



University of Dundee

DIY Professional Development

Holme, Richard

Published in:
Re-thinking Models of Professional Learning

Publication date:
2014

[Link to publication in Discovery Research Portal](#)

Citation for published version (APA):
Holme, R. (2014). DIY Professional Development: renovating the education system or papering over the cracks? In R. Levy, & H. Mitchell (Eds.), *Re-thinking Models of Professional Learning: International Professional Development Association International Conference. Proceedings.* (pp. 54-55). International Professional Development Association.

General rights

Copyright and moral rights for the publications made accessible in Discovery Research Portal are retained by the authors and/or other copyright owners and it is a condition of accessing publications that users recognise and abide by the legal requirements associated with these rights.

- Users may download and print one copy of any publication from Discovery Research Portal for the purpose of private study or research.
- You may not further distribute the material or use it for any profit-making activity or commercial gain.
- You may freely distribute the URL identifying the publication in the public portal.

Take down policy

If you believe that this document breaches copyright please contact us providing details, and we will remove access to the work immediately and investigate your claim.



**International Professional
Development Association**

Re-thinking Models of Professional Learning

**International Professional Development
Association International Conference**

**Conference Aston Centre, Aston University,
Birmingham, UK November 28th and 29th 2014**

Editors: Roger Levy and Helen Mitchell

Published by the International Professional Development Association

ISBN:

Copyright © International Professional Development Association. All rights reserved

Further copies available at www.ipda.org.uk

Introduction

The ipda annual conference 2014 focused upon re-thinking models of professional learning in response to the changes taking place in a diverse range of contexts. The move towards the marketization and commodification of education were recognised as deserving particular attention. This varies from an almost wholesale move towards marketisation in England and the beginnings of change in Slovakia from a state led to a more consumer driven model.

Whilst marketisation was a theme common in many papers, some developments were seen to be moving in a different ideological direction. For example, a marketised context was in some cases responded to by emphasising the importance of process over product and for practice to be process rather than product driven.

Similarly transformational change brought about by developments in technology has also impacted on models and conceptions of how professional can learn. The rise of social media and access to global communication networks is a particular example.

In considering the themes of re-thinking models of professional learning paper presentations and keynote speakers took a range of perspectives and examined different contexts. Some key themes emerged from the presentations:

- Social media/technology
- Professional learning
- Professionalism and professional identity
- Products and processes of professional learning

Social media/technology

The role of social media in professional learning and development was a recurring focus. The interaction between technological and physical environments and their impact on each other was explored. A conclusion from one presentation was that a culture of learning could be actively constructed through the use of Twitter and used as an instrument for change in the facilitation of professional learning.

It was argued that social media provide opportunities for greater autonomy and self-direction and choice in professional development, for example choosing to have a Twitter account, joining #EdChat, keeping or following a blog, being a member of fora. This raises interesting questions about what motivates education professionals to engage in development through social media and the extent to which this has a positive impact on their practice. The accessibility of social media also provides wider opportunities for education professionals to communicate with those outside the profession. The use of social media to support communication between teachers and parents was explored across five countries. From this, a draft teacher education programme that enables teacher to work more effectively with parents to support children's learning has been developed.

The rapid increase in the use of social media and associated technologies for professional learning raises the question as to whether or not we need teacher trainers and CPD developers at all. Social media could potentially support high levels of autonomy and self-direction with self-formed interest

and action groups that are both knowledge based and needs driven. This may be a more inclusive and democratic process of professional learning and formation.

It was also noted that there has been an increase in surveillance technology, with greater use of it to record practice and to make this available to a wide audience. This raises questions about whether this practice is about professional development and learning, or a means of monitoring practice and providing evidence for accountability purposes. This could be seen as product driven and the antithesis of the inclusive and democratic outcomes that social media potentially offers.

Professional learning

The nature of the professional learning that applies to teacher- and practitioner-educators is the same as that which underpins the learning of students, teachers and educators. That is, it is typically complex, organic and inter-connected. Learning is sustained over time and includes both expert knowledge and skills. Dialogue is key to the sharing development and deepening of knowledge. This can be promoted by many forms of professional learning such as peer observation, mentoring, coaching and action learning. For example, mentoring has been found to be of fundamental importance in developing new school based educators' understanding of the academic as well as the practical aspects of the training role. The importance of dialogue in this process cannot be underestimated.

The conception of practice as significantly developed by enquiry has been well established in a range of academic texts, including many published in ipda's journal, *Professional Development in Education*. Indeed, it seems to be so well established that it has been supported by the *Carter Review* of 2015 in England, established by a Government that has based its reforms of education generally, as well as teacher training specifically, on knowledge as a given passed down to teachers.

The importance of enquiry in practitioner development has shown that knowledge is more often situated than given. Knowledge is also situated in the career stage as well as the context. For example, head teachers need to be able to lead in ways that promote inclusion in mainstream schools. Head teachers also need different forms of professional learning and development at different stages of their career, and the relationships between career stage and approaches to professional learning are worth examining. Whilst progression and continuity are important, there is a danger that practice becomes comfortable and uncritically established, and it has been suggested that there may be value in disturbing practice as educators move through their careers.

For learning to lead to systemic change, research from an EU-funded project to develop leadership capacity suggested that professional development and learning should be holistic and include, amongst other dimensions of learning, professional growth of the individual. That is, to include exploration and articulation of values as well as knowledge and skills. Here, learning is not for self-realisation (alone) but for leading with a clear moral purpose.

Frameworks are widely used in research and evaluation. An example was presented of one being used with pre-service teachers in Canada to enable them to develop the skills of curriculum design and evaluation. This had the additional benefit of providing an example of a teacher training programme where the providers had the power to significantly change the curriculum.

Using Guskey's framework of five critical levels of evaluation the provision of professional development for two different but related sectors (in this case teachers and early years care professionals) was examined. It was concluded that this was successful in achieving understanding of and respect for each other's roles. It also highlighted the need to have specific aims to ensure a wider range of needs of both groups could be met.

Frameworks can be structured around knowledge that is given or they can be developed to represent the complexity of situated knowledge. The range of studies presented illustrates the fact that there is a place for both approaches.

Professionalism and professional identity

Many papers discussed the nature of professionalism and professional identity, exploring the ways these are challenged and re-shaped by political, social and economic contexts. From this, it is clear that professionalism is ideologically situated. This can create tensions between the values and beliefs that practitioners hold about professionalism, and how they are constructed through policy. Socialisation is a strong influence on identity formation, but professional identity is not just about the taking on of codes and behaviours, it is also about engendering public trust. This raises issues around the public's perception of what a trustworthy teacher is, the nature of professional identity and how this is influenced, and the perception of professional identity from a practitioner perspective.

Workplace literacy is another way of conceptualising professionalism and professional identity. Workplace identity was used to explore how employability may be supported across a range of disciplines. It was argued that teaching overtly focusing on workplace literacy could lead to a better understanding of the attitudes and behaviours practitioners need to be successful in their areas of work. This involves an articulation of what it means to be a professional. This is another example of where a framework was constructed to represent complex situated knowledge.

Workplace literacy as represented by the more instrumental framework of the Teachers' Standards in England can lead to more restricted forms of professionalism and identity. When this framework is used in the context of teachers within an institution supporting each other in their professional learning, there is a danger that perspectives are narrowed and development ossified. In such contexts there can be more pressure for professional identities to be taken as given rather than situationally constructed.

The impact of policy agendas on professional formation in Scotland was considered. There was a particular focus on who has power and representation in the policy-making process, how policy is aligned with practice, the place of practitioners in policy making, and the form of their professional learning in this. This exposed the tensions between the needs of practitioners whose knowledge is primarily situated, and of policy makers whose context requires them to seek knowledge in forms that is generalisable. These different forms of knowledge represent different types of professionalism and professional identity.

Professional identity and professionalism is influenced by social and economic contexts as well as policy formation. This was illustrated by a case in Nigeria where the policy direction is for all children to have access to free schooling. The relatively small number of trained teachers in relation to the school age population determines the dominant pedagogy and thus the nature of the professionalism and identity of the teachers.

Products and processes of professional learning

The impact of ideology was evident in many conference presentations. The impact of neo-liberal ideology on relationships between university staff and students, on teaching and learning was explored. Of particular concern was the inherent contradictions between viewing higher education as having a role in promoting critical pedagogy, and as a singular means to promote instrumental employability agendas. Commodification, marketisation and consumer choice can lead to ubiquitous forms of delivery. This has implications for professional development and learning and whether it is process or product driven, an issue examined in more detail below.

The relationship between product and process was examined in relation to professional learning. Here the product was that which is given, something known and which can be transmitted. Process involves a more personal and active engagement of the learner, not least because the learner's view of knowledge is that it is situated. However, it was also evident in a presentation based on research in Slovakia, that professional learning may be supported by a distinctive product. Specific ways of communicating in the classroom, such as the development of rhetorical skills and the ability to read body language, can be valuable. Whilst at one level the development of a wide range of communication skills is intended to move away from transmissive and product-driven modes of teaching, the fact that the type of communication necessary to meet this end is defined and to some extent transmitted (i.e. this is how you communicate rhetorically) makes this a product in the sense we are using the term here. Products such as this may have a particular value in contexts where a transmission paradigm continues to dominate despite it being recognised by providers and participants in this learning that transmission has limited efficacy as a mode of teaching.

