



# Helping Teachers Develop

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# Outline

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1. Why it's important
  - a. Adult learning
  - b. Professional development cycle
  - c. Understanding professional development
2. Forms of professional learning



# Teaching isn't easy

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- Teaching isn't easy, and getting better at it isn't just a matter of experience, of trial and error. For the sake of the profession, for the teachers being helped - for the millions of children who'll learn more as a result – we must help teachers develop.



# Why help teachers?

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- Supporting teachers in their development – trainees, newly or recently qualified, in their first three, ten or twenty years, and whether they're superb or struggling - is vital in improving the quality of teaching and learning in our schools.



# How to make CPD effective

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- It's no longer sufficient for leadership teams to know how students learn; they need to know how to promote their own learning and that of colleagues. There must be dedicated time and training for teachers to learn. Frank Coffield, 2005



# Qualified teacher status

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- ‘Teachers are able to improve their own teaching, by evaluating it, learning from the effective practice of others and from evidence. They are motivated and able to take increasing responsibility for their own professional development.’



# Andragogy – how adults learn

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Knowles believes that 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.



# Learning cycle

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- Do - Observe someone that I admire take assembly
- Review - Think about it and discuss it with them afterwards
- Learn - Learn some key techniques for taking assembly
- Apply - Try them out when I take assembly
- Do - Get someone to observe me taking assembly and give me feedback





# Learning styles (Honey & Mumford)

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- 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; like time to think.

