornerstones for transforming the profession. Behaviour is shaped by groups much more than by individuals – for better or worse. If you want positive change, then get the group to do the positive things that will achieve it” (p. 91). This statement is true.</i></p>				
True	False	‘Joint-work’ is the most powerful form of collaboration.	True	False
<p><i>Note: “Judith Warren Little has set out a continuum of collaboration from weaker to stronger forms. These comprise:</i></p> <ul style="list-style-type: none"> <i>- Scanning and storytelling – exchanging ideas, anecdotes, and gossip</i> <i>- Help and assistance – usually when asked</i> <i>- Sharing – of materials and teaching strategies</i> <i>- Joint work – where teachers teach, plan, or inquire into teaching together</i> <p><i>If collaboration is limited to anecdotes, giving help only when asked, or pooling existing ideas without examining or extending them, she says, collaboration will reproduce the status quo instead of challenging it. It is ultimately joint work that leads to improvement through exploring challenging questions about practice together – although the other kinds of collaboration may be prerequisites for it” (p. 112). This statement is true.</i></p>				

True	False	Disagreement is more frequent in schools with collaborative cultures.	True	False
<i>Hargreaves and Fullan note that while it is ironic, “disagreement is more frequent in schools with collaborative cultures because purposes, values, and their relationship to practice are always up for discussion. But this disagreement is made possible by the bedrock of fundamental security on which staff relationships rest – in the knowledge that open discussions and temporary disagreements will not threaten continuing relationships” (p. 113). This statement is true.</i>				
True	False	All forms of collaboration are valuable.	True	False
<i>Hargreaves and Fullan note that “not all forms of collaboration are valuable. Some kinds of collaboration are best avoided. Others are wastes of time and limited in their impact” (p. 115). This statement is false. Note: The authors go on to examine four different forms of collaboration – balkanization, contrived collegiality, professional learning communities, and clusters/networks/federations (pgs. 115-143)</i>				
True	False	Collaborative cultures can flourish even in places devoid of deliberate actions aimed to establish them.	True	False
<i>Hargreaves and Fullan point out that “collaborative cultures don’t happen by themselves. Some deliberate or even required arrangement is usually necessary in establishing them” (p. 118). This statement is false.</i>				
True	False	Healthy cross-school networks include an element of competition.	True	False
<i>Hargreaves and Fullan note that “collective responsibility is not just a commitment; it is the exercise of capabilities on a deep and wide scale. It encompasses positive competition: challenging the limits of what is humanly and professionally possible. In every healthy cluster or network that we have studied or been part of, there has also been a powerful tendency to try to compete, but in a spirit of how we can outdo ourselves as well as each other, for the good of the whole” (p. 142). This statement is true.</i>				
True	False	‘Trust in the process’ is so important it supercedes ‘trust in people’.	True	False
<i>Hargreaves and Fullan note that “you have to trust processes of peer interaction as well as trusting particular people. These processes are ones that maximize the organization’s collective capabilities and improve its problem-solving capabilities. They include improved communication, shared responsibility for particular students’ progress, moderating one another’s assessments, peer observations, networking with outside environments, shared innovation projects, and so on. Trust in people remains important, but trust in the process supersedes it. Trust the process, and most of the time you will end up trusting the people too” (p. 159). This statement is true.</i>				
True	False	Strategic change efforts should focus on teachers in mid-career.	True	False
<i>Hargreaves and Fullan point out that teachers are at their peak and are most likely to have perfected their decisional capital “between 8 and 20 or so years in the profession” (p. 178). The authors suggest that this is where we need to “concentrate some of our strategic efforts – not just at the beginning and end of the career, but in the high performing middle” (p. 178). This statement is true.</i>				
True	False	States that are the most unionized are also the highest performing.	True	False
<i>Hargreaves and Fullan note that “successful countries involve teachers and their unions or associations in setting and supporting the reform agenda. The same is true in the United States, as a number of reports recognize – the highest performing state is actually the most unionized, and many lower performing states are not unionized at all. Of course, it is not unions per se, or any other kind of professional association, that makes the difference, but rather the quality and strength of the relationship between local and national governments on the one hand and the teaching profession as a whole” (p. 180). This statement is true.</i>				

Appendix IV

Text-Rendering Experience

Purpose: For participants to collaboratively construct meaning, clarify, and expand their thinking about the ideas in **Professional Capital: Transforming Teaching in Every School** by Andy Hargreaves and Michael Fullan.

- Step 1: Form small groups (5-6 people). Someone in the group volunteers to facilitate. Someone in the group volunteers to scribe. The facilitator's job is to guide the group through the protocol. The scribe is responsible for recording the phrases and words shared during the protocol.
- Step 2: Take a few moments to review the book and mark a sentence, a phrase, and a word that you think is particularly important for your work.
- Step 3: Each person shares the sentence from Professional Capital that he/she thinks/feels is particularly significant.
- Step 4: Each person shares the phrase that he/she thinks/feels is particularly significant. The scribe records each phrase.
- Step 5: Each person shares the word that he/she thinks/feels is particularly significant. The scribe records each word.
- Step 6: The group discusses what they heard and what it says about the book.
- Step 7: The group consider the words that emerged and any new insights about the book.
- Step 8: The group debriefs the text rendering process.

Adapted from: National School Reform Faculty – Harmony Education Center.

http://www.nsrfharmony.org/protocol/doc/text_rendering.pdf

Appendix V

GIST Summary (Generating Interaction Between Schemata & Text)

1. In the final chapter, Hargreaves and Fullan identify core guidelines (see page 3) for action for teachers and school and district leaders. Select a guideline (from the list) and record it in the space provided.
2. Re-read the information about the guideline selected.
3. Identify the 5 'W's and an 'H' on the GIST template.
4. Using the 5 'W's and the 'H' as a reference, write a 20 word summary (GIST statement).
5. Identify action steps needed to enact the guideline in the space provided.

Professional Capital – Core Guidelines for Action (see pages 152-173)

Guideline: _____

Who:	
What:	
When:	
Where:	
Why:	
How:	

Write a 20 word GIST statement.

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Identify and list actionable steps required to enact the guideline selected.

Adapted from: International Reading Association - Read Write Think.

<http://www.readwritethink.org/>