It is also important to consider the nature of the process. A presentation focusing on curriculum change used a model of Master Teachers who used face to face support based on professional learning relationships – and argued that this is more effective than online delivery. It was argued that this is because personal relationships are key to learning and without them knowledge can neither be shared nor developed. This conclusion is particularly notable because it was drawn through research carried out in the context of learning in the area of computer science where there is often a stronger commitment to online platforms. The implication here is that online learning lends itself more to product driven learning.

A view of product driven learning as instrumental was also examined. It was argued that models of professional development and the accountability purpose with which they are often associated are typically based on assumptions that motivation needs to be extrinsic. Drawing on positive psychology, the concept of academic optimism and hope was explored as a means of counteracting the implicit deficit nature of instrumentalism.

In contrast, teachers' expertise was represented as continually evolving practice through a process of improvisation. Here learning is again situated, but there is a particular recognition of its complexity in its use of tacit knowledge, relational and interactional practice, personalisation of the learning environment, and self-reflection.

Keynote presenters

Professor Marc Vermeulen

Liquid Modernity and Responsible Teaching: Challenges for innovation of professional development in education and training

Professor Vermeulen focused on the dilemmas facing education in the coming years. He argued that we live in a society that creates enormous risks but at the same time we diminish our capacity to deal with them. He presented evidence to show that there is a global trend towards more secular, individual and rational ways of thinking about values and this influences our capacity to deal with risks. Managing uncertainty was identified as the biggest challenge in the coming years with particular relevance to education futures which are mainly concerned with preparing people for jobs and life situations which may not yet exist.

In describing these dilemmas and the policy response he made extensive use of metaphors, in particular that of linearity and flow in the Dutch flood management system. Photographs were used to illustrate the problems that arose in the prevention of flooding on the Netherlands when the water management system was linear and controlled. The solution was to create more natural flow. In terms of policy it is equally ineffective when it promotes systems that are linear and controlled. Rather, such systems need to be constructed in such a way as to allow a fluidity of response and practice. He outlined the dilemmas faced by frontline professionals by competing logics: Institutional versus situational and instrumental versus cultural. He warned about the rise of meritocratic systems and their inadequacy in terms of allowing practitioners to address philosophical questions that inform and underpin their practice in the classroom, at what Lipsky (1980) called 'street level'. At the street level of the classroom what is needed is situational knowledge and, as Schatz and Sennet identify, practical wisdom, as a means to address these questions.

Extending his use of metaphor, Professor Vermeulen drew upon an ice-berg model to illustrate the different levels at which professionals operate – from the visible behavioural level above the iceberg down to the deepest level of values, attitudes and beliefs. He argued that professional learning needs to work at this deepest level in order for professionals to deal with the philosophical questions necessary for them to function with fluidity.

Moving on the impact of technology, he drew attention to the increasing use of this to capture what happens in classrooms, and the ease with which anyone can do this through the use of smart phones and tablets, has made classrooms glasshouses. Teaching takes place in a 21st century form of panopticon where people do not know when they are being looked at and so are kept in their place.

Alongside these developments, the aims of education have also changed. Whereas they were previously concerned with employability in relation to specific skills and jobs, there is a growing need for them to be concerned with multiple complex skills, entrepreneurship and problem solving. To this end society is more usefully conceived as multi-dimensional, organic and complex rather than two dimensional, static and pre-specified; that is, as a biotope rather than as a blueprint. Professor Vermeulen argued that there has been a move from product driven thorough market driven to

process driven education in which the cognitive load upon students increases. This raises the question of what happens to those who are not able to cope with this increase in cognitive load.

The way forward, it was argued is to think in terms of networks. These are not easy to develop and sustain because they are hard to define and rely on participants trusting each other. The strength of networks lies in their weak ties through the facility for meeting a wide range of people. It is here that innovation is generated. He highlighted the importance of networks not being like over controlled glass houses where inspection and accountability constrain risk taking and teachers operate at the level of visible skills rather than deeper level of values. These networks both support and require risk taking and are themselves a basis for professionalism. The fluidity of people entering and leaving networks and of ideas within them is essential in preventing a mutually admiring society, which is a dying one.

On the other hand, this fluidity is countered by, Professor Vermeulen argued, a narrowing of the functions of the education system which constrain both the aims and the potential fluidity of networks that serve it. Education has moved from being concerned with socialisation, qualification and selection to being solely concerned with selection processes that are becoming stronger and harsher.

He concluded with a consideration of the implications for leadership and management) in a context of exploding uncertainty, the unknown unknowns, as Rumsfeld called it. Leadership is doing the right things, rather than the management focus on doing things right, which is often the more common focus of practice. Management has to move to leadership as when you don't know what you are going into then all you know is that behaviour has to change but you don't know how. Management focuses on effectivity and efficiency. However, it is a focus on efficacy that enables the leadership that is required for fluid networks to flourish.

Discussion

Discussion was framed by some dilemmas outlined by Prof Vermeulen. Key points raised in discussion included:

The question of where authority to select comes from in a system that is becoming more focused upon section. It is not clear where education gets its mandate for section from. It was felt that people may not mind being selected if it was done in a fair and competent way with equitable outcomes. The question is who decides what a fair and competent way might be and how equitable outcomes are established.

The question of how professional learning at the deepest level of the ice berg is approached and how this might inform the selection of teachers. It was queried whether or not it was reasonable to expect professionals' values to be aligned. This has implications for the nature of the networks discussed in the presentation. Issues were also raised about the use of individuals' value positions as a basis for teacher selection, how the criteria for this might be determined, and whose values would be represented in the criteria.

The question of how professionalism is conceived as this has implications for the nature of networks. Traditionally professionalism is constructed in part with reference to teaching as a craft which Professor Vermeulen sees as an open network of associations. This view changes the emphasis from a focus on individualised to community based knowledge.

Dr Dr Kennedy Kennedy

Informing, Transforming and Embedding: Mobilising the literature to impact on policy and practice.

Dr Kennedy was invited as a keynote speaker on the basis that her article ‘Models of Continuing Professional Development: a framework for analysis’¹ is by far the most read of those published in ipda’s journal. Dr Kennedy gave a commentary on the original framework and reviewed it in light of how it has been used and changes to context.

Dr Kennedy’s initial concern in 2005 was the gap between knowledge of practice, and knowledge that informs policy. Dr Kennedy argued that not enough attention is being paid to theory when developing CPD, particularly at policy level. In order to explore this Dr Kennedy reviewed existing models of CPD from the literature. She undertook a conceptual analysis in order to develop a framework and this was based on organising themes in relation to what the models of CPD aimed to support. This led to the organisation of models under three key headings: transmission, transition and transformation. Transmission models are broadly concerned with knowledge that is pre-specified and passed on. Transformation models are broadly concerned with knowledge that is generated by the participants in the development process. Transition models (for example coaching) by their nature can be interpreted in different ways. All models could be more or less expansive and dynamic or concerned with the transmission of norms, depending upon their purpose and how they are used; transition modules in particular.

In reviewing the use of the framework since its original conception Dr Kennedy concluded that the transition category has been less evident in the literature since 2005 and therefore possibly less useful. She noted that the level of autonomy exercised by participants under each type of model increased from transmission, through transition, to transformation, and that this dimension of the framework was more important than initially presented. She also stressed the need for autonomy to be coupled with action. Dr Kennedy also stressed that the purpose of the model is more important than the specific names ascribed to them; for example, managerialist, and technical-rationalist purposes which she associated with instrumental learning. This purpose was contrasted with the democratic approach with a focus in agency and deeper learning, as described by Judith Sachs (2003).

Moving into an analysis of current literature Dr Kennedy’s analysis showed a continuing focus upon ‘what works’ rather than theorisation or political and ideological consideration. In particular, meta-studies such as those conducted by Cordingly (2003) or Timperly (2007) are based upon a construction of knowledge which is aligned with performative agendas. Practitioner enquiry is often driven by local needs and a level of specificity which makes it difficult to generalise from the findings. A significant outcome of the performative agenda is a focus on the impact of CPD upon children’s learning rather than its impact on teachers learning. This is due in part to the fact that meta-studies in particular are typically funded by policy makers who see a direct and unproblematic causal link between teacher development and its impact on children’s achievement. Dr Kennedy argued that we need a more coherent research agenda that includes profession wide analysis, international comparative analysis and longitudinal studies.

To return to the initial concern about the relationship between knowledge of practice and knowledge that informs policy, Dr Kennedy discussed the complex relationship between national and global policy and the tendency this has to lead theory to chase after policy rather than inform it.

¹ Journal of In-Service Education [Volume 31, Issue 2](#), 2005. The Journal of In-Service Education is now called Professional Development in Education and is the ipda journal.

