



What we know about how teachers develop their skills

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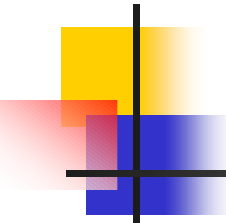
Teacher development is

an on-going process encompassing all formal and informal learning experiences that enable all staff in schools, individually and with others, to think about what they are doing, enhance their knowledge and skills and improve ways of working so that pupil learning and wellbeing is enhanced as a result. It should achieve a balance between individual, group, school and national needs; encourage a commitment to professional and personal growth; and increase self-esteem, self-confidence, job satisfaction, resilience and enthusiasm for working with children and colleagues (Bubb & Earley, 2007).



Staff development

Or, put more simply, continuing professional development is about creating opportunities for adult learning, ultimately for the purpose of enhancing the quality of education in the classroom.



How do adults learn? What is the same/different to children?

- Same

- Different

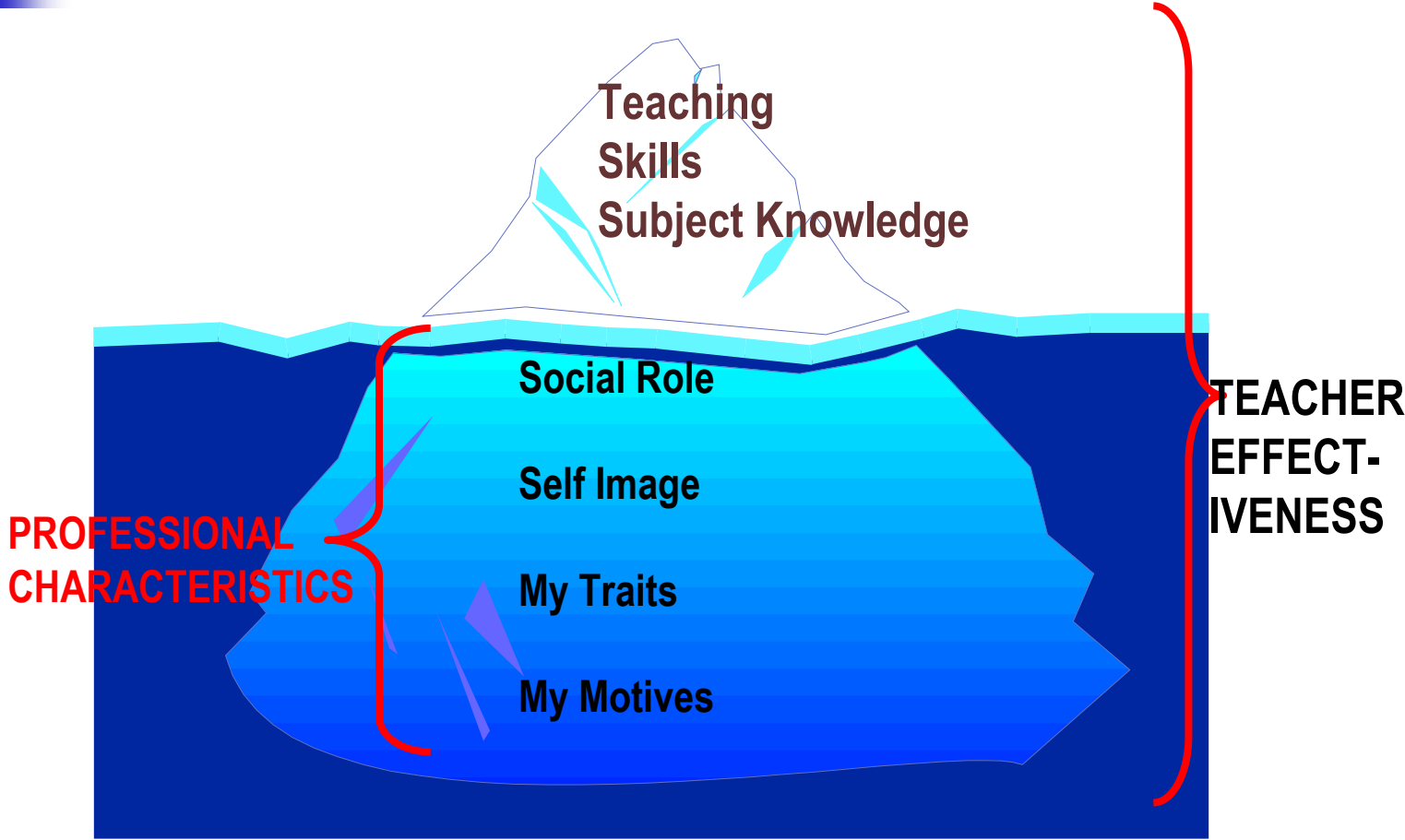


Andragogy – how adults learn

Adults need to:

- know why they need to learn something
- learn experientially and take account of previous experience
- approach learning as problem-solving
- learn best when the topic is of immediate value.