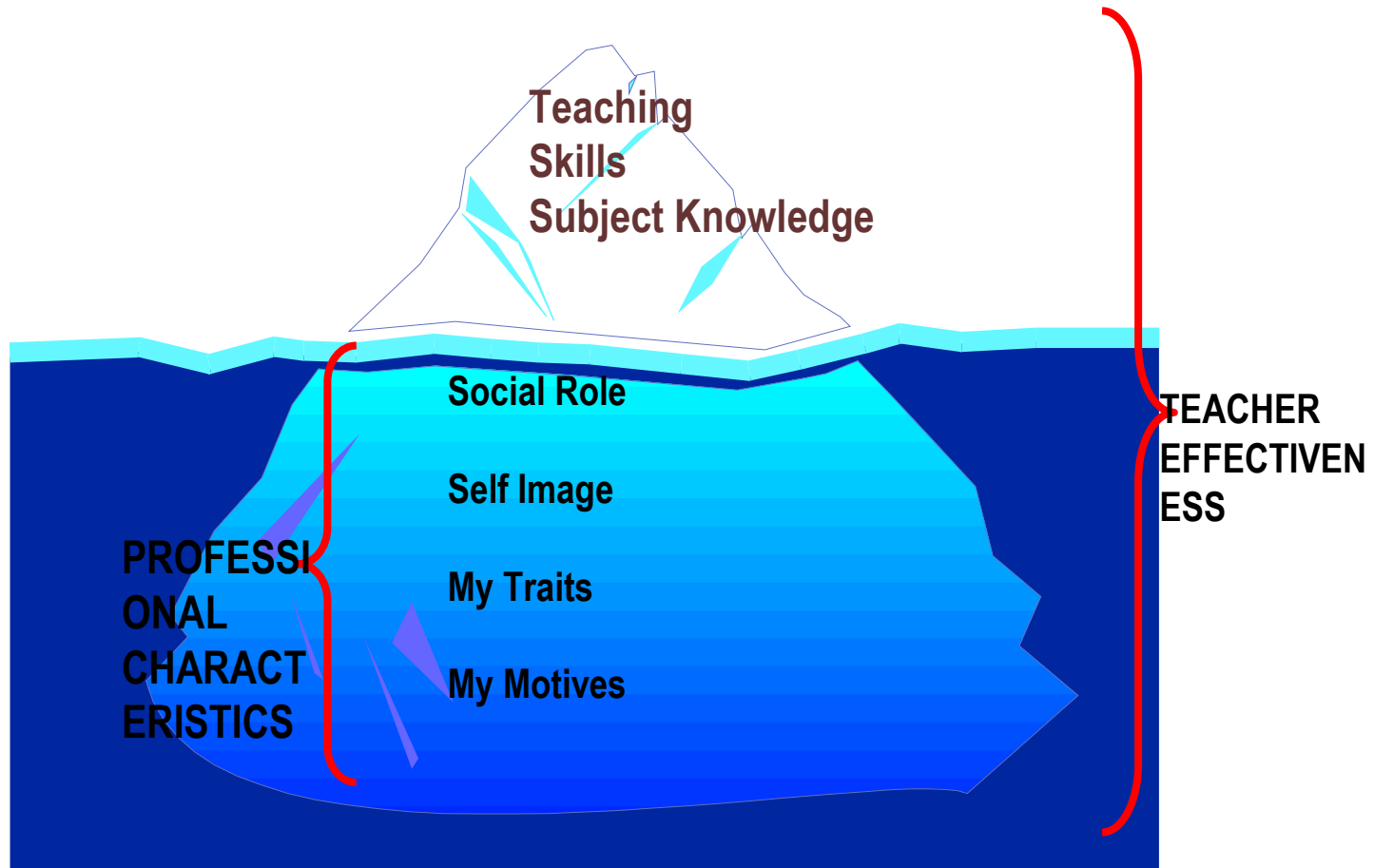


# Personality Types (BBC 2004)

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1. **Big Thinker** (Spontaneous + Ideas + Heads + Extrovert)
2. **Counsellor** (Planner + Ideas + Hearts + Introvert)
3. **Go-getter** (Spontaneous + Facts + Heads + Extrovert)
4. **Idealist** (Spontaneous + Ideas + Hearts + Introvert)
5. **Innovator** (Spontaneous + Ideas + Hearts + Extrovert)
6. **Leader** (Planner + Ideas + Heads + Extrovert)
7. **Mastermind** (Planner + Ideas + Heads + Introvert)
8. **Mentor** (Planner + Ideas + Hearts + Extrovert)
9. **Nurturer** (Planner + Facts + Hearts + Introvert)
10. **Peacemaker** (Spontaneous + Facts + Hearts + Introvert)
11. **Performer** (Spontaneous + Facts + Hearts + Extrovert)
12. **Provider** (Planner + Facts + Hearts + Extrovert)
13. **Realist** (Planner + Facts + Heads + Introvert)
14. **Resolver** (Spontaneous + Facts + Heads + Introvert)
15. **Strategist** (Spontaneous + Ideas + Heads + Introvert)
16. **Supervisor** (Planner + Facts + Heads + Extrovert)

Hay McBer's  
'iceberg' model  
(p22)



