

HELPING TEACHERS TO DEVELOP

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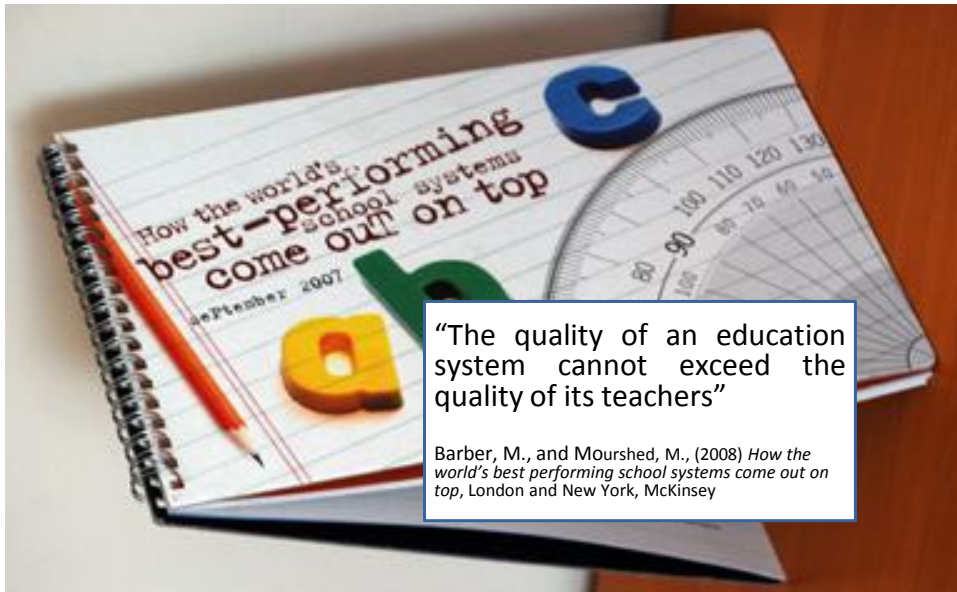
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Structure

1. Teacher quality
2. Complexity
3. Impact
4. Conclusion

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Teacher Quality



High-performing school systems consistently do three things well...

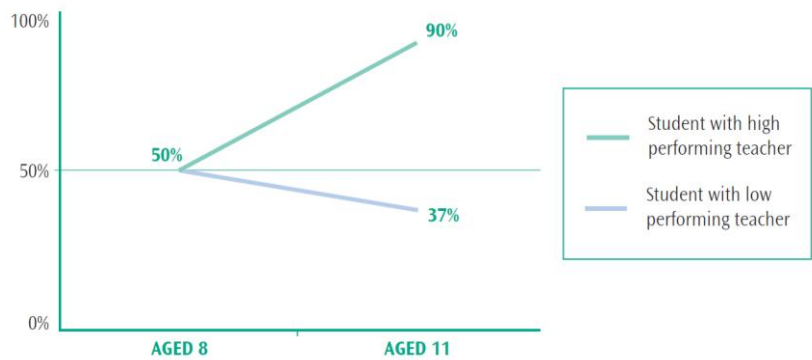
(McKinsey, 2007)

1. They get the right people to become teachers
2. **They develop those people into effective teachers**
3. They put in place systems and targeted support to ensure that every child is able to benefit from excellent instruction.

The effect of teacher quality

(Hanushek & Rivkin, 2006)

Figure 2. The effect of teacher quality



Source: McKinsey & Company (2007)

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How has teaching changed?



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It is complex...

Exposure to and participation in professional development activities may or may not bring about change to individuals' beliefs, values, attitudes and behaviours. These changes to individuals may or may not lead to changes in the classroom. And these changes may or may not lead to improvement for students.

(Bubb and Earley, 2010)

Where professional development has had little impact

(Bubb & Earley, 2010)

- ▶ Teachers don't analyse needs; undertake it in isolation
- ▶ People only think about courses
- ▶ People don't follow through and sustain change
- ▶ Schools don't evaluate impact – short-term, reactive, lacking in strategic vision; insufficient link with school improvement or performance management
- ▶ Takes little account of people's knowledge and experience



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A concept of staff development

It is an **on-going** process encompassing all **formal** and **informal** learning experiences that enable all staff in schools, individually and with others, to **think about what they are doing, enhance their knowledge and skills and improve ways of working** so that **pupil learning and wellbeing are better.**

*Helping Staff Develop in Schools,
2010*



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What sort of impact do you want?

