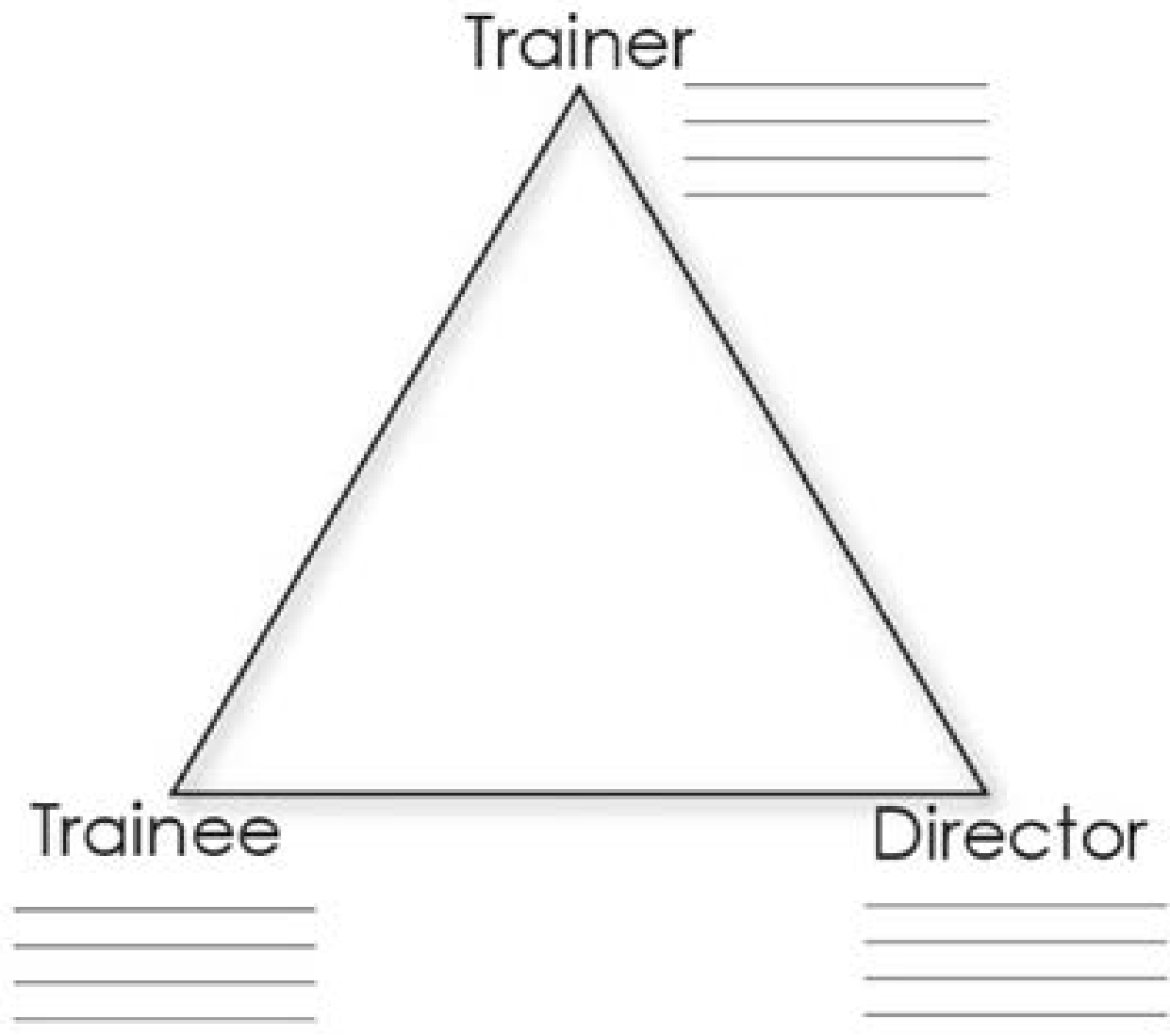


# Transfer of Learning Partnership



*\*Adapted from - Fundamentals of Effective Training (FET) course content.*

## Effective Transfer Strategies - BEFORE

### *Trainer*

- Complete a detailed needs assessment with the Director to ensure alignment of the training content with the organization's goals and staff Professional Development (PD) needs.
- Develop SMART training and workplace outcomes to inform training plan and design.
- Create a customized Implementation Plan form (using input from the Director) for participants to complete.