Discussion

Discussion was framed by some dilemmas outlined by Dr Kennedy. Key points raised in discussion included:

Younger teachers are more likely to have the skill of action research but older more likely to have the remnants of autonomy. This has implications for the types of action that can be taken to challenge the knowledge gap between practice and policy. It is important that transformative modules are used to engage both older and younger teachers as autonomy influences the approach to, and impact of, action research.

Borrowing problems in a superficial unproblematised way rather than identifying problems through deeper thinking about the purposes of our education system and what we want it to achieve.

As a result of feedback from table group discussions Dr Kennedy acknowledge that this work may be framed by her position in the context of education policy and development in Scotland and is open to critique from those in other contexts.

Dr Balwant Singh with Professor Ken Jones and Dr Kit Field

Ipda India

Dr Balwant Singh was invited to give a presentation with Professor Ken Jones (editor of the ipda journal) and Dr Kit Field (Chair of ipda) about the setting up of ipda India.

Dr Singh began by explaining that in India the concept of teacher development as a professional activity is not well established and the current focus is more upon in-service training. This is also generally government and state rather than practitioner led and funding determines the purpose and content. Dr Singh explained that through ipda India he wanted to conceptualise teachers as professionals and continuous professional development as a valued activity.

Dr Singh outlined other contextual factors that are influential in determining the role and shape of ipda India. An important factor here is the differences in the development needs and perspectives of teachers in the state sector and teachers in the private sector. Of particular significance is the greater degree of autonomy in the private sector where leaders have more freedom and opportunity to engage with continuous professional development than leaders in government and state led schools. When discussing the fact that over 60% of education is state led and nearly 40% privately owned, it was also noted that scale is significant and the number of teachers involved is huge. This has implications for resourcing professional development and for the adoption of such things as cascade models and inter-school support. More importantly, this has implications for the role of the state and for state support and for the complex business of understanding what politicians want from the education system.

The role of ipda international in the development of ipda India was discussed. Dr Singh outlined the potential for sharing models of professional learning and good practice across the ipda membership. He spoke of opportunities for ipda members to contribute to professional development conferences in India through increased use of technology. This needs to be more than a celebratory launch event but a developing and regular set of events. Dr Field reiterated the opportunities for the ipda membership to support each other as critical friends.

Professor Jones noted that there can be a danger of looking at models of professional development in an Anglo-centric way. He went on to say that we tend to shape our understanding of wider cultural contexts through the frame of models established using the perspective of the UK, USA and Australia. He emphasised the need to understand and consider the cultural context in which ways of addressing specific challenges are being considered; to view models from the cultural perspective of where they may be used and not just from the cultural perspective of where they were developed. Dr Singh argued that the cultural diversity within India and the competition between different groups to be the best militated against some of the potential hazards of borrowing from other cultural contexts.

Following several successful ipda India conferences at state and HE level, all speakers agreed that it was important to provide opportunities for teachers and school leaders to engage directly and for ipda India to be involved in providing professional development. To this end a conference on school leadership has been arranged with invitations to 40 government school head teachers and input from ipda members already organised.

References

- Lipsky, M. (1980). *Street-Level Bureacracy: Dilemmas of the individual in public services*, Russell Sage Foundation, New York.
- Sachs, J. (2003) *The Activist Teaching Profession*. Open University Press
- Cordingly, P., Bell, M., and Thmason, S. (2004) *The Impact of Collaborative CPD on Classroom Teaching and Learning*. Eppi-centre
- Timperley, H., Wilson, A., Barrar, H. and Fung, I. (2007) *Teacher Professional Learning and Development: Best Evidence Synthesis Iteration*. Wellington, New Zealand, Ministry of Education.

Papers and Extended Abstracts

Adebisi Abiola Ajiboye, Adeniran Ogunsanya College of Education, Otto-Ijanikin, Lagos, Nigeria
Re-Modelling Training Programme for National Youth Service Corp Members in Nigeria

Introduction

Education has been a great service to every nation of the world. Despite being a huge venture in the economy of any nation, it is seen as the key to success in the efforts to develop the human and material resources. In the pursuance of this, Nigeria with other nations of the world under the auspices of the United Nations signed the eight Millennium goals, among which; Eradication of extreme poverty and hunger, and achievement of universal primary education serve as focus on the educational system of the nation.

In Nigeria, educational system is seen through the schools which are the major industries and also a huge venture sharing corresponding percentage of the nation's gross domestic product. Since independence, the Federal Government has invested heavily on education of the people through the provision of both human and material resources. With this heavy investment, the country has passed through many educational phases characterized with different problems. The problems include the planning, implementation and evaluation of human and material resources. In order to

overcome these problems, it is important to view the system in line with the type of teachers saddled with the responsibility of translating the policies into practices through teaching (Obebe, 2000). No matter how beautifully designed the educational policies, or how well planned the curriculum may be, if those who are to interpret and implement it are ignorant or lack appropriate knowledge to do so, the whole system would be stagnant, yield no desired result and may affect national development.

An Overview of the Nigerian Educational System

Since independent, the education in Nigerian can be classified into major system: old/colonial system inherited from the British. This used to be classified essentially into Primary, Secondary and Tertiary and was based on a 6-5-4 system, that is six (6) years of primary, five (5) years of secondary and four (4) years at the tertiary level. This old system was later changed into a new one with a 6-3-3-4 programme which involves the four levels of institutional learning processes: six (6) years in the primary school, three (3) years in the junior secondary, three (3) years in the senior secondary while the last four (4) years is for the tertiary institution. The change created a modern, dynamic and progressive system that geared towards self-reliant, better human relationship, national consciousness, and national unity as well as social, cultural, economic, political, scientific and technical progress rather than the former which places more emphasis on paper qualification (Adeyemi, et al., 2012).

To ensure the education of the populace at each level in line with the achievement of the millennium Development Goals, the government spelt out the following goals in National Policy on Educational:

- A free and democratic society;
- A just and egalitarian society;
- A united strong and self-reliant nation;
- A great and dynamic economy;
- A land full of bright opportunity.

For the achievement of these goals, more schools especially at the primary and the secondary levels were established both at national and state. This paper focuses on the secondary levels (Junior and Senior) of the nation's educational system which prepares the individual for useful living within the society and for higher education. This level serves as a place where students are developed for career, vocation and professionalism. To this end, the Federal government analysed that the secondary education goals will:

- provide all primary school leavers with the opportunity for education of a higher level, irrespective of sex, social status, religious or ethnic background;
- offer diversified curriculum to cater for the differences in talents, opportunities and future roles;
- provide trained manpower in the applied science, technology and commerce at sub-professional grades;
- develop and promote Nigerian languages, art and culture in the context of world's cultural heritage;
- inspire students with a desire for self- improvement and achievement of excellence;
- foster National unity with an emphasis on the common ties that unite us in our diversity;

- raise a generation of people who can think for themselves, respect the view and feelings of others, respect the dignity of labour, appreciate those values specified under our broad national goals and live as good citizens;
- provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development (FGN 2004).

To achieve the above goals of secondary education, the level is of six years duration given in two stages – a Junior Secondary stage which shall be both pre-vocational and academic, teaching basic subjects which will enable pupils to acquire further knowledge and skills. The second stage is the senior secondary with a core-curriculum designed to broaden pupils’ knowledge and out-look.

The system was later reviewed and the Universal Basic Education (UBE) was introduced. UBE is an innovation to improve the existing system while it still focuses on the already stated goals. UBE which is ‘free’ ‘compulsory’ and a ‘right of every child’ (FGN 2000), involves nine (9) years of uninterrupted schooling, made up of six (6) years of primary school and three (3) years of junior secondary school, To ensure the development of the students through the achievement of the goals and to take care of such system, it becomes necessary to involve skilled personnel that will translate the policy into practice. It is also important to assess the quality and tone of the school system through the calibre of the teaching force in terms of their qualifications, professionalism, experience, etc. in relation to their areas of specialization, not just the total number of teachers per subject. In relation to this, Olude (2004) asserts that the key to quality education in any nation is in the quality of its teaching force. The government also affirms as a matter of policy that ‘Teacher education will continue to be given a major emphasis in all our educational planning due to the fact that no educational system may rise above the quality of its teachers’ (FGN 2004).

Due to the free and compulsory education and the intakes from the primary levels which feed it, Oni (2009) noted that the secondary level of education became highly populated and created population explosion. The explosion calls for more teachers in different subject areas and to take charge of other school activities. The inadequate teaching personnel in the secondary schools made the government to draft the Corps Members who are expected to serve the nation compulsorily for one year after the completion of their university education to the secondary schools as teachers, not minding their areas of specialization. This occurs because it is believed that teaching is the most available job to engage them in during their service year and because teachers are always needed especially in schools located at the remotest part of the nation. Considering this, it becomes necessary to assess these Corps members posted to the secondary schools. The paper thus looks at a re-modeling training that can be given to the Corps Members within their periods of service.