- ▶ changes in subject knowledge and skills
- ▶ deeper pedagogical understanding
- ▶ changes in confidence and self-esteem
- ▶ changes in practice
- ▶ more reflection
- ▶ clearer rationale for actions
- ▶ more skilled at managing/influencing others
- ▶ greater resilience
- ▶ greater ability to lead change
- ▶ greater happiness and motivation



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Changing habits

Improving practice involves changing habits, not adding knowledge. That's why it's hard. And the hardest bit is not getting new ideas into people's heads - it's getting the old ones out. That's why it takes time.

Dylan Wiliam 2014



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Putting a new skill into practice

1. Theory
2. Demonstration
3. Practice – so that the teacher can try out the new approach
4. Feedback on how well the new approach is working
5. Coaching – to help the teacher discuss the teaching in a supportive environment

Joyce and Showers

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Putting a new skill into practice

5% will transfer a new skill into their practice as a result of theory

10% as a result of theory and demonstration

20% as a result of theory, demonstration + practice

25% - theory, demonstration, practice + feedback

90% - theory, demonstration, practice, feedback + coaching

Joyce and Showers

How do you know the difference professional development makes?

Whom do you ask or observe?

What do you ask? When?

What model do you use?

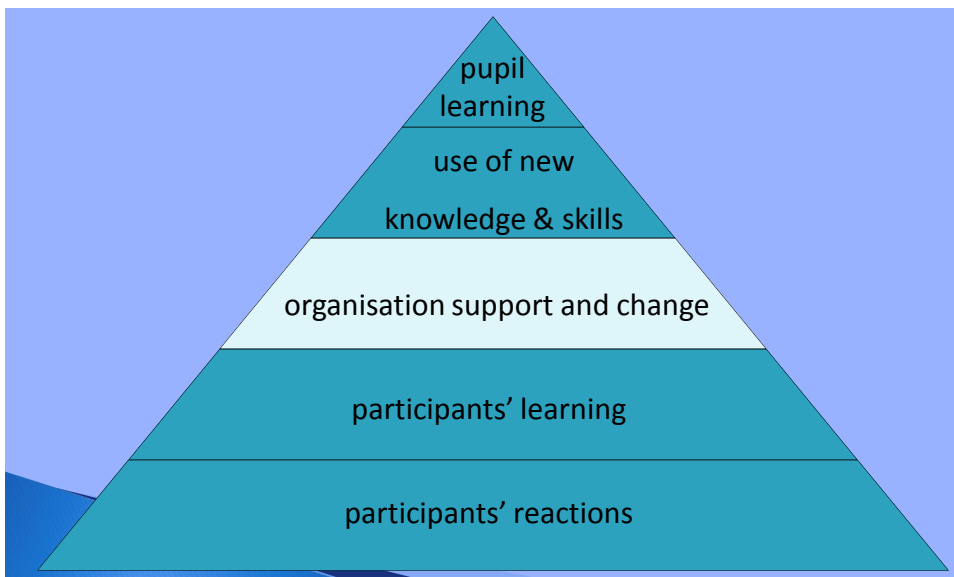
1. Initial reaction
2. Learned or improved something
3. Do something as a result
4. Impact on pupils

(Kirkpatrick 1959; Guskey 2000)

