

Current themes and evidence in teaching and teacher development

PERRY, Emily <<http://orcid.org/0000-0003-3413-1159>>

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Current themes and evidence in teaching and teacher development

*Dr Emily Perry
Sheffield Institute of Education
Sheffield Hallam University*

Metaphors for professional development

- Think about any professional development you have taken part in recently, either as a facilitator/leader or as participant.
- Think of a metaphor you would use to describe this experience.



Aims of the session

- to critically engage with recent evidence and research into teaching and teacher development
- to consider the impact of these ideas on the FE sector and on the role of the ETF



Introductions

- Emily Perry
- Sheffield Institute of Education,
Sheffield Hallam University
- Lead our funded knowledge exchange work
- Teach on MA, PGCE, PhD, EdD courses
- Research and development interests:
 - Teacher professional learning
 - Science education



| Introductions

- Who are you?
- What is your role?
- What excites and/or concerns you about your role in education?



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The TEF

The Teaching Excellence and Student Outcomes Framework aims to recognise and reward excellence in teaching, learning and outcomes, and to help inform prospective student choice.



Teaching and Leadership Innovation Fund: applications

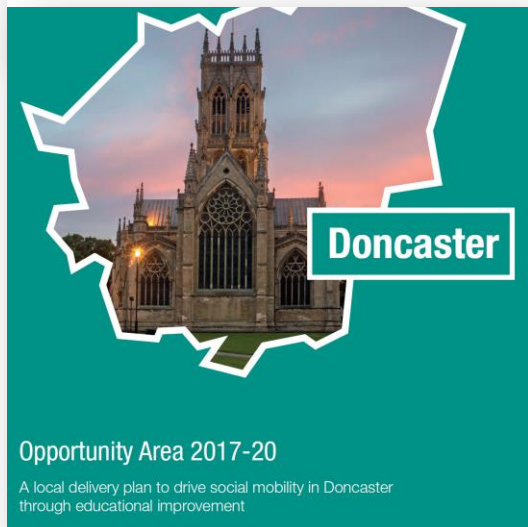
Funding opportunity to design and deliver professional development programmes for teachers and school leaders.

Guidance

Initial teacher training: opportunity to pilot innovative approaches in the provision of ITT

Guidance

Strategic School Improvement Fund



Strengthening Qualified Teacher Status (QTS) and Improving Career Progression for Teachers

Workload Challenge Research Project Posters

Conference-style posters produced by the schools involved in the Workload Challenge Research Projects



Education
Endowment
Foundation



Teaching and Leadership Innovation Fund: applications

Funding opportunity to design and deliver professional
development programmes for teachers and school leaders

Budget 2017: Chancellor to unveil multi-million teacher training premium

Lesson resources. For teachers, by teachers...

Search 700k+ resources

TRENDING
SEARCHES:

Revision

GCSE 9-1 exam practice

Easter

Ratio

Comprehension

Probability



Professional development: purpose

There is a growing culture and ethos within the teaching profession of constantly seeking to improve teaching methods, use evidence, to look at research and stay ahead of the curve - just like other professions like medicine, engineering or law.

This culture of constantly pushing to do better - a hallmark of a great profession - will continue to be strengthened and embedded by teachers...

We all know that for a culture of development to work, the highest quality, evidence-based CPD has to be available.

*Justine Greening (2017) Speech to
the Chartered College of Teaching*

Professional development: purpose

- Think about any professional development you have taken part in recently, either as a facilitator/leader or as participant.
- Think of a metaphor you would use to describe this experience.



Retooling	Teachers are provided with tried and tested practices to add to their toolkit	<i>Recipe book</i>
Remodelling	Teachers' existing practices are modified by enhancing their content and pedagogical knowledge	<i>Catalyst</i>
Revitalising	Teachers are connected with other teachers to have opportunities to rethink and review their practice	<i>Guide for a walk in the mountains</i>
Reimagining	Teachers are provided with time and space to ask questions and identify issues that are important to them and their students	<i>Gardener</i>

Judyth Sachs (2011) *Skilling or Emancipating? Metaphors for continuing professional development*



| Professional development: quality

Six core features of effective CPD

- focussed on classroom impact;
- participants are active, with learning based on enquiry;
- learning is collaborative;
- CPD is of a suitable duration and sustained;
- content is coherent with organisational context, and with participants' beliefs about what is good teaching;
- supported by organisational leaders.

