

Critical Issues in Professional Learning

Simon Borg
s.borg@education.leeds.ac.uk
<http://simon-borg.co.uk/>
@Simon_Borg

The teacher is at the epicentre of the learning process ... learning therefore depends first and foremost on the quality of the teacher.

- (Schwille et al. 2007:15)

Professional learning is multi-faceted.



Theories of learning generally apply to teachers too.

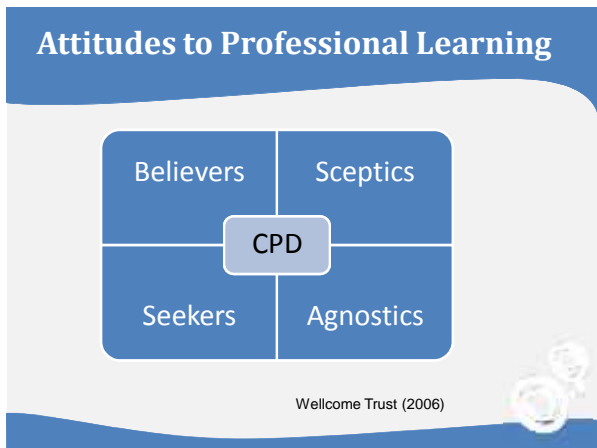
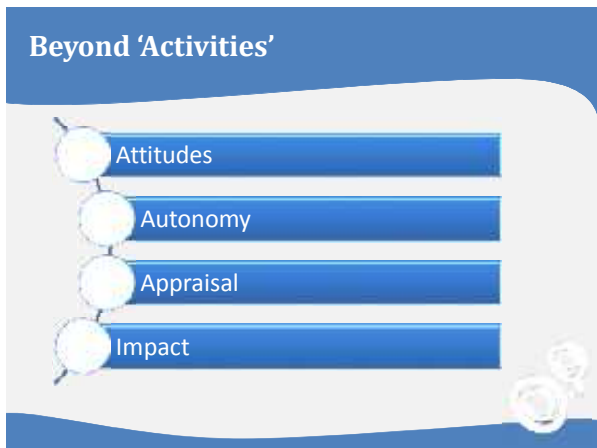
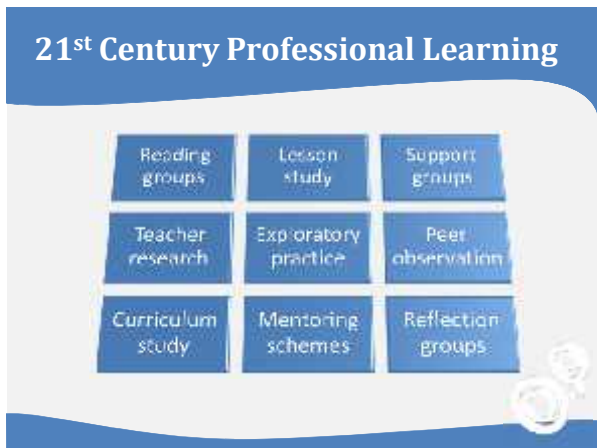


An extensive recent literature exists on what makes CPD effective.

- ### Earley & Porritt (2014) - Effective PD
- Clear purpose
 - Focus on pupil outcomes
 - Variety of PD opportunities
 - Reflection and feedback
 - Collaboration
 - Strategic leadership
 - Effective evaluation

... the need to shift professional development from one-time workshops ... to more on-going and job-embedded professional learning.

- (Lauck-Horsley et al. 2010: 11)



Attitudes to Professional Learning

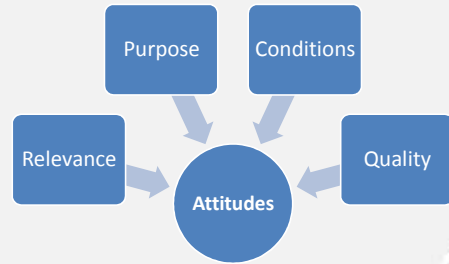
I don't have time.

The training is not relevant to my needs.

My students are doing well.

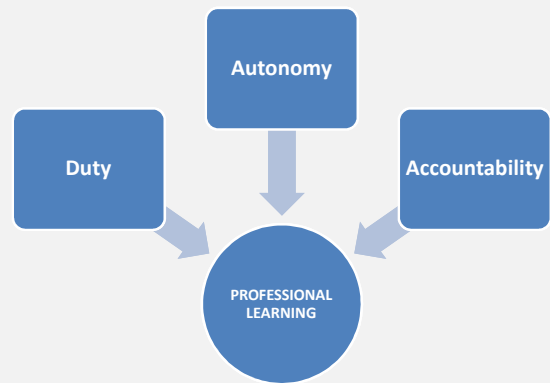
I'm an experienced teacher.

Problematizing 'Resistance'



Autonomy

Should professional learning be an optional or a compulsory activity for teachers?



Appraisal

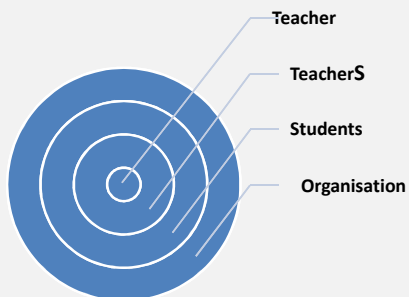
What is the impact when professional learning is used for teacher appraisal?

Appraisal



- No appraisal, engagement
- Appraisal, engagement
- Appraisal, limited engagement

Impact of Professional Learning



Students

The primary purpose for participating in professional learning is to enhance those student outcomes that are valued by the community in which students live and learn – learning outcomes, engagement outcomes and well-being outcomes (Timperley 2011: 25)

Students

Probing the relationship between what teachers come to know through professional development and what ... their students come to know and are able to do will be absolutely critical for the professional legitimacy of L2 teacher education in the future. (Johnson 2009: 26)

Promoting Professional Learning

