Extending the interconnected model of teacher professional growth to analyse professional development facilitators' learning

PERRY, Emily <http://orcid.org/0000-0003-3413-1159> and BOYLAN, Mark <http://orcid.org/0000-0002-8581-1886>

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Extending the interconnected model of teacher professional growth to analyse professional development facilitators' learning

Emily Perry and Mark Boylan
Sheffield Institute of Education
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Questions:

• What can we learn about the role of a professional development facilitator?
• Can we apply the interconnected model of teacher professional growth to professional development facilitators?
• What can we learn about the interconnected model by using it in this way?
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Methodological and theoretical enquiry by researchers

Practitioner research by co-ordinator of PD facilitators

CPD for professional development facilitators

Facilitation of CPD for teachers
Professional development facilitators

- Key players in the education landscape
- An absence of research into or knowledge of the skills, identities, roles of professional development facilitators
- Increasing move towards teachers as facilitators

- How should we go about identifying the teachers who would make good professional development facilitators?
- What support should we provide for professional development facilitators to help them enquire into their own practice?
CPD for PD facilitators: context

- National Science Learning Network, funded by the DfE, to deliver CPD to science educators in England across the age ranges
- Five regional centres and the National Science Learning Centre in York
- Workforce of professional development facilitators "in-house" and independent consultants
- Funded programme of support for professional development facilitators
CPD for PD facilitators: aims

• To improve understanding of the skills and pedagogies used by effective professional development leaders;
• To trial and evaluate the use of video observation and sharing technology to support practitioners in developing their practice;
• To explore and better understand how to support teachers in enquiring into their own practice.
<table>
<thead>
<tr>
<th>Participant</th>
<th>Role</th>
<th>Experience as a PD facilitator</th>
<th>Subject specialism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liz</td>
<td>independent consultant</td>
<td>11 years</td>
<td>biology</td>
</tr>
<tr>
<td>Adam</td>
<td>independent consultant</td>
<td>11 years</td>
<td>biology</td>
</tr>
<tr>
<td>Sarah</td>
<td>independent consultant</td>
<td>10 years</td>
<td>biology</td>
</tr>
<tr>
<td>Rose</td>
<td>combined role</td>
<td>8 years</td>
<td>chemistry</td>
</tr>
<tr>
<td>Mike</td>
<td>combined role</td>
<td>7 years</td>
<td>chemistry</td>
</tr>
<tr>
<td>Jack</td>
<td>Science Learning Centre employee</td>
<td>4 years</td>
<td>physics &amp; chemistry</td>
</tr>
<tr>
<td>Ben</td>
<td>hybrid teacher leader</td>
<td>4 years</td>
<td>biology</td>
</tr>
</tbody>
</table>
CPD for PD facilitators: participants

Reasons for taking part included:

• to expand knowledge of different styles and modes of CPD
• to alleviate concerns, anxieties I have about my role as a PD facilitator
• to critically evaluate how video technology can encourage active professional interaction between staff
• an opportunity to investigate a tool/process for use in CPD
• to improve my performance as a PDL... so that I can continue to give value for money
• not many opportunities exist for independent consultants to support each other
# CPD for PD facilitators: structure

<table>
<thead>
<tr>
<th>Month</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>December</td>
<td>Face-to-face day 1</td>
</tr>
<tr>
<td>January</td>
<td>Online meetings</td>
</tr>
<tr>
<td>February</td>
<td>Face-to-face day 2</td>
</tr>
<tr>
<td>March</td>
<td>Online discussions</td>
</tr>
<tr>
<td>April</td>
<td>Follow up meetings and interviews</td>
</tr>
</tbody>
</table>

- video
- self-analysis
- share
- critical friend analysis
CPD for PD facilitators: video observation

Self Study analysis for video owner

Instructions

Use this form when watching your own videos.

1. Watch the video of yourself, and then note one or two features of your practice you think are interesting, whether that’s because they are effective or less effective (in your view).

At one point I ask a question along the lines of “what question do you think I was going to ask?” I have also noticed here something...

Timeline: 00:00:00 - 00:00:00

Start tag  End tag

2. What made you notice these features of your practice?

What made me notice it is that it may be a way of subtly supporting a less confident participant (actually the participant it was...)

Timeline: 00:00:00 - 00:00:00

Start tag  End tag

3. What do you think these features of your practice mean in terms of your effectiveness as a professional development leader?