Jan van Driel et al (2012), *Current Trends and Missing Links in Studies on Teacher Professional Development in Science Education*

| Professional development: quality

Professional development opportunities that are carefully designed and have a strong focus on pupil outcomes have a significant impact on student achievement.

- Duration and rhythm
- Designed to meet participants needs
- Builds a shared sense of purpose
- Alignment, coherence and modelling
- Content & facilitation...

| Professional development: quality

1. Professional development should have a focus on improving and evaluating pupil outcomes.
2. Professional development should be underpinned by robust evidence and expertise.
3. Professional development should include collaboration and expert challenge.
4. Professional development programmes should be sustained over time.

And all this is underpinned by, and requires that:

5. Professional development must be prioritised by school leadership.

DfE (2016) *Standard for teachers' professional development*

| Professional development: quality

Subject specific CPD is more effective, in terms of its impact on pupil outcomes, than generic pedagogic CPD.

Subject specific CPD enhances teachers' understanding of:

- the subjects they teach
- how pupils learn in those subjects
- how to teach them
- how generic CPD might apply to specific learning issues in the subjects they teach, in explicit and structured ways

| Professional development: quality

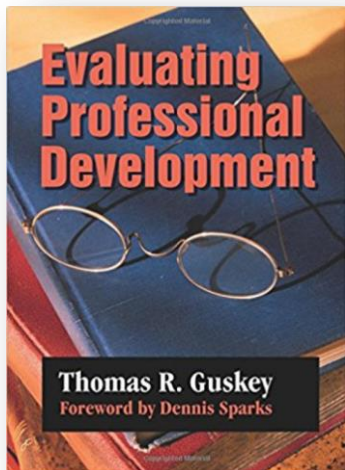
How can you support the characteristics of quality CPD in your offer, such as:

- coherence between the CPD you offer and organisational aims/policies/priorities?
- an effective rhythm to CPD?
- the use of evidence in CPD development and delivery?
- subject specific (or contextualised) CPD rather than generic?

Professional development: evaluating

1. Participants' reactions to the CPD
2. Participants' learning from the CPD
3. Organisational support/change
4. Participants' use of new knowledge/skills
5. Student learning outcomes