National Youth Service Corps Scheme in Nigeria: Historical Perspective. The National Youth Service Corps Scheme (NYSC) was set up by the Nigerian Government to involve her graduates in the development of the country and in a bid to reconstruct, reconcile and rebuild the country through Decree 24 of 22nd of May 1973 by the then Military Regime under General Yakubu Gowon, after the civil war that had ravaged the country for 30 months (Otwinn, 1990). It was also established to properly encourage and develop common ties among the youths in Nigeria and also for the promotion of national unity. It is a scheme to mobilize Nigerian youth for national development through sustained middle level manpower, promotion of social integration and national unity.

In the same year of establishment, the scheme was modified and objectives were spelt out under Decree 51 of 16th June 1973 as follows, to:

- inculcate discipline in Nigerian youths by instilling in them a tradition of industry at work and of patriotic and loyal service to Nigeria in any situation they may find themselves
- raise the moral tone of the Nigerian youths by giving them the opportunity to learn about higher ideas of national achievement, social and cultural improvement
- develop in the Nigerian youths the attitudes of mind, acquired through shared experience and suitable training which will make them more amenable to mobilization in the national interest.
- enable Nigerian youths acquire the spirit of self-reliance by encouraging them to develop skills for self-employment.
- contribute to the accelerated growth of the national economy.
- develop common ties among the Nigerian youths and promotes national unity and integration
- promote prejudices, eliminate ignorance and confirm at first hand the many similarities among Nigerian of all ethnic groups.
- develop a sense of corporate existence and common destiny of the people of Nigeria.

For the implementation and achievement of the above objectives, Youbi (2006) analysed that the Nigerian government ensures the distribution of corps members to where they will be effectively utilized in any area of national need; assigns them to jobs in States other than their State of origin; expose them to the modes of living of the people in different parts of the nation; eschews their religious intolerance by accommodating religious differences; ensure that they will be employed into the labour force irrespective of their States of origin. Taking a cue from Adetoro’s (2001) assertion that, ‘Nigerian Youths Corps Members are very active within each society and are the most committed group in the organization of voluntary social work or community development projects’, the scheme has provided a platform for the youth to participate in all spheres of the economy and to cement struggles and problems presented among various ethnic groups within the nation.

National Youth Service Corps Members as Secondary School Teachers

As noted above, the population explosion due to its free and compulsory policy created need for more teachers in the secondary school system. That is when the programme was introduced, the resultant effect is the increase in enrolment which does not match the staffing in the number and quantity and quality particularly in the rural areas of the nation. The needs for the Corps Member to be engaged into national service create the relationship between them and the secondary school irrespective of their areas of specialization. Despite the availability of secondary schools to engage the Corps Members, one should not overlook the issue of professionalism. Teaching is a complex and demanding work that requires highly specialized skills and knowledge to impact significantly on students learning attitudes (Fraser 2005). In order to produce the necessary manpower through the secondary schools, the system should look seriously into the following categories:

Input	-----	Process	-----	Output
(Human and Material Resources)		(Teaching and Learning)		(Qualified Manpower)

The teaching force serves as part of the input and they occupy a vital role in the process to produce the manpower of the nation. The teaching process which is the major work of the secondary school becomes very important and should include the following:

- Organized strategies in form of planning, lesson design, time usage or time management and classroom management;
- Assessing strategies such as student assessment and self-assessment;
- Instructing strategies which is looked from teacher centred to student-centred.

In view of the above laudable goal of the National Policy on Education, without teachers the goals cannot be achieved. To drive the goals, the nation does not just need teachers to occupy the teaching process but teachers in adequate number and of good quality. The Policy also summarizes this by stating that 'Teacher education will continue to be given a major emphasis in all educational planning' because no educational system can rise above the quality of its teachers, thereby spelling out the following goals, to:

- produce highly motivated, conscientious and efficient classroom teachers for all levels our educational system;
- encourage, further the spirit of enquiry and creativity in teachers;
- help teachers to fit into social life of the community and the society at large and enhance their commitment to national goals;
- provide teachers with the intellectual and professional background adequate for their assignment and make adaptable to changing situations;
- enhance teachers commitment to teaching profession.
- realize these goals and also ensure professionalism, section 78, sub-section B and C categorically stated that;
 - Those already engaged in teaching but not professionally qualified shall be given a period of time within which to qualify for registration or leave the profession.
 - Newly qualified teachers shall serve a period of internship one (1) year for degree holders and two (2) years for National Certificate on Education (NCE) holders.

The Corps Members project part of the educational goals and it is discovered that since they are already graduates, they may answer for quality, but they may not have professional qualification and experience. The government uses the Corps Members to cover up for any short comings in the secondary schools. Therefore there is need to expose them to re-training programme before being posted to the secondary schools, because the nation has to use what they have on what they want to achieve stated goals. In line with this, the paper suggests a re-training session that can be given especially those slated for the secondary schools during the orientation period.

Suggested Training Programme to Re-Model Corps Members for the School System

Education and training have been identified as the major key in the development of any profession, be it teaching, Medicine, Law, Engineering and so on. It should be noted that the world is dynamic and not static; therefore there is need for mentoring and re-modelling through training and re-training programme of all personnel within each profession. In the process of re-modelling the Corps Members, the paper adopted the 'Train-the-Trainer' programme by Duggan of 1989. The programme is chosen because it is quick, instant and easily achievable, which can be used within the one month orientation of the Corps Member service year. In this context, a new instructor first

observes a training event which is led by course designer or subject-matter experts. For this Train-the-Trainer, five-step training approach by Hill *et al.*, (2010) is also adopted as follows:

Step (1)

- Identify and analyse the problems to be solved. These are;
 - Establish Corps Members as new graduates with no experience in the labour market.
 - These Corps Members expected to compulsorily serve the nation after their university education.
 - Most Corps Members are drafted to teach in the secondary schools with or without a teaching qualification.
 - Due to the above, skills and the interest expected in the teaching profession is lost.

Step (2)

- Identify the learning objectives for the programme.
- Develop effective re-training session for Corps Members who are teachers in Nigerian secondary schools.

Step (3)

- Design the training package that revolves round organized strategies. This includes:
 - Preparation – lesson plan with well stated objectives; logically, sequentially and adequate lesson contents.
 - Presentation – mastery of subject matter; introduction and development of lesson; time management; student participation; effective use of instructional materials in terms relevance, adequacy and variety and the use of teaching board (chalkboard, maker board).
 - Class Management – class control; teacher-student interaction; class arrangement together with reaction and reinforcement to student's response.
 - Communication skills – clarity of voice and appropriate use of language.
 - Evaluation – assessment of the stated objectives in the lesson plan.
 - Teacher's Personality – this involve comportsment and appearance of the teacher.

Step (4)

- This is the stage of implementation of the training. The following are the procedure:
 - Experienced secondary school teachers selected randomly from each Local Government Area of each State of the nation, taken into cognizance their various area of specialization.
 - Experienced teachers selected are exposed to a short training (workshop) in their areas of specialization and in line with the above selected package. The workshop should be conducted by professional in the field of education and can be during vacation prior the beginning of a new session when the corps Members will be drafted to schools.
 - These workshop participants are then used as trainers for the Corps Members for one or two weeks of the orientation period. This particular aspect of the session serves as the core of the paper and it should be one that will reinforce the Corps Members

through the building of personal relationships, cooperation, managing difficult situation and handling changes when they occur.

- Upon the completion of the training, the participants (Corps Members) should be able to take action and apply what they have learnt to get good results. The same trainer will also act as cooperating teachers for the Corps Members within the classroom of their various secondary schools.

Step (5)

- This is the last stage which is the evaluation stage. At this point, the Corps Members are evaluated by their cooperating teachers within the classroom situation. The cooperating teachers watch them as they implement the selected strategies in their different subject areas. At this stage corrections are made in love, questions are asked by the Corps Members on difficult areas and in relation to students' learning situation.

Conclusion

The usefulness of the Corps Members in the Secondary school system in Nigeria cannot be overemphasized as they occupy places where there are no enough teachers especially in the rural areas of the nation. In order not to see them as 'butterflies' who only batch on the secondary school for a short period without achieving any useful result, but only fill the gap because of high demand for teachers and population explosion, the need to make use of what we have for what we want. Some of them may also develop a loving attitude towards the teaching thereby taking it as a professional.

It should also be noted that without adequate preparation of teachers and the teachers having sense of commitment to their work, it becomes difficult to perform their best in bringing about qualitative learning on the part of their learners (Obebe, 2000). Therefore for qualitative learning to take place there must be interaction between policy makers through supervision and the teachers in the classroom setting. For the success of the programme and in order to achieve the stated national and secondary schools goals, the following bodies must be involved;

- The Federal government of Nigeria – they formulates educational policies through the Federal Ministry of Education.
- State government – they implements educational policies through the State Ministry of Education. They also receive the Corps Members into the Secondary Schools.
- National Youth Service Corps Boards – they look at the welfare and posting of Corps Members for their primary assignment within their service year.
- Teachers Registration Council of Nigeria – they are assigned to ensure the professionalism of teacher and their registration.