Hay McBer's 'iceberg' model





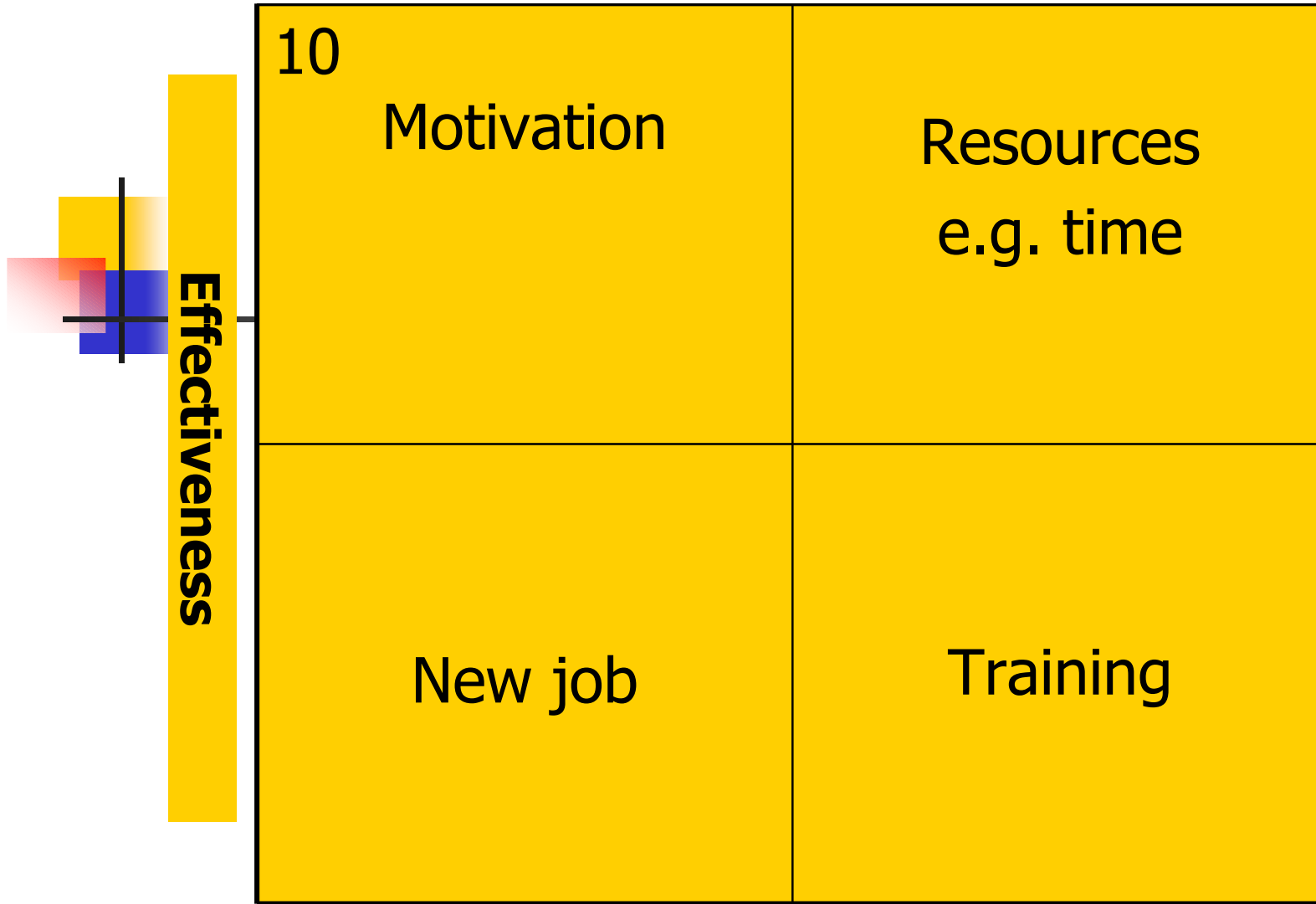
Adult learning styles

Theorist: learns using abstract conceptualisation and reflective observation Training approach: case studies, theory readings, thinking alone.

Pragmatist: learns using abstract conceptualisation