Thomas Guskey (1999) *Evaluating professional development*



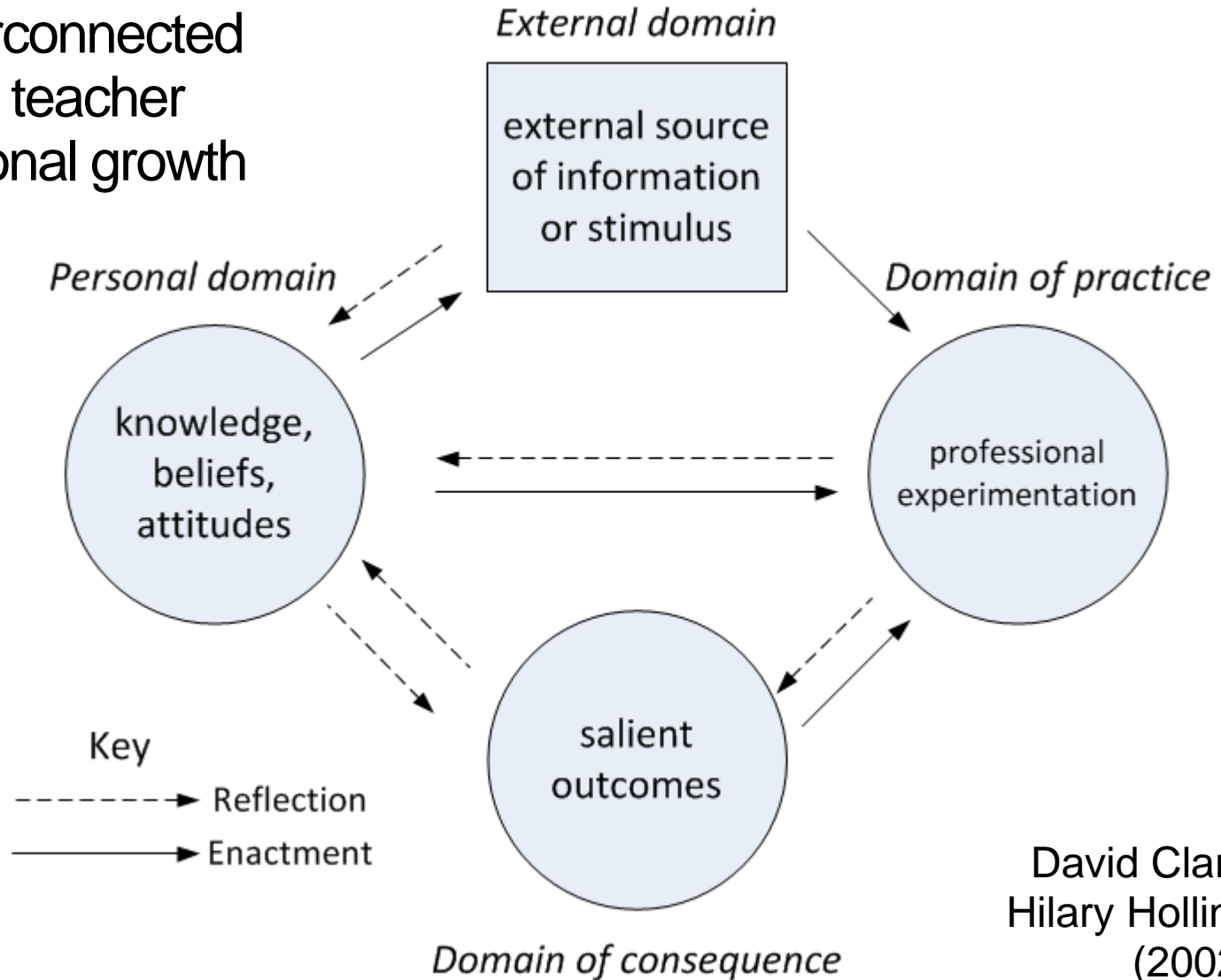
Professional development: complexity

The design of high-quality professional development is as complex a discipline as the design of high-quality teaching. It requires the planning of programmes of connected activities with clarity about intended outcomes, and evaluation.

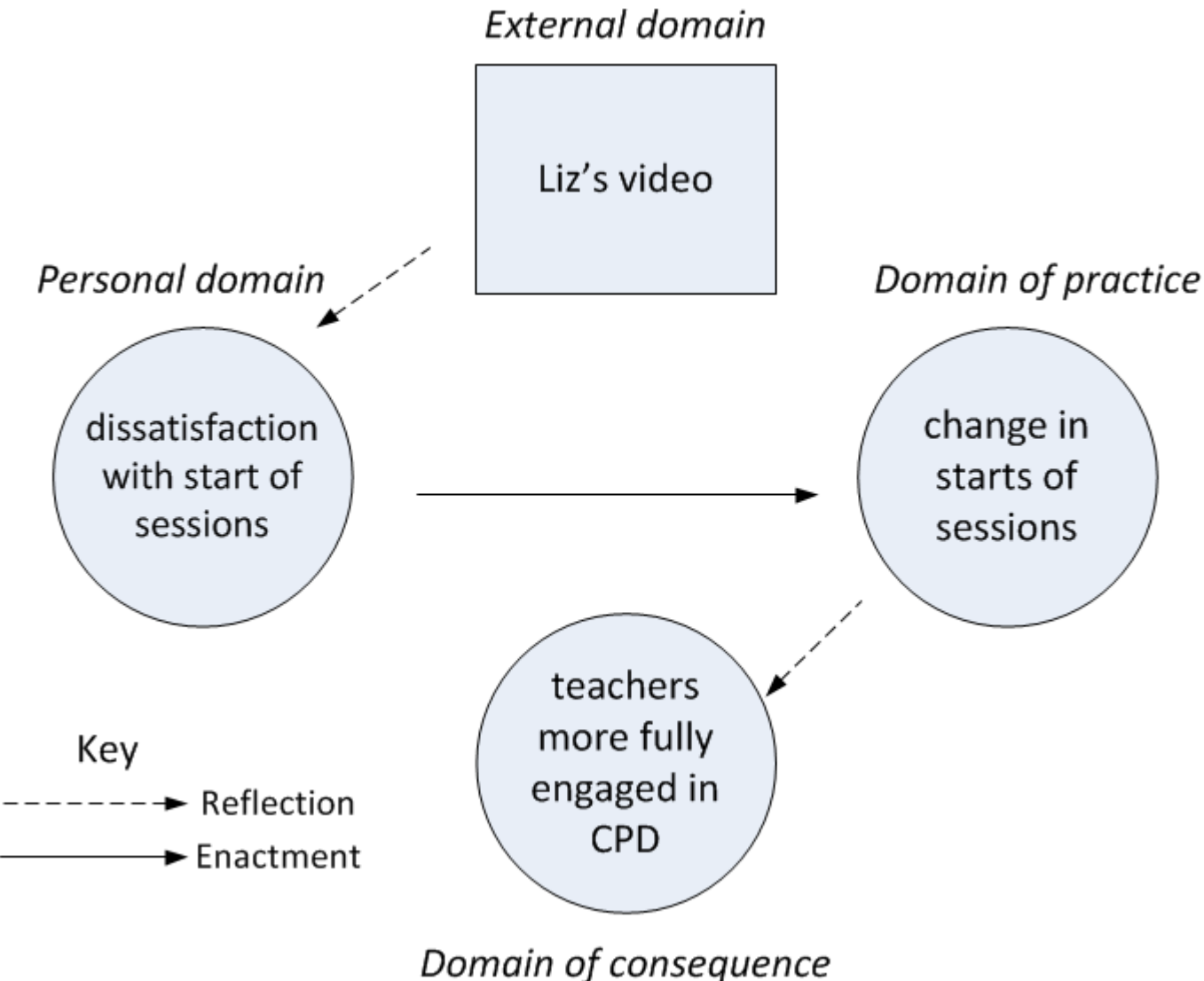
DfE (2016) *Standard for teachers' professional development*