### *Trainee/Participant*

- Explore possible training options with Director based on both your individual professional goals and your program's overall goals.
- Complete all pre-training activities (needs assessment, content-based assignments, etc.).

### *Director/Admin*

- Involve staff in program-wide goal setting and long-term planning.
- Inform staff of the importance of the implementation of new skills and knowledge learned in training and explain that you will support each person in their implementation efforts.
- Provide time for staff to complete pre-training activities if applicable. This could be a reading assignment, a brief survey or even taking photos for pre training data collection.

***\*Adapted from - Fundamentals of Effective Training (FET) course content.***

## Effective Transfer Strategies - DURING

### *Trainer*

- Clearly spell out what trainees will gain from the investment of time and energy in their implementation efforts.
- Include practice of new skills in realistic work-related tasks.
- Provide opportunities to note new ideas and make specific plans for implementation of new knowledge and skills.

### *Trainee/Participant*

- Arrive at the training on time, if not early, and in a “ready to learn” mindset.
- Participate actively in all training activities and learning experiences.
- Make authentic connections with fellow trainees.

### *Director/Admin*

- Provide classroom coverage for staff to attend during work hours.
- Attend the training; model active participation and professional behavior.
- Monitor training attendance.

***\*Adapted from - Fundamentals of Effective Training (FET) course content.***

## **Effective Transfer Strategies - AFTER**

### ***Trainer***

- Use technology to provide follow-up support during implementation.
- Share evaluation results with director.
- Offer ideas for future trainings based on implementation results.

### ***Trainee/Participant***

- Follow through on implementation plan.
- Seek help with implementation from Director/Trainer.
- Maintain contact with other trainees.

### ***Director/Admin***

- Review and monitor implementation plans.
- Notice and acknowledge staff efforts to change behavior.
- Provide job aid support to staff for implementation.

***\*Adapted from - Fundamentals of Effective Training (FET) course content.***

## Our Featured Speakers

- ▶ Michele Hemenway Pullen -
  - ▶ Educator – 44 years; Pre-K – college
  - ▶ Early Childhood Education Trainer 30 years
  - ▶ Still curious!
  - ▶ Email: [hemenwaymichele@gmail.com](mailto:hemenwaymichele@gmail.com)
  
- ▶ Austin Nikolich
  - ▶ Curriculum Specialist at Sacred Heart Preschool
  - ▶ Community College instructor
  - ▶ Trained Forest School teacher
  - ▶ Free Play advocate
  - ▶ Email: [anikolich@shslou.org](mailto:anikolich@shslou.org)

# Sacred Heart Preschool

## 1. Recognitions:

- ▶ Gaps in understanding – play-based learning, racial socialization and antiracist teaching

## 2. Actions:

- ▶ Use prior faculty trainings (school has little turnover).
- ▶ Use teacher input to design a year-long series of offerings.

## 3. Considerations:

- ▶ Perspectives of teachers
- ▶ Assets within the faculty
- ▶ Current and past struggles and barriers
- ▶ Personal and group goals.

# Sacred Heart Preschool

## 4. Benefits:

- ▶ Personalized growth and feedback.
- ▶ Trainer reflection of submissions as basis for future trainings.
- ▶ Communication between trainings.
- ▶ Grew into three years of growth and relationship.
- ▶ Grounded in brain science and the way the brain best learns.
- ▶ Trainings based upon demonstrated interest, need and/or relevance to daily classroom life.

## Sacred Heart Preschool

### 5. Obstacles:

- ▶ Every gift a challenge; every challenge a gift.
- ▶ COVID – disallowed large group sharing/allowed small group conversation - more opportunity for expression and relationship building - learning cohorts.

### 6. Outcomes:

- ▶ More sustained inquiry by teachers with more meaningful dialogue
- ▶ More changes in practices
- ▶ More “buy-in” by program staff.
- ▶ More teachers taking the opportunity to share their voice.
- ▶ Leadership actively engaged in same PD process/journey as staff.

## Teacher “Learning Stories”

- ▶ Every teacher deserves mentorship.
- ▶ Every teacher deserves the same science and evidence-based learning experiences they are asked to provide for children.
- ▶ Conversation and shared support in small groups with reflection are best practice in adult learning environment.
- ▶ Teachers are being asked to change without mechanisms from personal practice to engage in change making. Therefore these ‘changes’ are not sustainable.
- ▶ Every teacher is a story that deserves telling and hearing.