and active experimentation Pragmatists ask: 'How can I apply this in practice?'

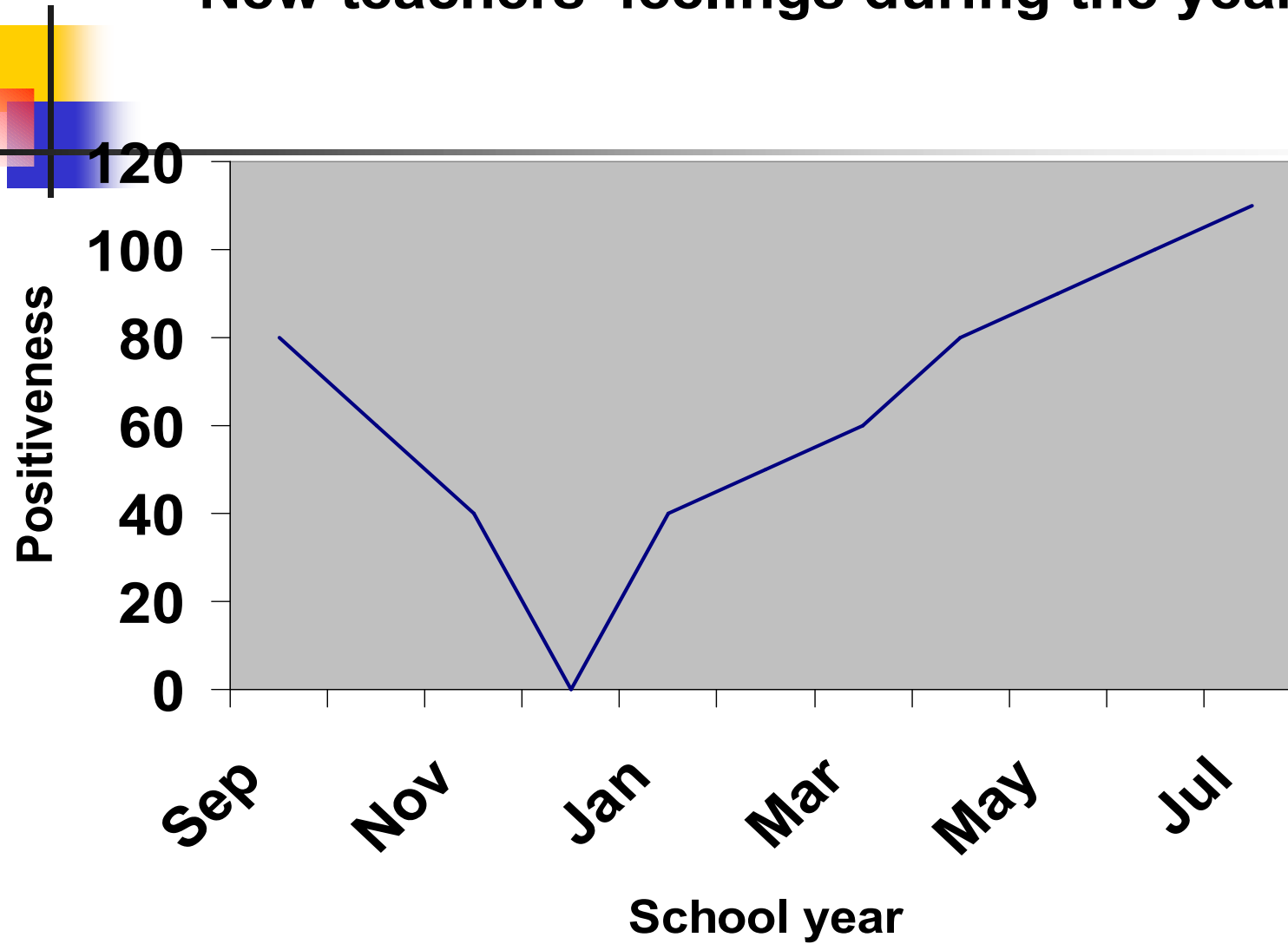
Activist: likes to learn using concrete experience and active experimentation; practising the skill, problem-solving, small group discussions, peer feedback.