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The interconnected model of teacher professional growth



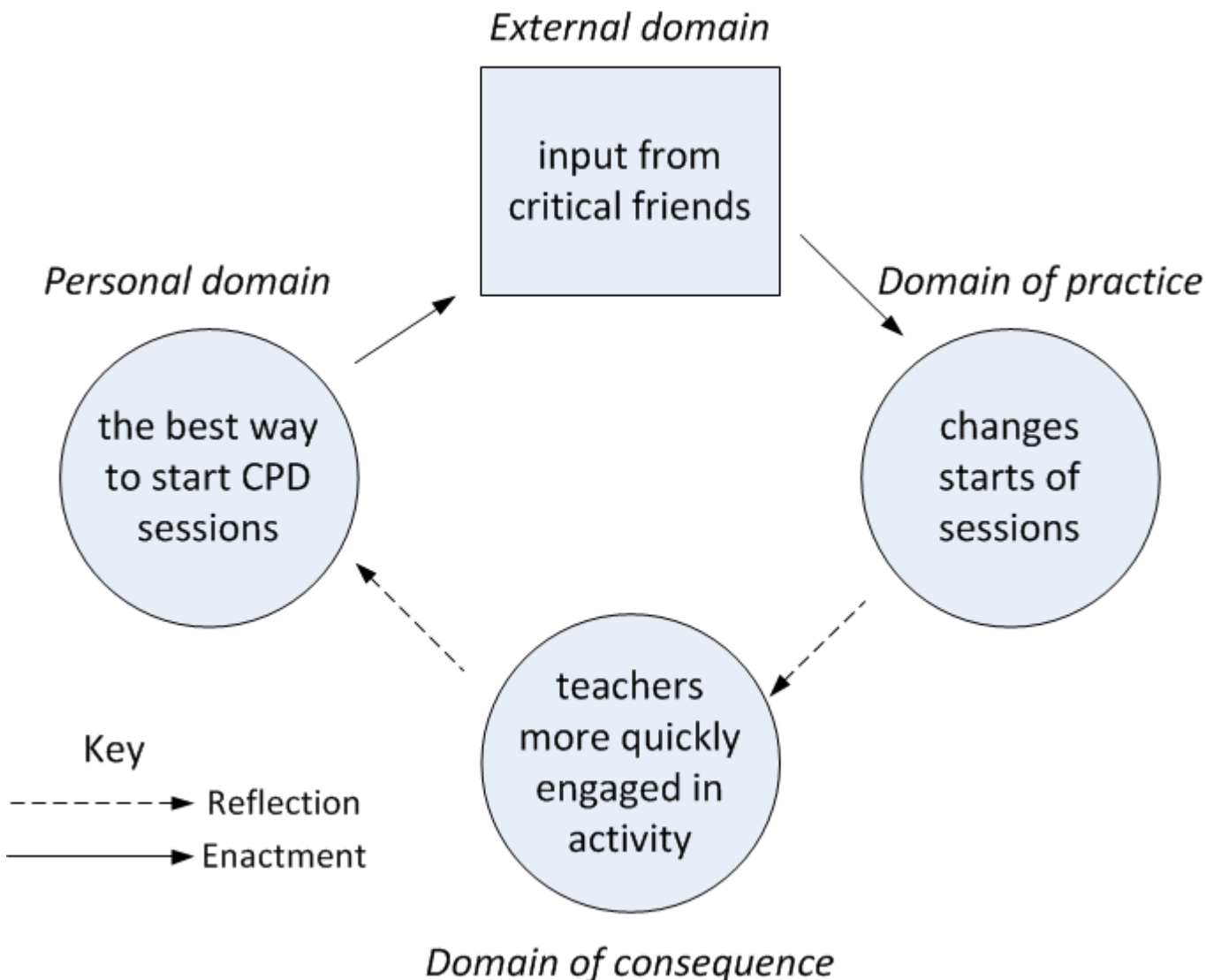
David Clarke and
Hilary Hollingsworth
(2002)