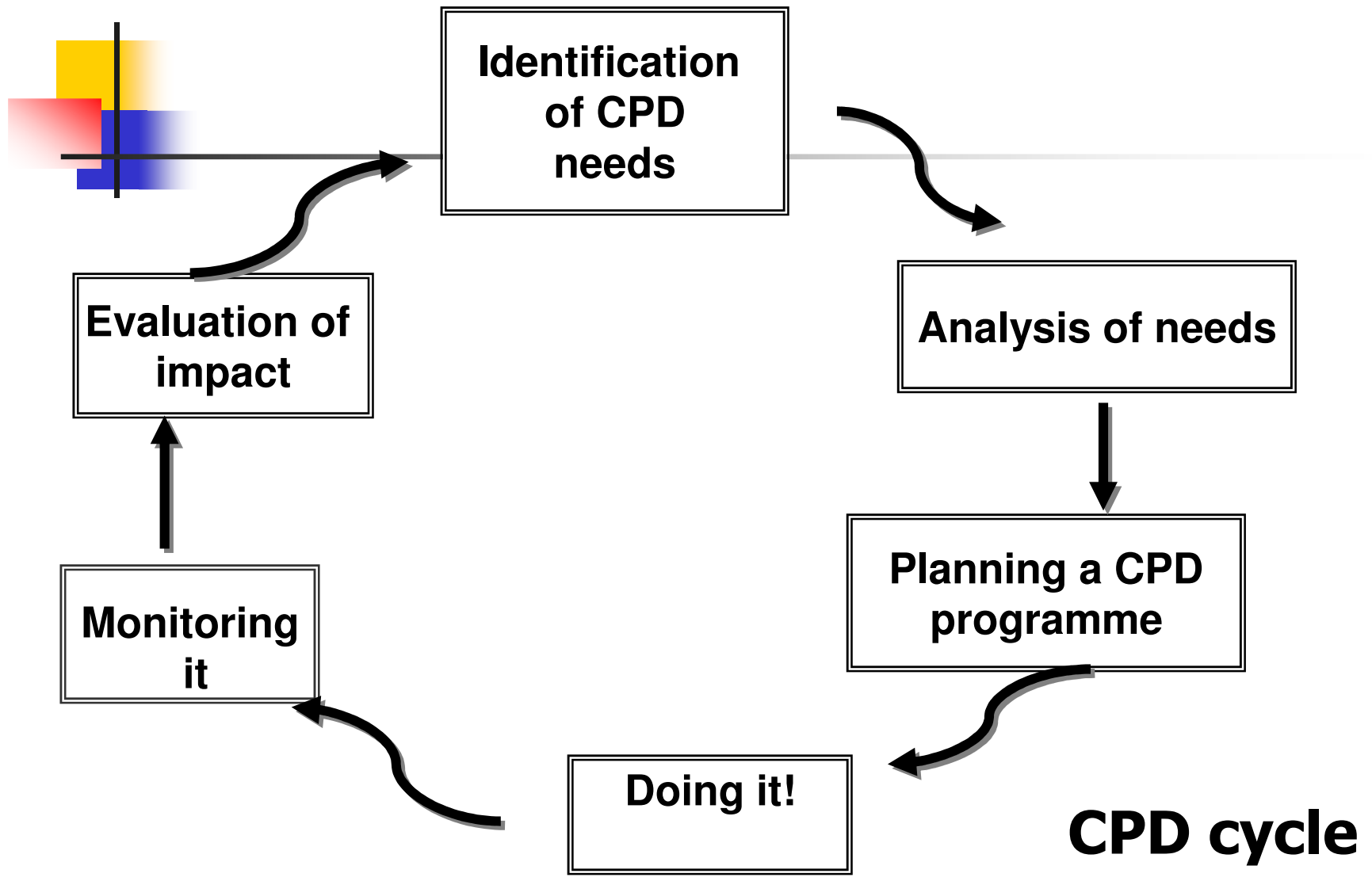


# Glow-worms

- cautious and lack spontaneity
- painting by numbers
- dependent
- don't take responsibility for PD
- the 'glow' of teaching is still there
- need to be fanned

# Skylarks

- less constrained by NNS, etc
  - want time and space to develop
  - want to put the sparkle back into teaching
  - keen on sharing good practice
- (Kathryn Riley 2003)



