

NTNU – Trondheim
Norwegian University of Science and Technology

Learning Throughout a Professional Career

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Development of professionals: Leadership and job satisfaction in schools
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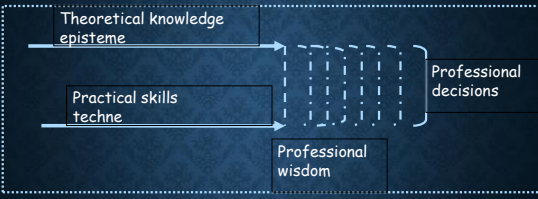
Outline

- Professional learning- various phases
- What characterises the various phases?
- What does not work?
- What works?
- Why professional learning in education?



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Professional knowledge




Adapted from Brunstad model, 2007

Actions based on professional wisdom characterise professionals.

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Phases in professional development



Career-long learning ≠ Life-long learning

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What characterises the various phases?

Initial

Teachers	Leaders
<ul style="list-style-type: none"> • No formal experience • Takes place at an academic institution • Cooperation with the practice field • Shared responsibility 	<ul style="list-style-type: none"> • Formal experience from teaching or other professions • Not always, yet more and more common: Takes place at an academic institution combined with on-job learning

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What characterises the various phases?

Induction

Teachers	Leaders
<ul style="list-style-type: none"> • On-job learning • Often having a designated mentor • Often full responsibilities- little time to learn- few allowances to try and fail • Length of induction varies 	<ul style="list-style-type: none"> • On-job learning • Little organised mentoring • Expected to successfully take full responsibility • Little recognition of the induction phase

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What characterises the various phases? In-service

Teachers

- On-job learning + academic institutions
- Often top-down decided
- Little or no allocated time
- Individual- more than in learning communities

Leaders

- Mostly on-job learning
- To a large extent voluntary
- Little or no allocated time
- Individual
- No external goals

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Professional development across the teaching career: Teachers' uptake of formal and informal learning opportunities

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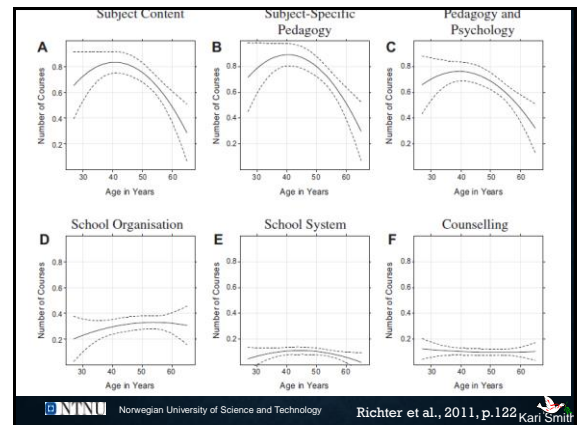
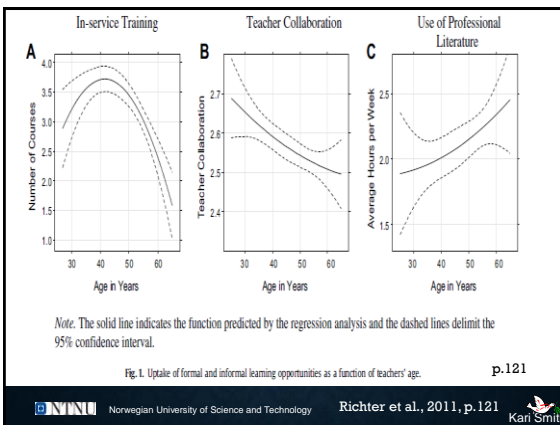
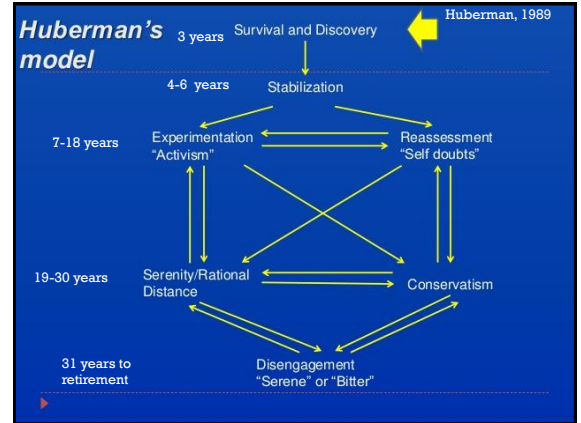
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(Richter et al., 2011)

Professional development is uptake of formal and informal learning opportunities that deepen and extend teachers' professional competence, including knowledge, beliefs, motivation and self-regulatory skills (p.116)



What does not work?