## Teacher Feedback

"This ongoing approach lets us get our hands dirty, so to speak. We were taking the practice and seeing how it affected our classroom, reflecting, and then changing it up again to see the difference!"

**-Kara Menges, 1's classroom teacher**

"The process has no end point, it continually evolves and grows as I observe learners, communicate with other educators, and continually adjust to better explore much broader concepts and methods."

**-Natalie Riggs 3-4's classroom teacher**

## Teacher Feedback

"By having one continuous trainer, Michele has become part of our school community. Michele helped our organization change and grow based not only on her own experiences, but helped us collectively learn from each other and experiences we have had through the years at Sacred Heart Preschool. We were able to reflect back with her on previous trainings to help us with the current training. I think this helps us understand what we want for our school culture and community now and in the future."

**-Lauren Stinnett 2's classroom teacher**



## Director Feedback

"Sacred Heart Preschool began an intentional focused collaboration with a professional development coach a few years ago. This partnership allows for a more authentic and purposeful learning journey for our faculty and staff. Through this relationship, our coach is able to help us grow as a community of educators, by understanding more about us as learners and our vision as a program. "

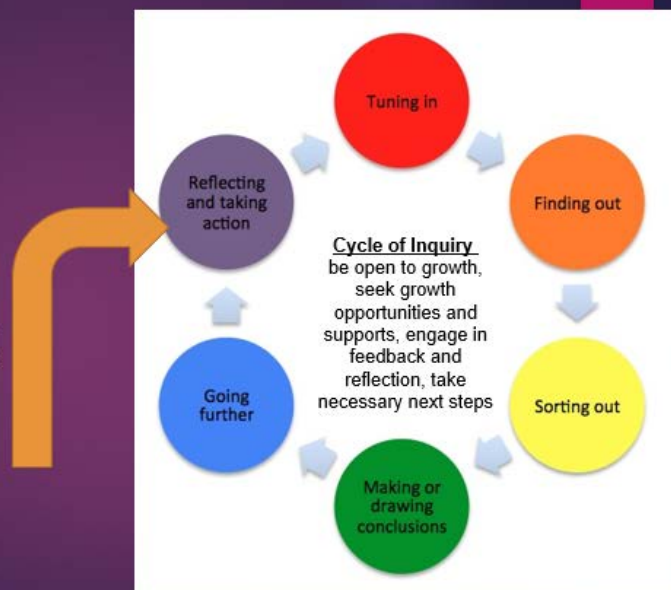
**-Lisa B. Houghlin, Director**

## A Cycle of Inquiry to Shift our Thinking Around Professional Growth

How will we grow as educators?  
 How will we know when we've grown?  
 How will we help others grow?  
 How will we produce change?

No more "one and done" trainings that fail to support the acquisition **AND** transfer of knowledge.

Reflection = A journey for self-discovery



\*Inquiry practices as adapted by Sacred Heart Preschool based on the work of Cath Murdoch (*The Power of Inquiry – Teaching and Learning with Curiosity, Creativity and Purpose in the Contemporary Classroom*).

## Creating New Patterns of Behavior

Have we built a community of shared understanding? Of shared practices?

Have we shifted our idea of our role of "teacher" to that of "researcher"?

Have we shifted our image of children from vessels to be filled with our expertise to that of partner and co-creator of knowledge? Are we documenting what we're learning from our students and the journey we're taking together?

How do we *know* what our students know, understand and are able to do? Is this visible to the students?

How comfortable are we in the midst of change? Do we stop because it becomes messy, or do we persist because we're committed to the journey?



There really isn't a "template" to "evaluate" this type of professional growth, however there ARE some good questions to continually ask yourself, and document.

## PNC Grow Up Great Training Series

### **Process:**

- ▶ Years of engagement at Southern IN and Louisville centers in various roles
- ▶ Awareness of needs, challenges and barriers
- ▶ Seeing possibilities
- ▶ Gaining support for a vision of support
- ▶ Surveying stakeholders
- ▶ Creating a vision

## PNC Grow Up Great Training Series

### **Benefits:**

- ▶ Cost-free, high quality trainings, equity-based implementation, sustainable

### **Obstacles:**

- ▶ How to ensure transfer of knowledge
- ▶ How to raise awareness of access to the resources

### **Outcomes:**

- ▶ First two sessions resulted in targeted goals being met