**Identification  
of CPD  
needs**

**Analysis of needs**

**Planning a CPD  
programme**

**Doing it!**

**Monitoring  
it**

**Evaluation of  
impact**

**CPD cycle**



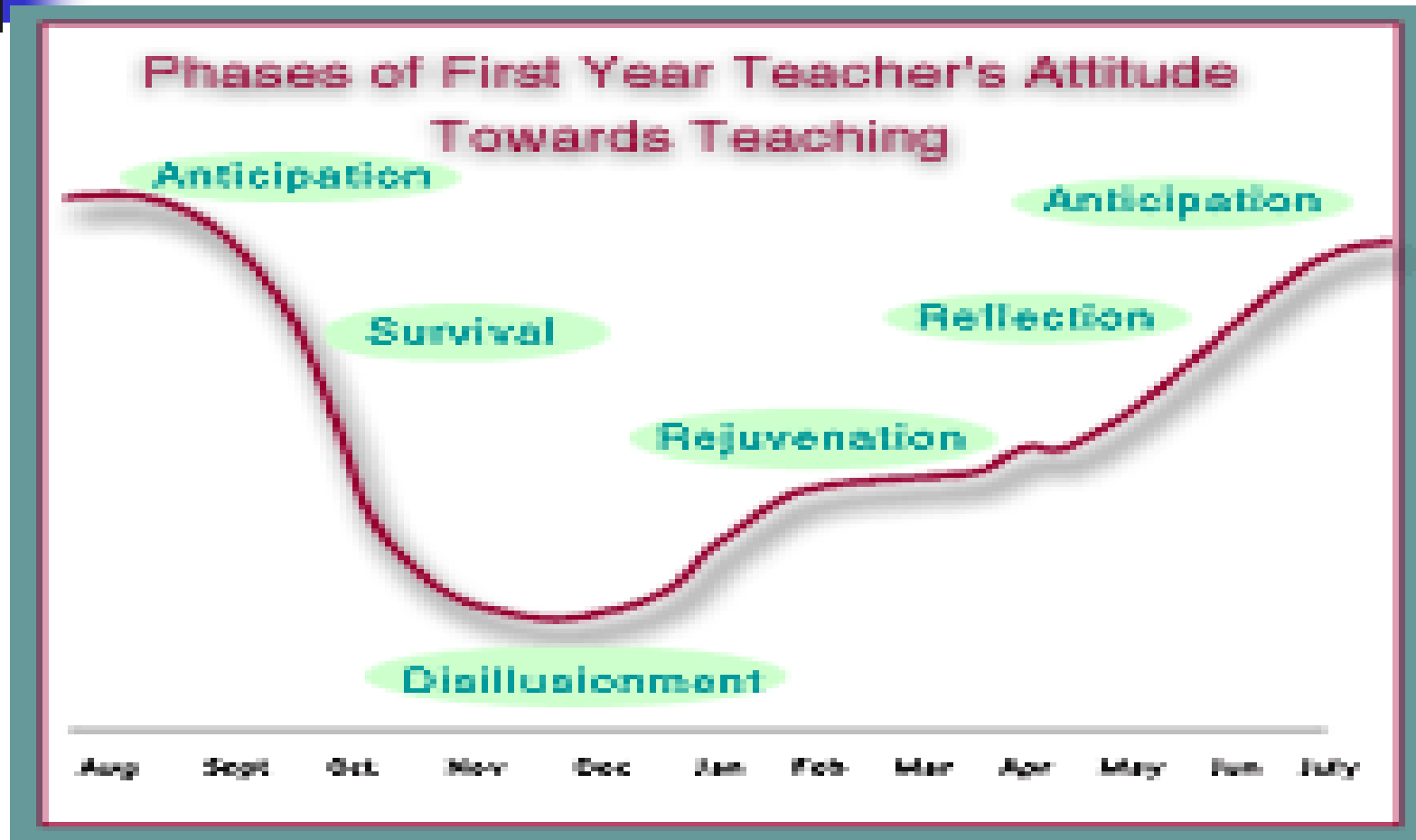
# Analysing needs

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- ⑩ What are your main strengths and achievements? What brought them about?
- ⑩ How well are your pupils achieving? Could anything be better?
- ⑩ What aspects of teaching and learning do you want to get better at? Why?
- ⑩ Do you have any new roles that you need training for?
- How do you see your career panning out? What's the next step to get you there?

# Prepare for turbulence

(New Teacher Center, UCSC)





# Understanding professional learning

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Two types of professional learning

- Vertical development – knowing more, getting better
- Horizontal development – same knowledge etc but used in lots of new contexts (Williams, 2002)





# Shopping?

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- ‘It involved them glancing through a list or booklet of advertised professional development courses prepared by their schools or professional association. They selected a course to attend based on criteria such as their interest in the topic, when and where it was to be held, and/or its cost, and whether or not the school will meet these costs. The linking of the course to their actual professional development needs appeared to be of minor significance’ Harris 2003



# Shopping for food analogy

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Indiscriminate selection of food  
- rarely makes a meal.

Items selected from a shopping list: often the same food.

Recipe is used to select the food.

A menu of balanced courses determines the selection of food.

A vision of healthy eating determines the menu, recipes, shopping lists and items of food chosen.

One off CPD “items” unrelated to the individual’s needs.

An element of selection of CPD activities, possibly what is always chosen.

