

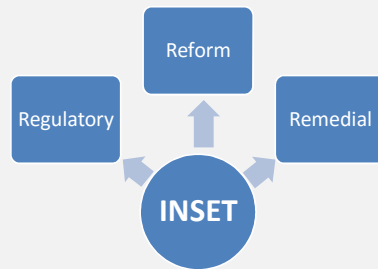
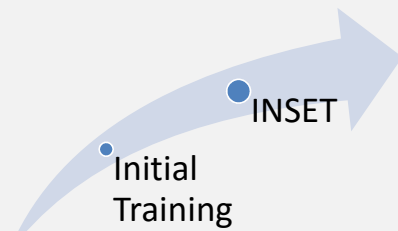
# ENHANCING THE IMPACT OF IN-SERVICE TRAINING

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## Overall Argument

1. INSET is vital
2. Global investment is significant
3. Impact is modest
4. Limitations are obvious

## INSET



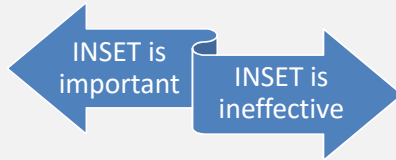
## Impact

Collegiality    Autonomy    Beliefs

Observed positive and sustained change in teachers' practices, leading to improvements in students' educational experiences.

Confidence    Motivation    Knowledge

## Global Reality



The literature on professional development is filled with descriptions of past failures .... and reviews of modern professional development programs are often just as pessimistic.

- (Guskey 2000: 3)

## We know that ...

... the right kinds of CPD can produce big benefits for learners, and that most of the CPD undertaken by teachers is not of this kind.

- (Coe 2013: xiv)

## Obvious Limitations

An extensive recent literature exists on what makes INSET effective.




INSET as administrative formality

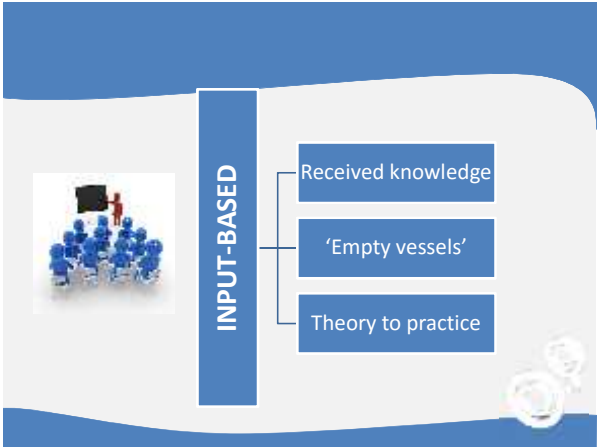


INSET does not address well-defined needs

the need to know something new is identified by someone external to the group of teachers ...  
 - (Mays et al 2014: 247)

 INSET is infrequent

 INSET is short-term  
 'Hit and run'  
 Event vs. Process




I participated in two in-service training programmes. I think they are useless for my teaching... (Each course) lasted only one week ... with all the teachers sitting in one large classroom and listening to the lecturers talking about theories.  
 (L, 2015)

### Onsite Support

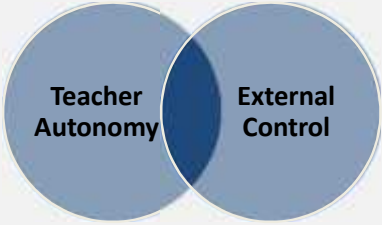


No [on-site] follow-up

### Teacher-Led



### INSET as 'Managed' Autonomy



### Needs-Driven

- Teacher needs
- Learner needs
- Institutional needs

### On-Going



### Situated



## Ongoing & Situated INSET

... 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)

Job-embedded learning is the ticket to supporting teachers as they engage in the complexities of their work.

- (Zepeda 2015: 3)

## Collaborative INSET

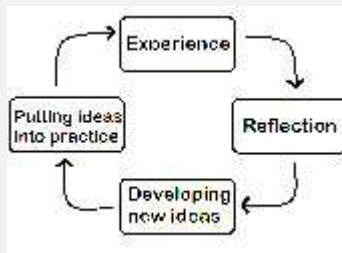


## INSET as a Social Activity

teachers can only learn professionally in sustained and meaningful ways when they are able to do so together.

- (Johnston 2008:241)

## Reflection & Inquiry



## Improving INSET

Teacher-led, ongoing, inquiry-driven, school-based, collaborative professional learning

More emphasis on

Less reliance on

Top-down, short, infrequent, input-based, off-site events

## 21<sup>st</sup> Century INSET

Reading groups	Lesson study	Teacher forums
Professional inquiry	Situated courses	Peer observation
Curriculum study	Mentoring	Reflection groups

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## Effective INSET design



Evaluation of impact

Short, medium, long-term

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