The professional learning landscape: partners in free-fall

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Free-falling in context

- Teachers are the most important factor affecting students' learning (Pollard, 2010)
- Addressing in-school variation in the quality of teaching is a persistent challenge
- Profound period of change in policy for teachers' professional learning
- Marketisation of teacher education in England
- No 'golden age' of university engagement with professional learning post-qualification

The partnership imperative – some conceptual challenges

- The lack of a shared vision for masters-level professional development (Jackson, 2012)

- 'Failsafe' protectionist imperatives for schools

- The problem of 'addictive presentism' (Hargreaves, 2012) and intolerance of the 'implementation dip' (Fullan, 2001)

- The complexity of 'socially responsible goals' (Sachs, 2003)

- More than half of all secondary students find school is boring and irrelevant (Gorard & See, 2011)

- Long-term participation in adult learning - those returning in later life are predominantly those who have positive experiences of early education phases (White, BERJ, 2012)

'Great pedagogy'

"Great pedagogy develops when outstanding teachers make active use of their understanding of the research and knowledge base for teaching in order to support high quality planning and implementation. There is a robust research base which helps to identify the ingredients of great pedagogic practice…

…. but truly successful pedagogy depends on making interconnections between the ideas emerging from the research base. The most effective classroom practices work these ideas together in systematic and sophisticated ways, and the best teachers are active in building relationships between them. (Pearce and Husbands, 2012 forthcoming)

What do we know about how teachers learn?

- Linda Evans suggests no one

    'has elucidated fully the internalisation process that occurs in individuals in order to prompt them to adopt this or that new practice or process: the cognitive process that leads directly to individuals' professional development' (BERJ, Oct 2011, p. 864)

Knowledge is two-thirds submerged (Coffield, 2000)

Non-formal professional learning is happening all the time

Professional learning grows deep knowledge and expertise out of day-to-day practice

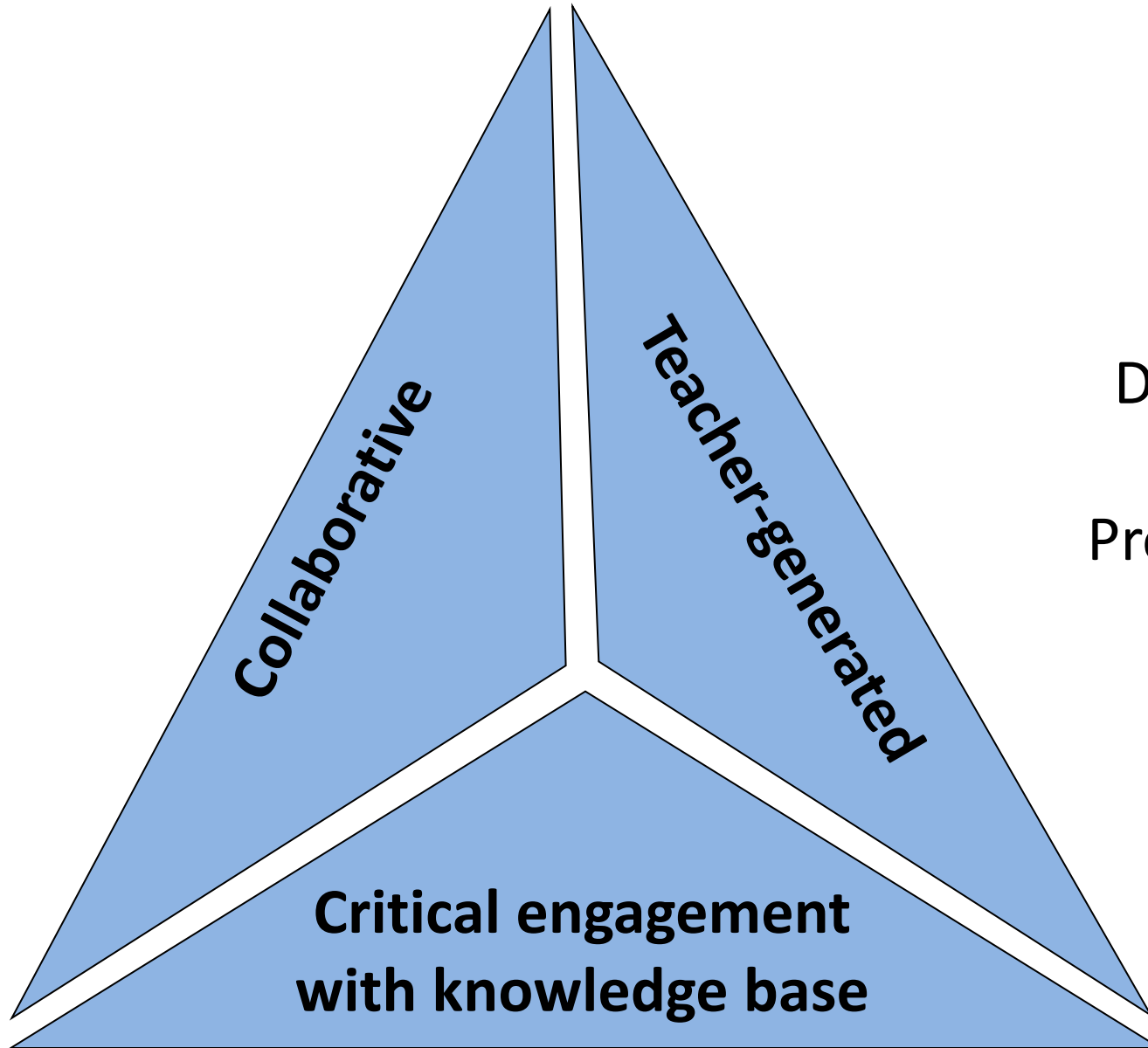"All we need to do is harness teachers' intellectual resources" (Sachs, 2003)