Reflector: likes to learn using reflective observation and concrete experience; likes time to think.



0 – Keeness to improve - 10

New teachers' feelings during the year



We tend to think about/respond to things the way that we have always done. Talking with others helps us question our assumptions and change.





Activities that encourage reflection

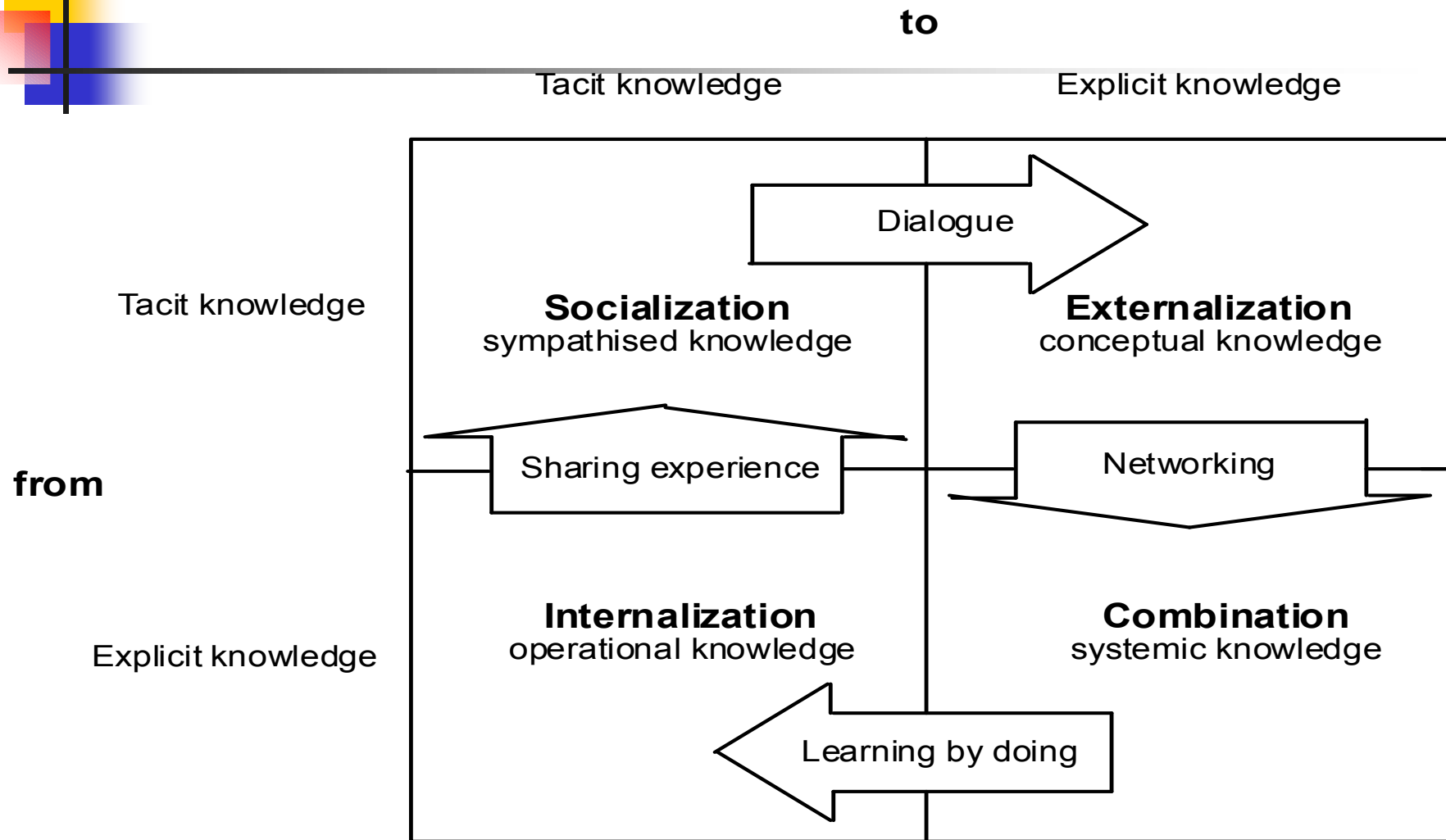
- Observation
- Being observed
- Learning walks
- Conversations
- Staffroom ethos
- Reading
- Coaching/mentoring
- Pupils' views
- Courses/conferences
- Teamwork eg planning
- www.teachers.tv
- Action research
- Networks
- New roles
- On-line communities
- Working with specialist
- Disseminating learning