Case study: Jack

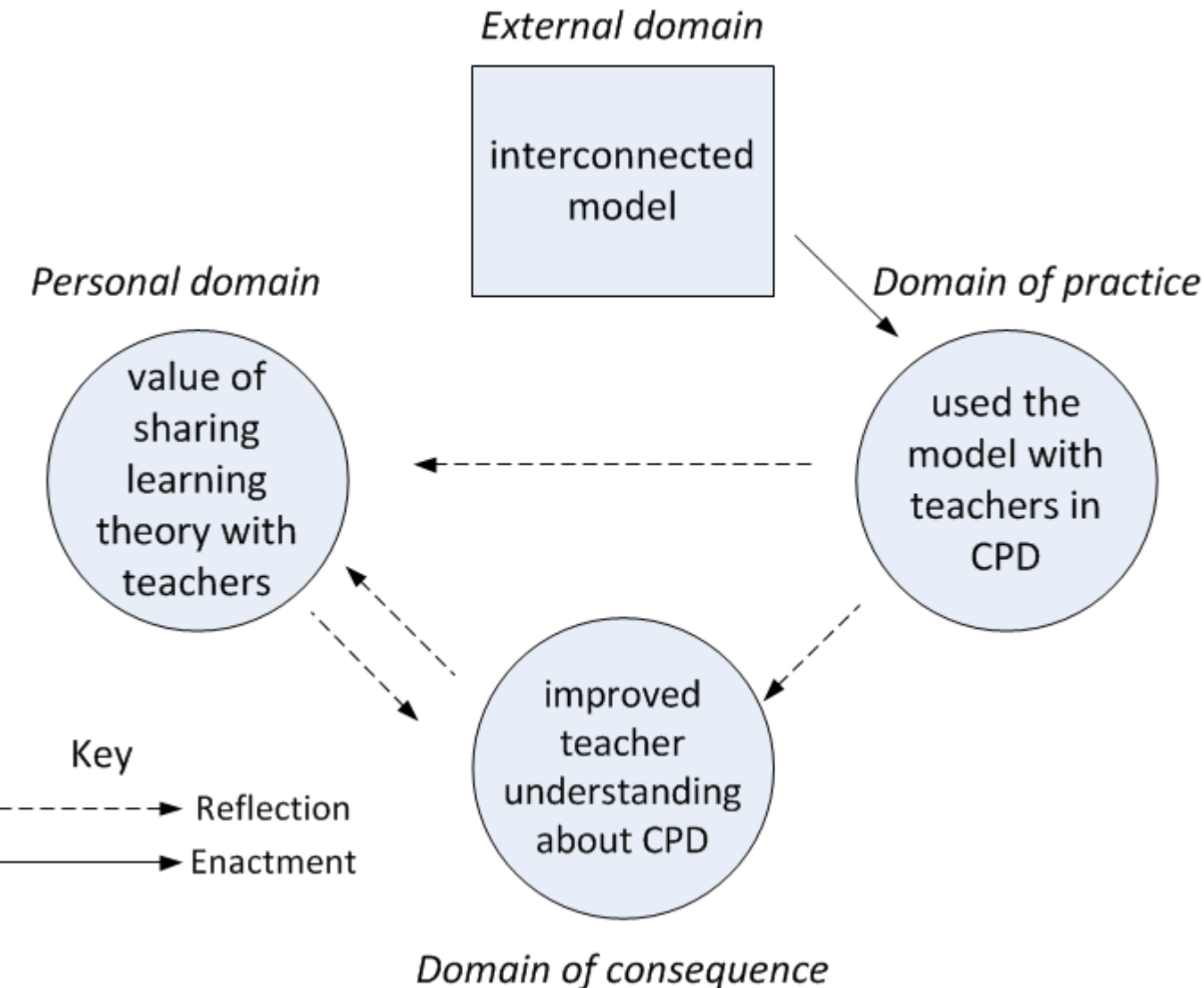
Having seen Liz, it's made me think that I don't do it well enough, so I have gone and improved a little bit there"

