Teacher Learning & Development

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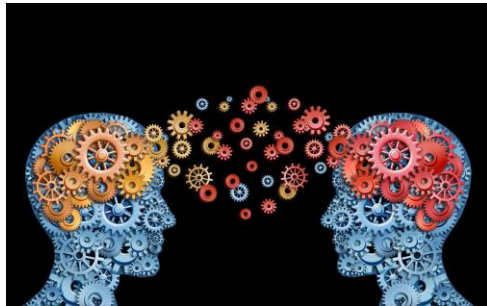**12.06.2016**

Overview

Continuous Teacher Development

1. Conceptions of Teacher Development

2. Teacher Learning

3. Research Reveals

4. Principles of Effective Professional Development

5. Possibilities of/for Practice

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Key assumptions that (should) shape conceptions of teacher development

1) Teacher learning vs. Teacher training

2) Teachers are Professionals

3) Learning is Life Long

Teacher Learning, Teaching Knowledge: What do they mean?

S. Feiman-Nemser (2001): Tasks of Teaching

CENTRAL TASKS OF LEARNING TO TEACH

Preservice	Induction	Continuing Professional Development
1. Examine beliefs critically in relation to vision of good teaching	1. Learn the context—students, curriculum, school community	1. Extend and deepen subject matter knowledge for teaching
2. Develop subject matter knowledge for teaching	2. Design responsive instructional program	2. Extend and refine repertoire in curriculum, instruction, and assessment
3. Develop an understanding of learners, learning, and issues of diversity	3. Create a classroom learning community	3. Strengthen skills and dispositions to study and improve teaching
4. Develop a beginning repertoire	4. Enact a beginning repertoire	4. Expand responsibilities and develop leadership skills
5. Develop the tools and dispositions to study teaching	5. Develop a professional identity	

S. Feiman-Nemser (2001): Tasks of Teaching

Continuing Professional Development

- **Extend** and **deepen** subject matter knowledge for teaching
- Extend and **refine** repertoire in curriculum, instruction and assessment
- **Strengthen** skills and dispositions to study and improve teaching
- **Expand** responsibilities and develop leadership skills

M. Cochran-Smith and S. Lytle Knowledges For/In/Of Teaching (1999)

1) **Formal Knowledge**

Subject matter, educational theories, conceptual frameworks, effective strategies etc.

Knowing more = better teaching (learning)

2) **Practical Theories**

Reflections on practice; what expert teachers do

"Teaching as wise action"

3) **Social Construction of Knowledge**

Teachers have systematic inquiries into teaching, learning, learners, etc.

"Teachers learning collaboratively"

Knowledge Domains for Teaching
A. L. Goodwin, 2010

Personal knowledge

Contextual knowledge

Pedagogical knowledge

Sociological knowledge

Social knowledge

https://commons.wikimedia.org/wiki/File:Knowledge-
https://pixabay.com/en/photos/knowledge/sharing.jpg

NBPTS Standards

Proposition 1: A Focus on Professionalism

Proposition 2: A Focus on Subject

Proposition 3: A Focus on Student Learning

Proposition 4: A Focus on Practice

Proposition 5: A Focus on Learning Communities

What does research say about supporting teacher learning?

Most teachers only experience traditional, workshop-based professional development, even though research shows it is ineffective