References

- Adetoro, J.A. (2001). *Influence of Personnel and Infrastructural Problems on the Administration of Secondary Schools in Ife/Ijesha area of Osun State*, Nigeria. Lagos: NER Publishers.
- Adeyemi, B.O. Oriobabor, A.O and Adeyemi, B.B (2012). An overview of Educational issues in Nigeria: Thoughts and Reflections. Accessed 30/09/14 <http://www.nau.edu/.../academic>
- Ajayi, A.I. and Falade, D.A. (2012). The National Youth Service Corps Scheme in Nigeria 1973 to 2012: Retrospective and Prospective Analysis. *Journal of Arts, Humanities and Diplomacy*. 2..2
- Duggan, Tara (1989). What is the Train-the-Trainer Model? *Demand Media*. Accessed 30/19/14 <http://www.work.chro.com/train-trainer>.

- Federal Government of Nigeria. (2000). *Implementation, Guidelines for Universal Basic Education (UBE) Programme*. Abuja: Federal Ministry of Education.
- Federal Government of Nigeria. (2004). *National Policy on Education*. Abuja: Nigerian Education Research Council.
- Fraser, Darell. (2005). *Professional Learning in Effective Schools: The Seven Principles of Highly Effective Professional Learning*, Department of Educational Training. Accessed 18/09/14
<http://www.proflerningeffectivesch.pdf>.
- Hill, .I; Palmer, A.; Klein, A.; Howell, E. and Pelletier, J. (2010). *Assessing the Train-the-Trainer Model*: Retrieved from www.urbaninstitute.org/.../reports. (13/10/14).
- Nwagwu, C.C (1997). The Environment of Crises in the Nigerian System: *Journal of Comparative Education*. 33. 1. Accessed 08/10/14 www.nebi.mm.gov/m/p.
- Obebe, B.J. (2000). Teacher Professionalism: The Role of Teachers' College in Ejiogu, A. and Alani, R.A. (ed). *Emergence Issues in Nigerian Education* Vol.3. Lagos: Mukuganwu Publishers.
- Olude, O.O. (2004). The Importance of Teachers Participation and In-Service Training for Effective National Development. In Noah, A.O.K; Shonibare, D.O.; Ojo, A; and Olujuwon, T. (ed). *Curriculum Implementation and Professionalizing Teaching in Nigeria*. Lagos: Central Educational Service.
- Oni, J.O. (2009). Management of Primary Education in Nigeria: Trends, Constraints and Solutions. *Journal of the Social Sciences*. 4(3). Accessed 08/10/14 <http://www.medwelljournals.com>.
- Otwin Marenin (1990). *Implementing Deployment Policy in National Youth Service Corps Scheme in Nigeria*. London. SAGE Publishers. Accessed (09/09/14). www.Cps.sagepub.com/content/22/.../397.abstr...
- Youbi, Mutti. (2006). *National Youth Service Corps in Nigeria – A Position Paper*. Accessed 09/09/14
www.nigeriavillagesque.

Hazel Beadle, University of Chichester, England

The Tweet Smell of Success: Perceptions of Twitter as a CPD tool

Introduction

This article outlines some initial findings arising from an examination of what it is about Twitter which generates the perception that the social media platform facilitates responsiveness to continuing professional development (CPD) needs. The research is undertaken from the perspective of educational professional users of the Twitter platform. The study takes place in the light of the increasing use of Twitter for CPD purposes within the education sector and an awareness that Twitter has been used as a CPD tool within other professions.

Literature

Social media has become part of the contemporary mindset, regardless of whether it is actively used and whether it is welcomed (Kim and Farida, 2011; Agnihotri *et al.*, 2012). As Precourt (2012, p.389) highlights, "All new media seem to carry an array of early caution". The growth of social media is associated with the democratisation of information (McEnnis, 2013; Criado *et al.*, 2013), in that information is freely and rapidly distributed, and there is indication that an increasing pool of the population are constantly connected (Stevenson and Peck, 2011; Evans, 2014). Perhaps, therefore, it should not be a surprise that politically-associated information sharing is clearly documented (e.g. Waters and Williams, 2011; Howard and Parks, 2012; Golden Pryor *et al.*, 2014). Furthermore, the potential for the information being shared to raise issues that parties might not wish to have publicly aired, in other words the role Twitter plays in generating 'difficult reading', is acknowledged (LaRiviere *et al.*, 2012; McClure, 2013). Different social media platforms serve different, and often distinct, purposes and yet also offer a measure of interconnectivity. This paper focuses on the use, for the purpose of CPD, of just one of those social media platforms; Twitter.

Twitter was launched in 2006. In 2012 it was identified to be the 9th most visited website in the world (Wilkinson and Thelwall, 2012) and on its 7th birthday Twitter was reported to host 400 million tweets per day (Tsukayama, 2013). As a within-class educational tool Twitter has received some attention at all stages of the educational system (e.g. Purcell, 2012; Gunuc *et al.*, 2013; Silverman, 2013; Evans, 2014). There is significant emphasis placed on the classroom use of Twitter being linked to innovation (Manzo, 2009; Manchir, 2012; Stuchbery, 2013) and of this situation being little different within higher education (Milners, 2009; Dayter, 2011; Billiot, 2011; Lin *et al.*, 2013). Yet there is also acknowledgement that the perception of innovation which surrounds Twitter is associated with a bridging of the gap between the professional role and life outside that role; what is written about in terms of Twitter having the potential to provide links with other aspects of the Tweeter's daily life (Messner, 2009; Lowe and Laffey, 2011; Alfonzo, 2014). The potential for that daily life to feature as part of the Tweeter's online presence is acknowledged (e.g. Barack, 2011; Lozare, 2011).

There is suggestion that Twitter has the potential to respond to a CPD need (Lu, 2011; Foote, 2014); therefore Twitter receiving some focus as having the potential to fulfil a CPD role specifically within the education sector is not surprising. There is highlighting, for example, of the need for teachers to integrate technology into their own practice, in part to provide an exemplar of how technology may be embraced (Demski, 2012; Larkin, 2013). The difficulties of this task, given that teachers are often providing that demonstration to 'digital natives' (those who have no experience of life other than in the digital age) is acknowledged. Furthermore a drive for innovative practice, specifically mechanisms for doing 'more with less,' inevitably attract attention. This fits with general acknowledgement that use of technology is largely dependent upon identifying some benefit, or reward, to result (Newberry, 2013). The link between perception of reward and suggestion that Twitter ascribes to the education sector's familiarity with metrics, has not gone unrecognised. Everything which occurs on the Twitter platform can be measured and a judgement made accordingly (Senechal, 2011).

Twitter has contributed to the fulfilment of CPD needs in many disciplines. Its use in the broader medical profession, for example, is well documented (e.g. Bahner *et al.*, 2012; Cahn *et al.*, 2013; Hajar *et al.*, 2014). This noted, the pace at which different sectors have availed themselves of the advantages of Twitter has varied. This was originally attributed to a need for computer science expertise (Burgess and Bruns, 2012). Current approaches, however, are attributed to sector attitudes, expectations of the professional role being undertaken and personal preferences. Whilst there are strong proponents of Twitter within the teaching community, for example, it is generally accepted that there are many teachers who have not heard of, that alone used, the Twitter platform. A simple trawl of recent Twitter-related literature identifies guidance on what Twitter is, and how to Tweet, remain a regular feature.

Inevitably use of Twitter is influenced by the perception in which it is held. Whilst Twitter is said to be more amenable to public discourse than other platforms (Junco *et al.*, 2013), the Twitter term has been regarded to be inherently linked with non-productivity. As Archibald and Clark (2014, p.e4) highlight, "Twitter is synonymous with chatter – the antithesis of academic discourse". Likewise a number of writers have reported Twitter to be associated with pointless babble (Ross *et al.*, 2011; Stevenson and Peck, 2011). This impression is in part the consequence of the media being used by pop-culture celebrities. There is also argument that it is associated with Twitter's initial approach to

encouraging contributions. The current 'compose new tweet' message was originally phrased 'What are you doing now?' (Stevenson and Peck, 2011; Lowe and Laffey, 2011).

Arguably reading postings which highlight the generic trials and tribulations surrounding life in a school or the education sector more broadly, the feature of some Twitter postings, offers regenerative potential. Chat rooms and what have become known as 'gripe sites' have, over a longer period of time, fulfilled a similar role by providing individuals with a forum to express how they feel, although inevitably the integrity of some postings has been questioned. Here again there will be views expressed which some would prefer were not aired (Clark, 1999; Falk and Sockel, 2002).

Regardless of the background detail, current perceptions of Twitter are an area with which individuals in the education sector have found themselves embroiled. Anderson (2011, p.27), for example, highlights the difficulties of trying to convince those in authority in a school setting that "Twitter is a viable means for learning about real-time events and a tool by which educators can take part in meaningful professional development". Furthermore, as Veletsianos (2012, p.344) identifies, "rather than representing meaningless chatter, such updates may introduce opportunities to explore shared interests, experiences, goals, mindsets, and life dispositions/aspirations", in other words engage with the professional role and examine what adjustments can or should be made. These are factors which are reasoned to be at the heart of CPD.