Guskey & Yoon, 2009)

- One time lectures-external experts
- Short courses- (however, more time must be used effectively)
- Top down obligations- centrally driven
- Lack of follow up activities
- Copy best practices activities from context to context



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What works

(McNiff, 2010; Wenger, 2011; L Darling-Hammond, MW McLaughlin, 2011; Richter et al. 2011)

- Communities of practice
- Teacher driven- bottom up
- Try-discuss- retry (action research)
- Mixture of formal and informal contexts
- Mixture of external and internal input
- Structural and leadership support
- Trust among participants-leadership
- Readings related to activity



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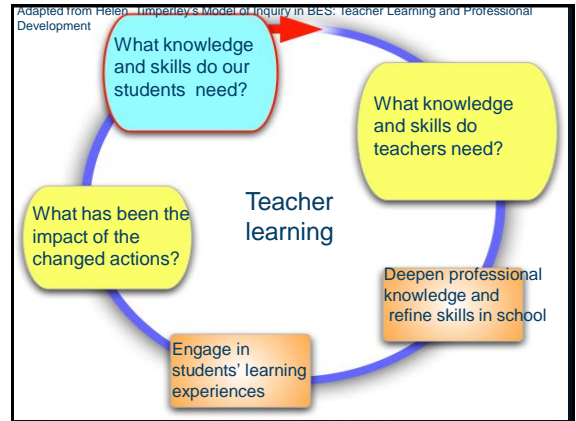


Learning

Learning is to acquire, modify or strengthen existing knowledge, actions, skills, values and attitudes. Learning entails change.



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Teacher development with a positive impact on student learning

- Time (6 months to 2-5 years)
- Extern expertise essential, but it is not enough
- Engagement
- Challenging current perceptions on students and learning-
- Safe learning communities -
- Aligns with updated research -
- **School leaders that support and are actively engaged in personal learning within the development project**
- **Clear goals** (Teacher Professional Learning and Development, Timperley et al., 2008)



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Leadership dimensions with positive impact on student learning (Robinson, 2006)

Dimensiones	Concretizing dimensions	Effect
Goals and expectations	Involve staff and students in developing shared goals, standards and expectations	0.35
Strategic use of resources	Resources to reach prioritized goals and use of expertise	0.34
Planning, coordination and assessment of teaching and learning	Direct participation in planning and assessing the development processes and ongoing formativ to the staff.	0.42
Promote and participate in professional learning activities	Direct participation in the professional development activities, formal as well as informal	0.84
Structure of working climate and text	Safeguard development time-accept failure	0.27

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Why professional development (1)?

Personal level

- ❖ Motivation- avoid burn out
- ❖ Staying up-dated
- ❖ Required by profession
- ❖ Improve education for every student

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Why professional development (2)?

School level

- ❖ Creating communities of learning
- ❖ Adopting a position of inquiry
- ❖ Strengthening staff identity- confidence
- ❖ School-development

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Why professional development (3)?

National level

- ❖ Strengthening teacher competence
- ❖ Strengthening education and student learning
- ❖ Being aligned with the international discussion and development
- ❖ Strengthening the status of the profession
- ❖ Implementing curricula changes

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FIVE LEVELS OF PROFESSIONAL DEVELOPMENT EVALUATION (Guskey, 2002)

Evaluation Level	What Questions Are Addressed?	How Will Information Be Gathered?	What Is Measured or Assessed?
1. Participants' Reactions	Did they like it? Was their time well spent? Did it make sense? Will it be useful? Was the leader knowledgeable and helpful? Were the refreshments fresh and tasty? Was the room the right temperature? Were the chairs comfortable?	Questionnaires administered at the end of the session	Initial satisfaction with the experience
2. Participants' Learning	Did participants acquire the intended knowledge and skills?	Paper-and-pencil instruments Simulations Demonstrations Participant reflections (oral and/or written) Participant portfolios	New knowledge and skills of participants
3. Organization Support & Change	Was implementation advocated, facilitated, and supported? Was the support public and overt? Were problems addressed quickly and efficiently? Were sufficient resources made available? Were successes recognized and shared? What was the impact on the organization? Did it affect the organization's climate and practices?	District and school records Minutes from follow-up meetings Questionnaires Structured interviews with participants and district or school administrators Participant portfolios	The organization's advocacy, support, accommodations, facilitation, and recognition
4. Participants' Use of New Knowledge and Skills	Did participants effectively apply the new knowledge and skills?	Questionnaires Structured interviews with participants and their supervisors Participant reflections (oral and/or written) Participant portfolios Direct observations Video or audio tapes	Degree and quality of implementation
5. Student Learning Outcomes	What was the impact on students? Did it affect student performance or achievement? Did it influence student physical or emotional well-being? Are students more confident as learners? Is student attendance improving? Are absences decreasing?	Student records School records Questionnaires Structured interviews with students, parents, teachers, and/or administrators Participant portfolios	Student learning outcomes: Cognitive (Performance & Achievement) Affective (Attitudes & Dispositions) Psychomotor (Skills & Behaviors)

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