Inspiring Teachers
The importance of professional development

Professor Anna Lise Gordon

St Mary's University, London

annalise.gordon@stmarys.ac.uk

@AnnaLiseGordon

St Mary's
University
Twickenham
London

School of
Education

An inspiring teacher …

What is professional development?

Episteme – expert knowledge
Techné – 'craft' knowledge
Phronesis – practical wisdom

Standard for teachers' professional development (DfE, July 2016)

Implementation guidance for school leaders, teachers, and organisations that offer professional development for teachers

"structured and facilitated activity for teachers intended to increase their teaching ability" Sims et al. (2021)

- Whole-school termly session on how to improve questioning approaches in the classroom

- A whole day's training by an expert on how to promote reading for pleasure among pupils

- A series of webinars on strategies to improve behaviour management

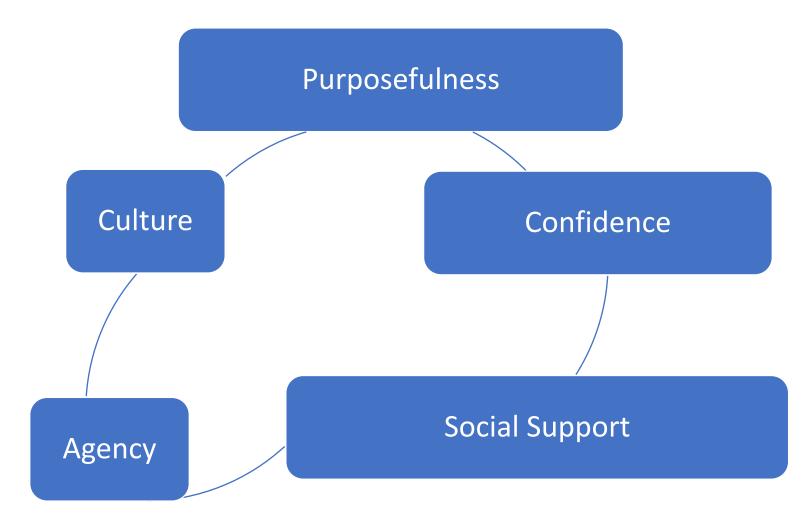- An intensive subject knowledge enhancement course

Possible approaches to professional learning

- *Classroom based observation and feedback*
- *Conferences, training courses, workshops*
- *Online courses and webinars*
- *Communities of practice*
- *Research and evidence informed approaches*
- *Bespoke coaching and mentoring*

Discussion:

Which approaches are most common? Are there others? Which are most effective?

Inspiring teachers

Purposefulness

'the crucial factor differentiating more from less successful programmes …. what the time is used for" (Cordingley et al., 2015)
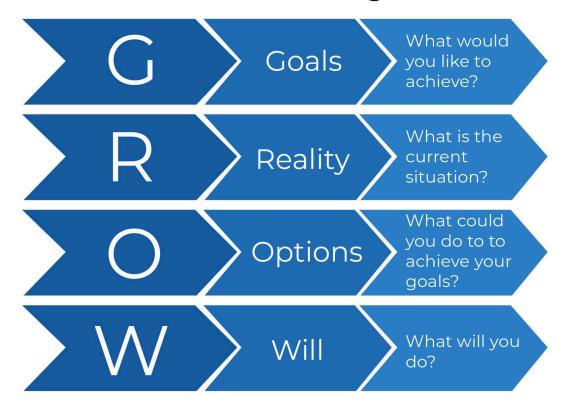
Confidence

- **Importance of context**
- **Quick-fix / one-size-fits-all versus bespoke / sustained approaches to professional learning**

Discussion:

- **How do we identify the learning needs of teachers? How are teachers involved in the process?**
- **How are strategic initiatives shared and integrated into whole school professional learning?**
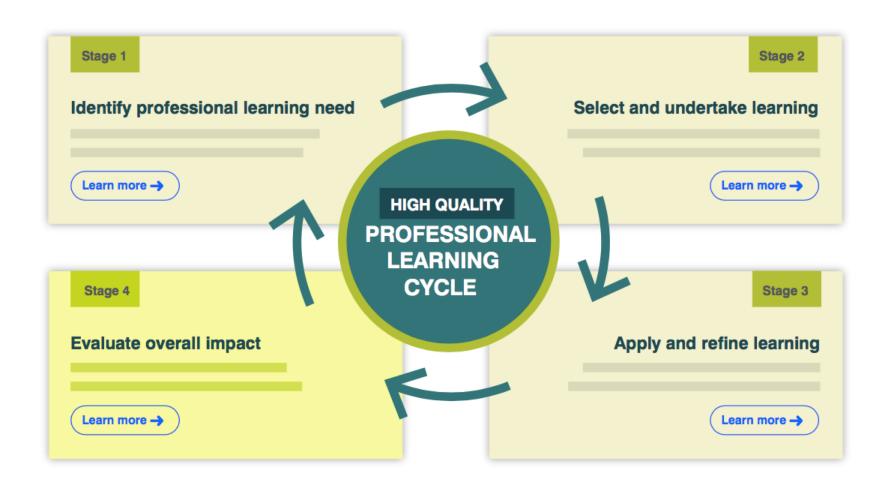
Social Support

GROW - a coaching model

G	Goals	What would you like to achieve?
R	Reality	What is the current situation?
O	Options	What could you do to to achieve your goals?
W	Will	What will you do?

Agency

Culture

"conditions count" (Gu and Day, 2013: 22)

- **Trust**
- **Permission**
- **Intentionality**
- **Resource**
- **Interest**

We know that professional learning is working when …

School leaders can promote high-quality professional learning by:

- **Establishing a strong vision and strategic plan for professional development driven by data**

- **Encouraging, and showing real interest in, teachers and their learning**

- **allocating adequate time and resources**

- **Promoting purposeful and high-quality collaborations between teachers**

Great professional development which leads to great pedagogy: nine claims from research (Stoll, L., Harris, A. & Handscomb, G. 2012)

Effective professional development …

1. starts with the end in mind

2. challenges thinking as part of changing practice

3. is based on the assessment of individual and school needs

4. involves connecting work-based learning and external expertise

5. is varied, rich and sustainable

6. uses action research and enquiry as key tools.

7. is strongly enhanced through collaborative learning and joint practice development

8. is enhanced by creating professional learning communities within and between schools

9. requires leadership to create the necessary conditions.

Inspiring teachers to be inspiring teachers

Further reading

- Australian Institute for Teaching and School Leadership (AITSL) (2017) *Enabling High Quality Professional Learning*, available at https://www.aitsl.edu.au/docs/default-source/hqpl/enabling-high-quality-professional-learning---practical-guide.pdf

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- Sims et al. (2021) *What are the characteristics of teacher professional development that increase pupil achievement? A systematic review and meta-analysis*, Education Endowment Foundation

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