Whilst there is literature identifying that Twitter can be regarded as a cost-efficient means of linking individuals (Carton, 2014), and thus that Twitter might well have acquired some of its popularity as a consequence of educators working under financially strained conditions, what is unclear is what it is about the platform which education sector users of Twitter regard as giving Twitter the potential to respond to CPD needs. It is this knowledge gap which this paper contributes to filling.

Methodology

This article draws on data contributed by education professionals recruited through the social media site Twitter. Participants were self-nominating and asked to complete an online survey (using Survey Monkey) accessed through a web-link. Beyond providing gender, age category, job title and sector (the latter two elements being used to identify those perceiving themselves to be involved with work within the education sector specifically) no personal details were sought. Participants had the right to decline any or all of this detail, however a failure to identify engagement with the education sector resulted in that questionnaire being discounted. The survey link automatically collected the participant's internet provider (IP) code. This was only used as a check to minimise the likelihood of duplicate entries being present within the body of data. In total 76 survey responses (22 male, 53 female and 1 where the gender detail was declined) were used, the majority received from school-based staff. The age range in both male and female groups varied from the 20s to 60s, in both cases the majority of responses being received from those in their 40s.

The questionnaire asked participants to focus on their use of Twitter and identify what underpinned any use of the media for the purpose of professional development. The data was analysed using open thematic coding.

Findings

Only a minority group of participants made mention of signing up to Twitter specifically for the purpose of finding a means of satisfying their CPD needs. Furthermore, those who did suggest that their initial reason for engaging with Twitter was for this purpose, almost always identified other influences to also be present. A Secondary School Deputy Headteacher, for example, identified joining Twitter “as a consequence of attending a conference where a hash tag [#] was used to share ideas”, whilst an English Teacher highlighted that they had opened their account as the consequence of school-provided social media training. Similarly, several participants highlighted they had simply been ‘obliged’ to create an account as part of their Master-degree studies. A Teaching Assistant studying for their Masters in Education identified, for example, that they “began using Twitter for a class project where all of my classmates and I had to tweet 3-4 times a week on course learning and engage with our peers. This was for 9 weeks, two years ago.”

So if initial impetus to engage with Twitter tends not to be associated with the satisfaction of CPD needs, what it is that becomes apparent in using the media and which underpins the Twitter-CPD perception? Four themes arose from the data: the potential to culture the learning environment; the opportunity to cultivate a personal learning network; the presence of underpinning passion relating to the subject matter; and the impact of a levelling effect. These are examined in turn.

The potential to culture the learning environment

Several participants highlighted that they valued the more informal nature of Twitter-induced CPD, what one Head of Department referred to as ‘CPD with a cup of tea’. Here there was some inference that individuals could integrate CPD with their everyday life and by enabling it to become ingrained into their day-to-day routine CPD became a second nature activity which they could enjoy, rather than risk it being perceived as a task to simply be fulfilled. The blurring of professional and outside work lives was a reoccurring theme. One teacher in his 40s suggested he had initially used Twitter in order to ‘follow comedians that made [him] laugh’ highlighting that he later used the media ‘to keep up to date with recent developments within education, [but] still laugh[s] at things comedians post too’. Whilst specific mention of comedians was limited amongst participants, humour and the potential to culture a learning environment where enjoyment played a central role, were regularly raised. Twitter was not suggested to be the only mechanism by which this might be achieved, but it was clearly indicated as having that capacity.

Also highlighted to be associated with enjoyment was the ability to learn from, or make use of, resources without feeling obliged to contribute. Some participants made mention, for example, of focusing on the need to speak, or have their presence noted, when attending face-to-face CPD provision rather than the opportunity to immerse themselves in the subject matter. As one teacher from a Catholic Primary School highlighted, “CPD is all at your fingertips – you can participate or just read from a distance”. Distance was also noted in the highlighted value of ‘re-tweets’; postings which are re-posted by another Tweeter. Participants identified that they need not be directly connected to each source (Tweeter) whose input could be drawn upon. Furthermore, some participants suggested they ensured colleagues who were not Twitter users also acquired some benefit from the media through downloading online information to pass on in hard copy. A Primary Deputy Head, for instance, suggested she found this “merging of the old and the new ways of working particularly helpful as it enabled [her] non-technology proficient colleagues to benefit from Twitter’s capability”.

Participants identified Twitter as having the potential to generate subject matter interest; pushing at the boundaries of the CPD with which they might have otherwise engaged. One Science Teacher, for example, made mention of 'brushing up on subject knowledge so as to respond to a tweet', whilst a SENCO suggested they use Twitter to 'magpie ideas for the future'. This Magpie-like approach was a regular feature of the responses, although participants generally used the 'stealing ideas' term. The issue of intellectual theft falls outside the remit of this paper, but it is worth noting that several participants suggested they gained pleasure from others having the potential to make use of their resources; that they were not simply 'taking' from the learning environment.

Flexibility was identified as being a composite element of the learning environment, with 24-hour remote access regularly raised. Also highlighted was the capacity of that learning environment. One Director of a Teaching School suggested that Twitter facilitated access to 'an unending resource – there are thousands of people with wonderful ideas just waiting to be read'. His response reflected a general sentiment that Twitter, and the Tweets posted, do not provide CPD in themselves but, instead, that they have the potential to ignite action which can result in the professional development of the individual. Several participants described this in terms of Twitter being a 'gateway facility'.

That gateway was also seen as having the potential to lead to other opportunities. An English Teacher, for example, highlighted that as a consequence of using Twitter they had 'been approached about writing a grammar book' and an Assistant Primary Head suggested their 'talents [were] being taken up by others in the field as a consequence of sharing [their] interests'. Furthermore, this gateway was seen to facilitate other, in some cases more traditional, forms of CPD. Several participants highlighted, for example, that they would not have known of CPD events they had physically attended were they not to have used Twitter and a number of participants identified that Twitter was the media through which TeachMeets are organised.

The opportunity to cultivate a personal learning network

As well as being able to culture a learning environment, Twitter is suggested to provide the context for cultivating a personal learning network (PLN); emphasis placed on the personalised tailoring of learning. Participants highlighted that by cultivating a network of contacts with similar interests some of the effort associated with 'seeking out' elements of CPD is avoided; that the selected contacts will inherently be associated with (and thus integrate) those elements into their Twitter contributions and that the freed-up time can be invested in other ways. The PLN terminology was often used by those who suggested they were seeking out others with whom they could make their 'teaching journey'; indication of movement highlighting an openness to developmental change. Participants indicated that they actively cultured their PLN, making use of Twitter profile detail, follow recommendations, examination of re-tweets and tweets highlighted through hash tag searches. In effect, the format of the media was indicated as being facilitative. Furthermore, some participants indicated feeling less reticent about 'checking out' potential links through Twitter as compared with actively engaging in face-to-face networking practice at CPD events.

Some participants contributed detail about how they actively used the network they cultured. One Primary School Subject Coordinator, for example, identified they would often actively ask for help through Twitter. Another teacher suggested she had used Twitter to urgently source innovative material knowing her lesson was to be observed. Whilst this could be inferred as indicating that the observed lesson was receiving 'special' attention and the innovative approach was not typical, it

does serve to identify the immediate presence of Twitter as a source. Furthermore, there was little indication that participants felt reticent indicating they needed support; again indicating openness to developmental change. Whether this was the consequence of the reassurance of Twitter facilitating interaction at distance is unclear. However a Primary Education teacher did highlight that she had “benefited from help with [her] approach to feedback and marking [leading to] changes in this area and difference in the way the students engage with the comments”, indicating she may not have been so open to receiving feedback had it been delivered face-to-face.

Participants identified that professional development is not regarded as simply focusing around material that is available to the Twitter user, but also the opportunity to engage in reflection on the individuals own thoughts. A male Secondary Teacher in their 30s described this in terms of Twitter providing a 'sounding board for my own ideas' and a female Art Teacher described the value of using Twitter to test their work knowing it will 'get feedback and a different perspective'. There was some suggestion that through Twitter participants were encouraged to contribute ideas and that where these ideas were retweeted this was regarded as being a compliment. As one PE Teacher exemplified, "My contributions are increasing and people are sharing". Related to this, several participants made mention of blogs they kept, or contributed to. A Senior Teacher in Primary Education highlighted that “without Twitter my professional blog would not be as successful and may indeed never have happened. That's all part of my CPD”.

A link with impetus for action, as opposed to any pressure for engagement, was also highlighted. One Science Teacher identified that she felt obliged 'to promote good practice and the good things that are happening in the classroom' whilst a Primary Education Teacher suggested 'tweeting teachers are generous with their time and share ideas constantly'. Comparing the use of Twitter with face-to-face CPD provision, any pressure to engage was regarded as being more subtle.

