

Effective Professional Development for Teachers

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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)

Training-Transmission

Development-Constructivist

Professional Learning

Training-Transmission

- Behaviour
- Off-site
- Input-based
- Periodic
- Individual
- Externally defined

Courses & Workshops



the need to know something new is identified by someone external to the group of teachers ...

- (Muijs et al. 2014: 247)

PROFESSIONAL
LEARNING

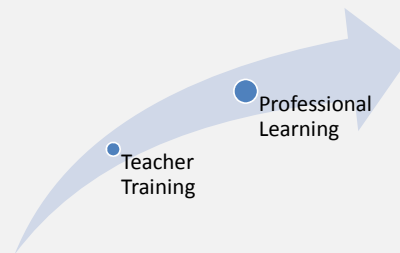
TEACHING



Development-Constructivist

- Reflection
- Situated
- Inquiry-based
- On-going
- Social
- Teacher-led

International Trends



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

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

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

- (Johnston 2008: 241)

Professional Learning

Reading groups

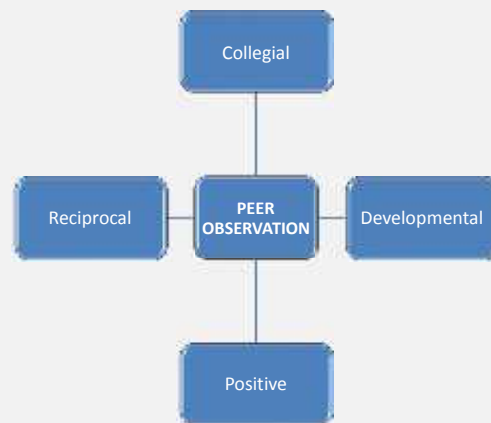
Peer observation

Lesson study

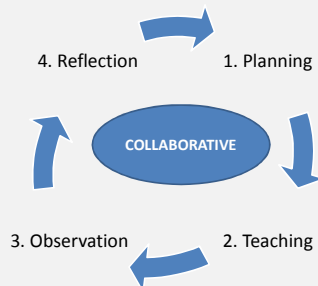
Classroom inquiry

the learning activities teachers engage in interact with teachers' own prior knowledge, beliefs and experiences and with the school systems that teachers are part of.

Reading Groups

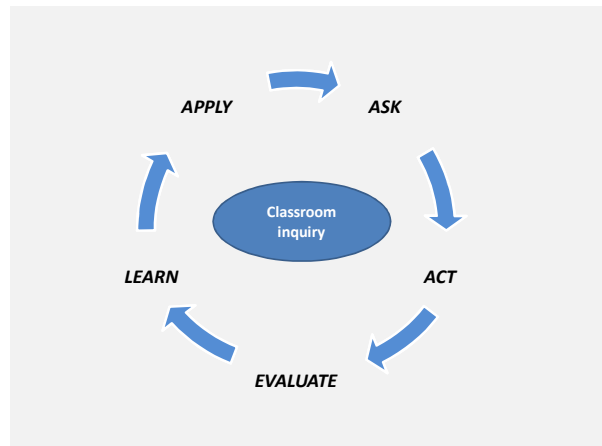
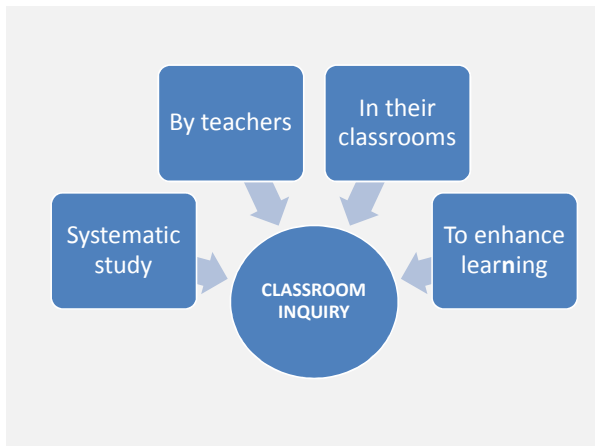


Lesson Study



Classroom Inquiry





What Teachers Say

We have been teaching the same way we taught ten years ago but now we have an urge to experiment with new ideas in our teaching. (Pakistan)

It has engaged me in a remarkably interesting process which has had a great impact on my classroom practice and my intuitions, teaching me to question both more often. (UK)

- ### Effective Professional Development
- Process not event
 - Contextual suitability
 - Beneficiaries – the L-O-T
 - Autonomy and accountability
 - Studying impact
 - Facilitative conditions

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