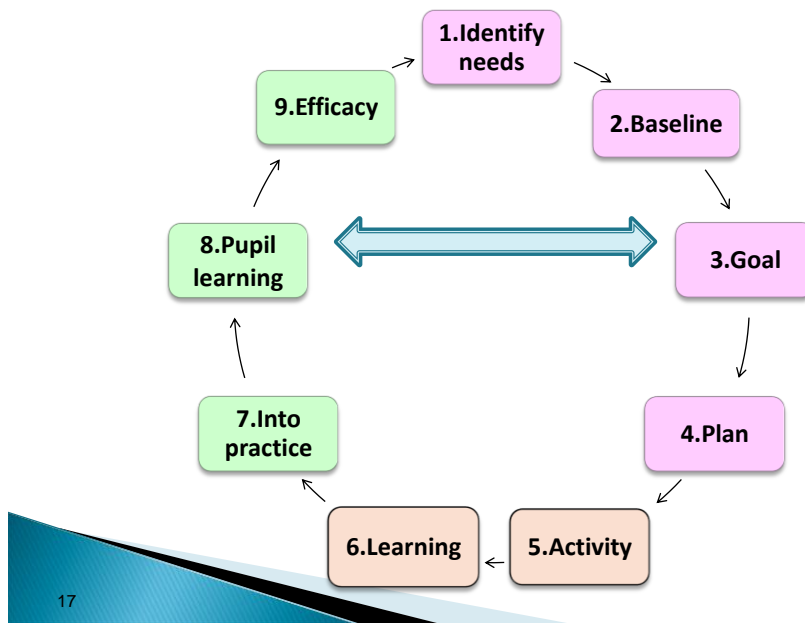


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Guskey's 5 levels of impact



Preparation, Learning, Impact (Bubb, 2013)



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Many different forms

- ▶ Observation
- ▶ Being observed
- ▶ Learning walks
- ▶ Conversations
- ▶ Reading
- ▶ Coach/mentoring
- ▶ Pupils' views
- ▶ Courses/conference
- ▶ Teamwork
- ▶ Video
- ▶ Solving problems
- ▶ Networks
- ▶ Research
- ▶ Working with specialist
- ▶ Sharing learning
- ▶ Qualifications

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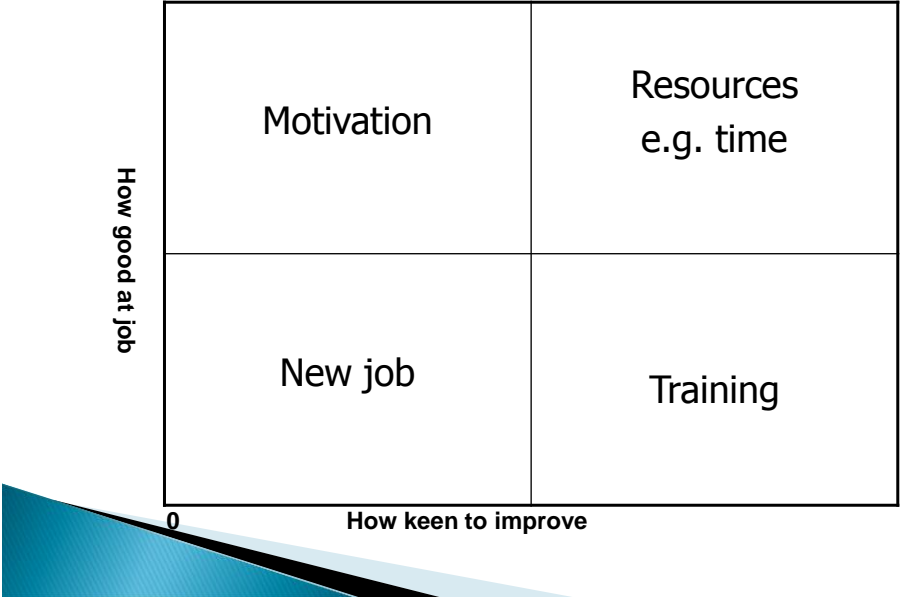
Teacher development is a continuum

Is it important to provide a strong professional base at the time of greatest receptiveness and willingness to learn and develop?



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Who to invest in



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Professional development that leads to great pedagogy (1)

1. starts with the end in mind
2. challenges thinking as part of changing practice
3. is based on assessment of individual and school needs
4. involves connecting work-based learning and external stimulation
5. learning opportunities are varied, rich and sustainable



Professional development that leads to great pedagogy (2)

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

(NCSL, 2013)



Conclusion

Greater student learning will result when teachers are encouraged to and can invest themselves fully in their work and when, as a result of that investment, achieve ***eudaimonia*** – happiness, a reflection of teaching with integrity.

(Bullough, 2009)



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