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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"



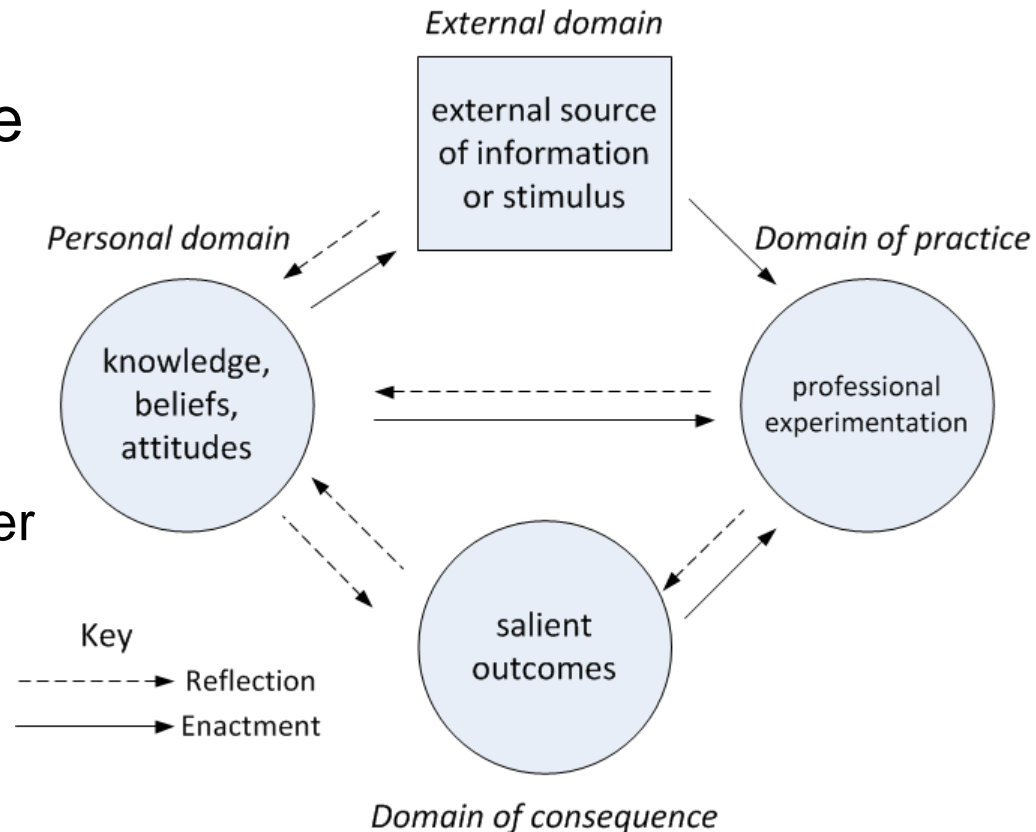
Case Study: Mike

"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"

How might different models of CPD produce different learning pathways or change in different “domains”?

Examples of models:

- Conference
- In-service training
- Engaging in #asechat on Twitter
- Lesson Study
- Practitioner research
- MA study at university
- Peer observation
- Mentoring new teachers
- Reading an article



David Clarke and
Hilary Hollingsworth
(2002)

To summarise

- CPD is seen as increasingly high priority
- Emphasis is shifting to building an evidence base of what works in CPD as well as in teaching
- Key aspects of effectiveness include subject specificity, rhythm, active learning, coherence
- Processes of CPD are complex and non-linear
- CPD can have an impact on teachers... and on learners' outcomes

What questions would you like to see answered?

What might you do next to find out more?

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