An underpinning passion relating to the subject matter

A common theme underpinning participant responses was the potential for Twitter to reflect the passion of the Tweeter and the impact of this passion in maintaining or igniting a response on the part of the reader. This was highlighted from a number of angles.

Participant responses indicated an undercurrent of mutual support. As an Assistant Primary Head explained, “A question posted is normally answered numerous times with links to resources”. Likewise one Early Years Practitioner described Twitter users as ‘generally being a generous bunch’. The value of drawing on common insight was indicated. A male Secondary School Teacher in their 20s highlighted that it was Twitter which got them ‘through some of the tougher weeks’ whilst another in their 30s suggested it was “reassuring to know you are not alone with some of the issues teachers face”.

As well as being supportive, there was indication that the media had the potential to facilitate the open expression of differing opinions and that strength of feeling could be readily ignited. The absence of face-to-face interaction and the associated etiquette was identified to play a role. There was suggestion that the passion was often directed at those who were perceived as failing to understand the significance of the subject under discussion and that the emphasis was purposeful in raising the subject matter profile. Participants identified that as well as individual pockets of perspective, mutual strength of feeling could be cultured and several participants suggested

resistance to policy, and in particular increased consensus regarding teacher ability to meet specific government expectations, provided example of this having occurred.

As well as the nature of Tweets being influenced by the expectations of face-to-face interaction being absent, participants highlighted the impact of the 140 character limitation on Twitter postings. Mention was made of this limitation having the potential to result in the posting of unprofessional dialogue. No participants specifically mentioned being desirous of engaging in unprofessional dialogue and yet there was also little indication of a failure to engage, at least at the level of reflection, where this occurred.

Also linked to the issue of being professional was the difficulty, in the words of one Lead Teacher with responsibility for CPD, of 'keeping a finger on the pulse' once the link with University training was severed. Similarly, a Freelance Teacher spoke of this in terms of needing to be 'kept in the picture' during the enforced absence of 'a long and debilitating illness'. Likewise, working in one setting for a significant amount of time was highlighted as limiting exposure to educational provision in other settings and was suggested to risk the development of complacency. The potential for Twitter to facilitate up-to-the-minute understanding was emphasised. One Subject Leader, for example, highlighted "[Twitter] doesn't have the time delay associated with material published in books. That can be out of date even before it is released", going on to acknowledge that some people took reassurance from material being presented in what they termed 'tidy boxes'. The potential for Twitter postings to fuel and maintain subject-related interest was thus acknowledged.

The impact of a levelling effect

Participants made regular mention of the breadth of participants to be found using Twitter. One Secondary School Science Teacher described this as 'increasing the ability to see what is happening in other subject areas' and that this resulted in 'better access to a broader range of ideas and opinions'. A Secondary Head likewise acknowledged the value of considering the contributions of those who were outside the sector, identifying that fresh insight often stemmed from 'using a different lens'. A sizable number of participants highlighted the removal of geographical boundaries; that face-to-face CPD rarely facilitated inclusion of colleagues from other countries and consequently without Twitter their CPD tended to lack international insight. Note was made of the learning to be gained from other educational cultures. One Secondary Subject Leader described this in terms of offering a 'treasure trove'.

Related to this, the term 'digital staffroom' was frequently used. The potential for this digital staffroom to contrast with the traditional staffroom was identified. A Student Teacher in her 20s highlighted Twitter offered the opportunity to 'air worries or problems that you may not be able to easily raise in the staffroom'; that the potential to hide behind technology (often perceived as being negative as a consequence of its association with cyber bullying) could also be used to positive effect. Here links with the potential to use technology more effectively in the teaching role were made, with a number of participants suggesting that their, and their colleagues, technology-related classroom innovation had increased alongside their engagement with Twitter. One School Business Manager, for instance, identified the link between 'Twitter and apps, software, use of computers and technology for learning' whilst a Computing Lead suggested they had "found numerous resources for [their] colleagues on the new computing curriculum".

Generation of the perception of a levelled hierarchy was highlighted as being the result of the increased accessibility of resources and of individuals with whom to interact. A Director of a Teaching School suggested, for example, that Twitter ‘breaks down barriers to collaboration through removal of hierarchy’. Whilst a Secondary Teacher identified themselves to be “growing in confidence to write and propose my own ideas with those who potentially have far greater experience than I do”. It was not simply those with limited career experience who suggested Twitter offered levelling potential, but also those perceived or perceiving themselves to be in positions of authority. Here there was indication that individuals found themselves to be more able to draw on the expertise of other hierarchical levels of staff, with those other levels suggested to be more enabled to challenge, as well as benefit from, their perspectives. A Support Assistant in a Primary School identified, for instance, how she was able to ‘gain equal access to the powerhouse of CPD’ and as a consequence ‘felt better equipped to add value within [her] school setting’. Likewise, a female Teacher in her 20s mentioned being able to ‘discuss career paths and ambitions with others which would be difficult with staff in school’. The emphasis of these contributions suggests this approach tends not to be a typical feature of CPD facilitated through traditional mechanisms.

Discussion and conclusion

This study set out to identify what it is about the platform which educational professional users of Twitter regard as giving Twitter the potential to respond to CPD needs. Four main themes were identified to arise from the data - the potential to culture the learning environment; the opportunity to cultivate a personal learning network; the presence of underpinning passion relating to the subject matter; and the impact of a levelling effect. Underpinning these elements was a focus on the individual and thus the potential to enhance the level of personalisation. Where engagement is genuine, Twitter is regarded as having the potential to offer an effective response to individual development needs.

Whilst the use of Twitter to satisfy CPD needs demonstrates individuals taking heightened responsibility for their own development, this is seen to extend professional responsibilities beyond the traditional working day. This extension is linked to a blurring of the professional and personal life and any suggestion that hard-won boundaries risk being forfeited will inevitably generate some reluctance. It is beyond the scope of this paper to examine the nature of that reluctance but this study does indicate that the use of Twitter for the purpose of CPD hinges heavily on the presence, or cultivation, of inherent motivation and that that motivation brings with it an expectation of consistency. Here, for example, falls the difference between simple fulfilment of an attendance-based CPD requirement and an ongoing exploration of an area of professional interest. Furthermore, the ability to reflect on the role undertaken, and to disassociate inherent links between examination of practise and perceptions of role competence, are at the heart of Twitter use. This process of emotional distancing is facilitated by the nature of the platform. The reflective approach embraces not just identified difficulties but also the challenge of maintaining effective practice.

The legacy of the Twitter term, the limited (micro blog) nature of direct contributions posted to the Twitter platform and the use of that platform for other purposes risks culturing a perception that Twitter is not a medium for professional use. Indeed suggestion by participants that humour, relaxation and enjoyment are all features of Twitter-use may risk fuelling that perception still further. The research highlights Twitter content to be readily influenced by strength of feeling; what

many describe in terms of passion, as well as acknowledging the influence of that passion on other Twitter users. Any separation of Twitter from professional related activity appears to be dependent on a predisposition towards assuming that 'being a professional' is a status which cannot or should not be enjoyed; that rank is central to maintenance of professionalism; and again, that there is clear delineation of the professional and the non-professional life. It also appears to credit the Twitter platform with capabilities beyond being an identified 'gateway facility'. If there is any less demonstration through the platform of an inclination to serve as a mechanism for publicising 'traditional' CPD events, this is the consequence of the users' approach. The users' approach is, for example, evident in Twitter functioning as a sounding board and of some users perceiving there to be encouragement to contribute to (as well as draw from) resources posted to the platform. The fluidity surrounding this perception indicates that obligation is a self-generated perception; potentially the legacy of historical ways of fulfilling CPD needs.