I think the questioning technique here...
**CPD for PD facilitators: video observation**

<table>
<thead>
<tr>
<th>Participant</th>
<th>Video shared</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liz</td>
<td>in-school departmental twilight</td>
</tr>
<tr>
<td>Adam</td>
<td>one-off group workshop</td>
</tr>
<tr>
<td>Sarah</td>
<td>1:1 support for subject leader</td>
</tr>
<tr>
<td>Rose</td>
<td>no video</td>
</tr>
<tr>
<td>Mike</td>
<td>multisession group CPD</td>
</tr>
<tr>
<td>Jack</td>
<td>one-off group workshop</td>
</tr>
<tr>
<td>Ben</td>
<td>conference presentation</td>
</tr>
<tr>
<td>Theme</td>
<td>Examples</td>
</tr>
<tr>
<td>------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Identity:</strong> Appear to be a competent facilitator of professional development</td>
<td>seeming knowledgeable, confident, relaxed, prepared, use of humour, building a relaxed atmosphere</td>
</tr>
<tr>
<td><strong>Pedagogy:</strong> Engaging the teachers in professional development activity</td>
<td>use of questions, working in groups, talking time, modelling an activity, getting started in sessions, gathering evidence of impact/learning</td>
</tr>
<tr>
<td><strong>Physical presence:</strong> Using body and voice</td>
<td>making eye contact, standing or sitting, saying “um”</td>
</tr>
</tbody>
</table>
The interconnected model of teacher professional growth

Clarke and Hollingsworth (2002)
## CPD for PD facilitators: data collection

<table>
<thead>
<tr>
<th>Data</th>
<th>Collection method</th>
<th>Timescale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intended learning outcomes</td>
<td>Questionnaire</td>
<td>Before Day 1</td>
</tr>
<tr>
<td>Participant background information</td>
<td>Online survey</td>
<td>During the programme</td>
</tr>
<tr>
<td>Participants' analyses of videos</td>
<td>Questionnaire</td>
<td>During the programme</td>
</tr>
<tr>
<td>Evaluations</td>
<td>Questionnaire</td>
<td>Day 2</td>
</tr>
<tr>
<td>Follow-up interviews</td>
<td>Paired interviews</td>
<td>A month after Day 2</td>
</tr>
<tr>
<td>Follow-up questionnaires</td>
<td>Questionnaire</td>
<td>Eight months after Day 2</td>
</tr>
</tbody>
</table>
The interconnected model was used for:

- identification of individual pathways
- classification of reported impacts in each domain
Case study: Liz

"I've been very frustrated about how long it takes to start a course because of the paperwork that you have, so I decided that I'd film that bit just to see what it looked like"
Case study: Jack

"Having seen Liz, it's made me think that I don't do it well enough, so I have gone and improved a little bit there"
"I used the interconnected model with a group of teachers to explain the purpose of what they were here for, to try and give them a more accurate perception of how CPD should work"
Reported changes: personal domain

- Made me think about how I start days, body language, challenges, questioning;
- If it hadn't been for the video she could have told me what she does, but would it have had the same effect?
- I have become more aware of the need to be more challenging of participants;
- Has definitely clarified the subtle skills used by effective CPD providers and some of the differences with teachers.
Reported changes: external domain

- The most useful aspect was discussions with other CPD leaders;
- Both watching others and reflecting on their comments has made me think about my practice;
- Being a critical friend is as valuable as having a critical friend;
- Sharing ideas, successes and challenges is invaluable.

**External domain**

- external source of information or stimulus

**Effect of:**
- discussions with colleagues
- observing others
- being and having a critical friend
- reading research into CPD
Reported changes: domain of practice

- I used the interconnected model with a group of teachers to explain the purpose of what they were here for, to try and give them that more accurate perception of how CPD should work;
- I enjoyed experimenting using the video technologies to observe others;
- I have gone and improved a little bit there [in the starts of sessions].
• I think that [using the interconnected model] was quite successful;
• I feel happier with the starts of sessions;
• I would feel able to support others in making use of this technology.

Changes in:
• effectiveness of CPD facilitation;
• impact on teachers.

salient outcomes

Domain of consequence
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• What can we learn about the interconnected model by using it in this way?
What can we learn about professional development facilitators?

- open to reflective enquiry;
- attached high value to the (rare) opportunity to work together;
- comfortable and confident both giving and receiving feedback;
- greater focus on generic facilitation strategies (questioning techniques, ways of organising groups, feedback, etc) than in subject specific or subject-knowledge based strategies;
- interested in using video observation;
- prepared to engage with research and to push this to teachers;
- the programme increased their self-confidence.
Can we apply the interconnected model to professional development facilitators?
What can we learn about the interconnected model?

- What if we reclassified the external domain as the social domain?
What can we learn about the interconnected model?

- What does the process of "enactment" really mean?
- In what ways is it different from believing or doing?
What can we learn about the interconnected model?

• What are salient outcomes for "second order" practitioners like professional development facilitators?
What can we learn about the interconnected model?

- Does all change pass through the personal domain?
What can we learn about the interconnected model?

• Can you use the model to identify barriers to change?
What can we learn about the interconnected model?

- What if we re-classified the external domain as the social domain?
- What does the process of "enactment" really mean?
- What are salient outcomes for "second order" practitioners like professional development facilitators?
- Does all change pass through the personal domain?
- Can you use the model to identify barriers to change?
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Next steps:

• to use the model with other groups of professional development facilitators: new hydrid teacher leaders in the UK and in Ghana;

• to continue to refine and work on the model, building on other models of CPD evaluation.