Teachers at the centre of their learning

Agentive 'talk within practice'

Collaboration

(Wenger, 1998; Bolam et al, 2005; Cordingley et al, 2005; Fielding et al 2005; Stoll, 2007)

Collaborative

Teacher-generated

Critical engagement with knowledge base

New Designs for Teachers' Professional Learning
Pickering, Daly & Pachler 2007

Intellectual dimensions

- Resisting 'ideological co-option' (Fairclough, 1992)

- 'Practical theories' (Furlong, 2000)

- Teacher enquiry (Pollard, 2008; Reeves and Fox, 2008)

Masters level teacher learning

- 2000 onwards – Master of Teaching programmes in UK (Queen's University Belfast, Edinburgh, IOE)
- 2003 - Chartered Teacher in Scotland linked to masters degree (discontinuing)
- 2007 onwards – m-level post-graduate ITE
- 2010- 2013 – MTL in England
- 2010 - Donaldson Report – work towards teaching as a masters level profession
- 2011 – a 'master standard' for England?
- 2012 – MEP in Wales

MEP for Wales

- A government-funded professional learning programme for all NQTs from Sept 2012

- Accredited by Cardiff University at masters level

- Mentors (school-based and LAs) will support professional learning for MEP and Induction

- Assessment by portfolio work, tasks linked to classroom practice and teacher enquiry

- Collaboratively developed by WG, HEIs, LAs and GTCW to address 3 national priorities: literacy; numeracy and reducing the impact of poverty on attainment and 3 priorities for NQTs: additional learning needs, behaviour management and reflective practice.

Local Authorities

Independent consultants

National College

Subject associations

Professional bodies

Commercial companies

Universities

Exam boards

School clusters

General Teaching Councils

Academy federations

Teaching Schools

External partners

Collaboration

fixed courses
individual teacher enquiry
expert modelling
reproducing 'best practice'
responding to inspection
'one size fits all' provision
accreditation
solution-focused 'presentism'
addressing deficit

negotiated courses
school-based masters programmes
school-to-school learning
online collaboration
collaborative teacher enquiry
shared lesson planning & reflection
peer learning
accreditation linked to practice
capacity-building

whole school 'INSETs'
'one size fits all' provision
one-off sessions
fixed curriculum
reproducing 'best practice'
fixed staff roles for CPD
school development plan
addressing deficit

shared development planning
peer observation
mentoring & coaching
break-time/informal talk
teacher leadership
pupil voice
flexible curriculum
shared lesson planning & reflection

Vision-delivery   Vision-sharing

When we've landed...

- How will we conceptualise the role of the university in relation to capacity-building within the teacher workforce?

- What ethical imperatives should guide university roles?

- Who will be the gate-keepers to masters level professional learning?

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