Learning conversations

- All teachers can think of a conversation that has changed their practice.
- It doesn't happen as much as it should – life in school moves at a fast pace.
- www.tes.co.uk/staffroom **442,367** registered users; 7,000 postings a day; many more just look.

Knowledge 'transfer'



After Nonaka & Tagueuchi, 1995



A model for teacher learning

- Content (what to change)
 - Evidence
 - Ideas (strategies and techniques)
- Process (how to change)
 - Choice
 - Flexibility
 - Small steps
 - Accountability
 - Support (Dylan Wiliam, 2008)



Teacher learning communities

- contradict teacher isolation
- valuing teacher expertise
- de-privatize teaching so that teachers' strengths and struggles become known
- offer a steady source of support
- grow expertise
- facilitate sharing
- build the collective knowledge base in a school



8-10 people in a teacher learning community

Monthly meetings (2 hours)

1. Introduction & Housekeeping (5-10 mins)
2. How's It Going (35-50 minutes)
3. New Learning about AfL (20-45 minutes)
4. Personal Action Planning (10 minutes)
5. Summary of Learning (5 minutes)

Between meetings – plan together & observe each other (Dylan Wiliam, 2008)

Coaching – ‘The art of facilitating performance, learning and development of another’ (Downey 1999)





Coaching principles

1. people should be empowered to come up with their own solutions to challenging tasks
2. people need support and challenge
3. people will have greater commitment to an action they have shaped
4. coaching will help get the jobs done effectively and will grow the coach and coachee in the process
5. coaching fits well with a shared leadership approach.



Coaching and mentoring

- Learning to be a coach or mentor may be one of the most effective ways of enabling teachers to *become* good and excellent practitioners; current practice appears to concentrate the opportunity amongst those who have already reached this stage. (Cordingley et al, 2005)