Types of Professional Development Provided to Teachers the Previous Year

91.5% — workshop
22% — school visit
45% — coaching
39.8% — research
63% — peer observation
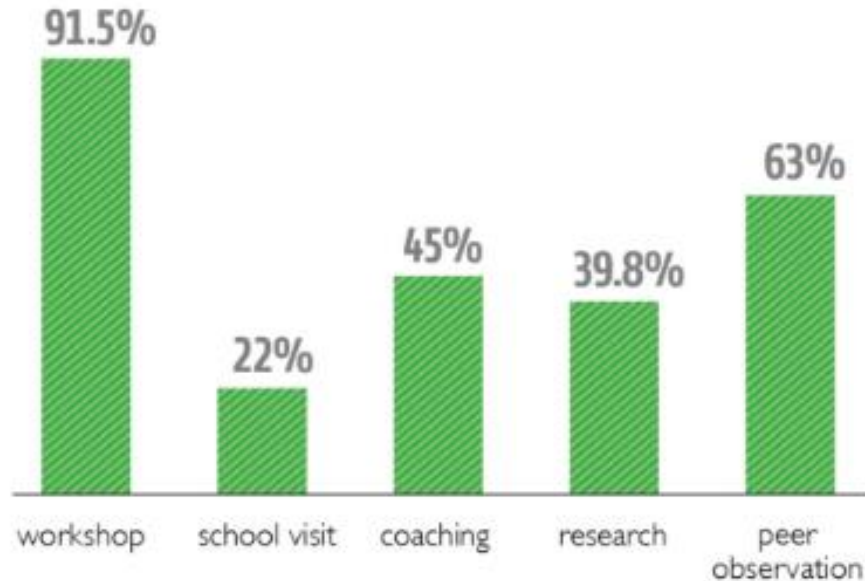
SOURCE: Darling-Hammond et al., 2009

Largest struggle for teachers is not learning new approaches to teaching, but implementing them
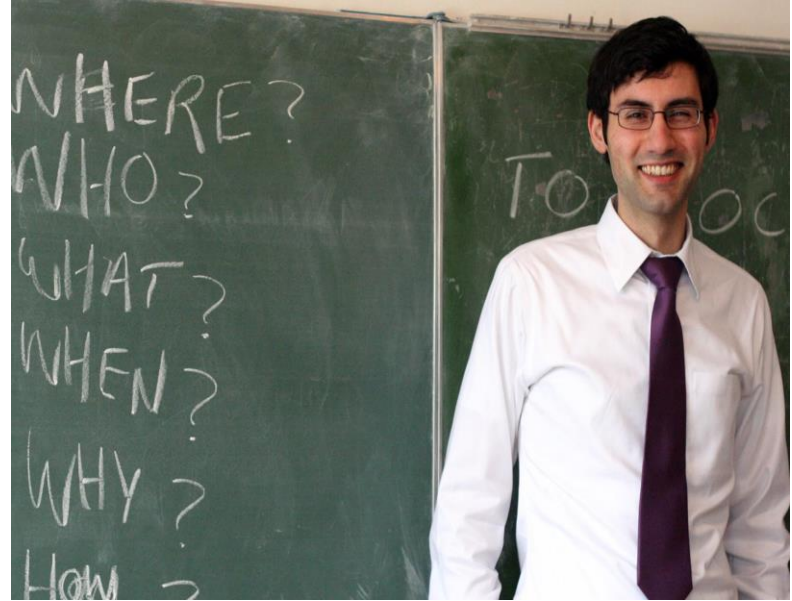
PD is often fragmented, short-term, didactic

Coaches & mentors are highly effective

Teacher Quality?…

the strongest **school related** factor that can improve student learning and achievement.

Key Principles behind Effective Professional Development for Teachers

About the Person/Teachers…

Treats teachers as active *thinking* learners and (empowered) professionals

Engages teachers collaboratively, supports peer-peer interaction/talk, creates learning communities

Acknowledges & utilizes teachers' wisdom and experience

About the Structure and the Work…

Focuses on student learning and is situated in classroom practice

Is long term; provides for ongoing support, closer approximations of practice, & learning

Models good teaching—for adults and therefore, for children

Encourages school-based & teacher initiatives

Possibilities for Practice

Professional Learning Communities

ItAGs (Inquiry to Action groups)

Mentoring Programs

Grade-level teams

Teacher Inquiry

Education Rounds

Lesson Study

Video-based reflections

Descriptive Child Reviews

Multiple pathways to teacher leadership
Goodwin, Low & Ng, 2015

University-based pathway

School-based pathway

Ministry-based pathway

Ensuring Educator Growth and Success

1. **Effective Administrator and Teacher Leadership**

2. **Job-Embedded Professional Development**

3. **Professional Learning Communities**

https://commons.wikimedia.org/wiki/File:School_in_the_Northeast_of_Brazil.jpg

COMISSÃO DE EDUCAÇÃO

CÂMARA DOS DEPUTADOS

Third Annual Seminar of International Teacher Education —Teacher Training Commissao de Educacao

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