Learning Throughout a Professional Career

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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**

- Theoretical knowledge
  - *episteme*
- Practical skills
  - *techne*
- Professional decisions
- Professional wisdom

Adapted from Brunstad model, 2007

Actions based on professional wisdom characterise professionals.

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**Phases in professional development**

- Initial
- Induction
- In-service

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**Career-long learning**

Life-long learning

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### What characterises the various phases? Initial

**Teachers**
- No formal experience
- Takes place at an academic institution
- Cooperation with the practice field
- Shared responsibility

**Leaders**
- 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**
- 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

**Leaders**
- On-job learning
- Little organised mentoring
- Expected to successfully take full responsibility
- Little recognition of the induction phase
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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(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)

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Huberman’s model

3 years
Survival and Discovery
Huberman, 1989

4-6 years
Stabilization

7-18 years
Experimentation ‘Activation’
Reassesment ‘Self doubting’

18-30 years
Serenity/Rational Distance
Conservatism

31 years to retirement
Disengagement ‘Serene’ or ‘Bitter’

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Richter et al., 2011, p.121

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Richter et al., 2011, p.122
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

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

Learning

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

Teacher development with a positive impact on student learning

- Time (6 months to 2-5 years)
- External 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

Adapted from Helen Timperley’s Model of Inquiry in BES: Teacher Learning and Professional Development
Leadership dimensions with positive impact on student learning (Robinson, 2006)

<table>
<thead>
<tr>
<th>Dimensiones</th>
<th>Concretizing dimensions</th>
<th>Effect</th>
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</thead>
<tbody>
<tr>
<td>Goals and expectations</td>
<td>Involve staff and students in developing shared goals, standards and expectations</td>
<td>0.35</td>
</tr>
<tr>
<td>Strategic use of resources</td>
<td>Resources to reach prioritized goals and use of expertise</td>
<td>0.34</td>
</tr>
<tr>
<td>Planning, coordination and assessment of teaching and learning</td>
<td>Direct participation in planning and assessing the development processes and ongoing formativ to the staff</td>
<td>0.42</td>
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<td>Direct participation in professional development activities</td>
<td>Direct participation in professional development activities, formal as well as informal</td>
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<td>Safeguard development time—accept failure</td>
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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

Why professional development (2)?

**School level**
- Creating communities of learning
- Adopting a position of inquiry
- Strengthening staff identity—confidence
- School-development

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

References