Needs identification leads to selection of CPD activities.

A coherent plan where needs are matched with a range of CPD opportunities.

A vision of CPD in which individuals and teams develop, resulting in impact on both staff and pupils.



# Workload and CPD

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- Too busy; their class needs them
- Leaving work for supply teacher
- Childcare commitments
- Travel
- Shyness
- Flexibility
- Seen it all before



## List all the forms of CPD

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- Which of the activities have you done?
- What's been most useful to you?
- What would most useful to other people?
- What gives best value for money?



## CPD range (+ courses)

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- Reflection
- Observation
- Being observed
- Learning walks
- Conversations
- Reading
- Internet
- Teachers' TV
- Action research
- Working party
- Exam marker
- Swapping roles
- On-line communities
- Visiting a specialist or centre



# Observing others

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- The absolute BEST thing observation wise is watching another NQT teach. This is because when I observe experienced teachers it is sometimes quite depressing ("Oh God! I'm rubbish! I can never teach like this!" etc) and it seems impossible to raise your standards to match the amazing things you see. (TES staffroom)



# What to observe

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- Any other teachers teaching – advanced skills teachers, supply teachers, experienced, inexperienced .... Anyone!
- teachers in other schools – similar and different to yours
- someone teach your class
- someone teach a lesson that you have planned
- how pupils of different ages learn and are taught
- a visiting expert
- Discussing lesson observations
- Team / partnership teaching
- Tracking a pupil for a day to see teaching through their eyes
- Watching a colleague take an assembly, do a duty, etc
- Shadowing a colleague
- Learning walks – strolling round your own and other schools
- Visiting other schools in action



# Being observed and observing

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In national research, NQTs found that being observed and observing were the most useful aspects of induction (*Improving Induction*, Bubb et al 2002)

- When you're given feedback, it's hard to identify exactly how to implement the suggestions. For instance, I was told a few times that I needed to give my lessons more pace - which I fully accepted - but I wasn't able really to work out how do this, or which parts of my lessons weren't pacy enough. It was only when I saw an NQT in my own subject teach a lesson that I got what they meant about pace - because she was too slow too. (TES staffroom)





# Observing

- watch the development of complex classroom interactions
- observe how, when and with what effect a teacher uses different strategies
- internalize new approaches so they become part of your repertoire
- connect knowledge and practice.

# Being observed

- unpack the complexity of what you do
- look closely into one aspect of your teaching
- experiment with new teaching strategies
- focus on the learning of a particular group
- discuss your teaching in a non-judgemental way
- connect knowledge and practice (GTC, 2004)



# One stage observation

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- ‘We have people coming in and observing us... but when the feedback is given, fine, for that particular topic, but nobody has ever come back to that lesson again to see if the feedback is implemented. (Collins & Burn, 2005)
- *Teaching with Bayley* progs model a developmental way

# Teachers' TV

Sky 592, Telewest 240, ntl 803, Freeview 47, KIT 70 and Homechoice 845

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- programmes reassure but spark new ideas
- opportunity to spy on lessons without having to intrude or disrupt
- 'It's valuable to have the time to watch and reflect on other teachers' practice and consider improvements
- 'I've taught electricity a couple of times with children running round a "circuit" of other children, mimicking the particle flow. The one on TTV did it similarly but with balls being passed round. If my class could cope with the physical process of continuous passing, each child having one ball at any one time, it'd help their understanding. I'm going to try it out - but now I think about it, with an improved model for the switch!'



# Self study

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- Reflecting on progress so far
- Learning conversations – talking about teaching and learning
- Reading the educational press
- Watching Teachers' TV
- Being mentored or coached
- Doing a course – maybe a long term one eg a MA
- Learning more about strategies for teaching pupils with special needs, EAL, gifted and talented
- Visiting local education centres and venues for outings
- Improving subject knowledge through reading, observation, discussion, etc
- Analysing planning, marking and record-keeping systems to improve your own.



# Coaching and mentoring

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- 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)



# Learning conversations

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- 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](http://www.tes.co.uk/staffroom) 79,524 registered users; 3,000 postings a day; many more just look.



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