References

- Agnihotri, R., Kothandaraman, P., Kashyap, R. and Singh, R. (2012). Bringing 'Social' into Sales: The impact of salespeople's social media use on service behaviors and value creation. *Journal of Personal Selling and Sales Management*, 32(3), 333-348.
- Alfonzo, P. (2014). Using Twitter hashtags for information literacy instruction. *Computers in Libraries*, 34(7), 19-22.
- Anderson, S. (2011). The Twitter Toolbox for Educators. *Teacher Librarian*, 39(1), 27-33.
- Archibald, M. and Clark, A. (2014). Twitter and nursing research: how diffusion of innovation theory can help uptake. *Journal of Advanced Nursing*, 70(3), e3–e5.
- Bahner, D., Adkins, E., Patel, N., Donley, C., Nagel, R. and Kman, N. (2012). How we use social media to supplement a novel curriculum in medical education. *Medical Teacher*, 34(6), 439-444.
- Barack, L. (2011). With a little help from Twitter. *Library Journal*, 57(11), 12-13.
- Billiot, T. (2011). In one online class, Twitter brings students together. *Chronicle of Higher Education*, 58(6), 33.
- Burgess, J. and Bruns, A. (2012). Twitter archives and the challenges of 'Big Social Data' for media and communication research. *M/C Journal*, 15(5), 8.
- Cahn, P., Benjamin, E. and Shanahan, C. (2013). 'Uncrunching' time: medical schools' use of social media for faculty development. *Medical Education Online*, 18, 1-6.
- Carton, M. (2014). Twitter PD. *Illinois Reading Council Journal*, 42(2), 25-27.
- Clark, K. (1999). Got job gripes? Try whining on the Web. You could get your wish, or a pink slip. *US News and World Report*, 127(24), 67.
- Criado, J., Sandoval-Almazan, R. and Gil-Garcia, J. (2013). Government innovation through social media. *Government Information Quarterly*, 30(4), 319-326.
- Dayter, D. (2011). Twitter as a means of class participation: Making student reading visible. *Journal of Applied Linguistics and Professional*, 8(1), 1-21.
- Demski, J. (2012). The seven habits. *T H E Journal*, 39(5), 48-55.
- Evans, C. (2014). Twitter for teaching: Can social media be used to enhance the process of learning? *British Journal of Educational Technology*, 45 (5), 902-915.
- Falk, L. and Sockel, H. (2002). Gripe websites: Using the Internet as a forum for attack and change. *Journal of Promotion Management*, 9(1/2), 81-91.
- Foote, C. (2014). A Twitter EdChat: A Global Tool, a Local Focus. *Internet@Schools*, 21(4), 12-13.
- Golden Pryor, M., Wulf, M., Alanzi, W., Alhamad, N. and Shomefun, O. (2014). The role of social media in transforming governments and nations. *International Journal of Business and Public Administration*, 11(1), 19-30.
- Gunuc, S., Misirli, O., Odabasi, H. (2013). Primary School Children's communication experiences with Twitter: A case study from Turkey. *CyberPsychology, Behavior and Social Networking*, 16(6), 448-453.
- Hajar, Z., Clauson, K. and Jacobs, R. (2014). Analysis of pharmacists' use of Twitter. *American Journal of Health-System Pharmacy*, 71(8), 615-619.
- Howard, P. and Parks, M. (2012). Social media and political change: capacity, constraint and consequence. *Journal of Communication*, 62(2), 359-362.
- Junco, R., Elavsky, C. and Heiberger, G. (2013). Putting Twitter to the test: Assessing outcomes for student collaboration, engagement and success. *British Journal of Educational Technology*, 44 (2), 273-287.

- Kim, J. and Farida, A. (2011). Social media, social design and social construction: A dialectic approach for the use of social media in the public sector. *International Journal of Technology, Knowledge and Society*, 7(3), 65-78.
- LaRiviere, K., Snider, J., Stromberg, A. and O'Meara, K. (2012). Protest: Critical lessons of using digital media for social change. *About Campus*, 17(3), 10-17.
- Larkin, P. (2013). Tweeting the good news and other ways to use social media. *Educational Leadership*, 70(7), 70-72.
- Lin, M., Hoffman, E. and Borengasser, C. (2013). Is social media too social for class? A case study of Twitter use. *TechTrends: Linking Research and Practice to Improve Learning*, 57(2), 39-45.
- Lowe, B. and Laffey, D. (2011). Is Twitter for birds?: Using Twitter to enhance student learning in a marketing course. *Journal of Marketing Education*, 33(2), 183-192.
- Lozare, N. (2011). With 140 characters at a time, Twitter is presenting new challenges to journalists. *News Media and The Law*, 35(4), 4-7.
- Lu, A. (2011). Twitter seen evolving into professional-development tool. *Education Week*, 20(36), 20.
- Manchir, M. (2012). Twitter evolves as a tool for little ones to tweet about school activities. *Education Week*, 31(24), 9.
- Manzo, K. (2009). Twitter lessons in 140 characters or less. *Education Week*, 29(8), 1.
- McClure, A. (2013). Social media for retention: Missed opportunities. *University Business*, 16(10), 48-54.
- McEnnis, S. (2013). Raising our game: Effects of citizen journalism on Twitter for professional identity and working practices of British Sport Journalists. *International Journal of Sport Communication*, 6 (4), 423-432.
- Messner, K. (2009). Pleased to Tweet You: Making a Case for Twitter in the Classroom. *School Library Journal*, 55(12), 44-47.
- Milners, Z. (2009). Twitter takes a trip to college. *U.S. News and World Report*, 146(8), 56-57.
- Newberry, C. (2013). E-learning for the Twitter generation. *Latin Trade*, 2 1(1), 70-71.
- Precourt, G. (2012). What we know about social media. *Journal of Advertising Research*, 52 (4), 389-390.
- Purcell, M. (2012). Twitter tips and tricks for your library and class room. *Library Media Connection*, 31(3), 46-47.
- Ross, C., Terras, M., Warwick, C. and Welsh, A. (2011). Enabled backchannel: conference Twitter use by digital humanistic. *Journal of Documentation*, 67(2), 214-237.
- Senechal, D. (2011). The cult of success: Over the past few decades, success has too often been defined as whatever we can see and measure, be it individual wealth or corporate profits, school test scores or student rankings, Facebook friends or Twitter followers. *American Educator*, 35(4), 3-7.
- Silverman, K. (2013). Connecting authors to readers through the school library. *Knowledge Quest*, 41(5), 26-29.
- Stevenson, S. and Peck, L. (2011). 'I am eating a sandwich now': Intent and foresight in the Twitter age. *Journal of Mass Media Ethics*, 26(1), 56-65.
- Stuchbery, M. (2013). Using Twitter to teach civics and citizenship in a Year 8 classroom. *Ethos*, 21(1), 23-24.
- Tsukayama, H. (2013). Twitter turns 7: Users send over 400 million tweets per day. *The Washington Post*. Accessed September 4, 2013 from http://www.washingtonpost.com/business/technology/twitter-turns-7-users-send-over-400-million-tweets-per-day/2013/03/21/2925ef60-9222-11e2-bdea-e32ad90da239_story.html
- Veletsianos, G. (2012). Higher education scholars' participation and practices on Twitter. *Journal of Computer Assisted Learning*, 28(4), 336-349.
- Waters, R. and Williams, J. (2011). Squawking, tweeting, cooing and hooting: analyzing the communication patterns of government agencies on Twitter. *Journal of Public Affairs*, 11(4), 353-363.
- Wilkinson, D. and Thelwall, M. (2012). Trending Twitter topics in English: An international comparison. *Journal of the American Society for Information Science and Technology*, 63(8), 1631-1646.

John Daffurn, Scottish Teacher Education Committee /Scottish College for Educational Leadership;
Annette Beaton, Crieff Primary School

Scottish College for Educational Leadership Fellowship Programme: Meeting learners' needs and supporting children and young people with high level additional support needs in Mainstream schools.

The SCEL Fellowship programme

As a participant in the first Fellowship programme of the newly formed Scottish College for Educational Leadership (SCEL), it was a great privilege to participate in the IPDA Conference in Birmingham, November 2014. This abstract outlines the aims of the SCEL Fellowship programme

and its particular focus on developing outstanding headteachers as system leaders, contributing to school improvement within, and beyond their own schools in the wider context of Scottish education.

The Fellowship programme for serving Headteachers aims to:

- Extend professional learning
- Widen Leadership Experiences
- Enable participants to take forward a study on an aspect of Policy Development
- Engage with Policy formation at Local, National and International level.

The recognition that serving Headteachers would benefit from advanced, creative, innovative and supported personal development has had a significant impact on all participants during this inaugural year. This support has taken the form of exceptional academic mentoring and extremely skilled, highly experienced coaching. Participants' thinking has been extended through enabling discussions with leading figures in Scottish and International Education, Government agencies and public services. Some headteacher participants have been afforded opportunities for national and international collaborative work and study.

The Fellows' programme has provided many significant learning opportunities, including - seminar sessions on the impact of high performing leaders within, between and across organisations, and inputs from senior government, police and business personnel, - all of which have been designed to contribute to our understanding of the skills and attributes of high performing leaders and the benefits high performing leadership can bring to the Scottish educational system.

Participants have each undertaken the study of a key area of education policy development. My project has considered how a system-wide approach to Inclusive School Practice, taking account of the values, philosophies and knowledge available, can support the development of high-performing Inclusive leaders able to consistently provide Inclusive Education in today's climate of fast changing, economic, political and educational environments.

A similar approach: The Queensland Quality Schools Inclusive Leaders Program

Such an approach has been in place in Queensland, Australia for two years. My Fellowship research opportunity afforded me the opportunity to travel there with the aim of understanding and evaluating their system-wide approach, with a view to its suitability for introduction and embedding in the policies and practices of Scottish education.

The Queensland Quality Schools Inclusive Leaders Program (QSIL) has been delivered state-wide with a view to developing:

- Cultural and Equity Leadership in Inclusive Schools
- Instructional Leadership in Inclusive Schools
- Learning, Teaching, Behaviour and Social Skills in Inclusive Schools.
- Skills in working with Families of Learners with Disability in Inclusive Schools.

The program aims to deliver a consistency of approach within and between schools with leaders having a shared understanding, language and skills-base, and where inclusion is not seen to be about disability or supporting additional support needs, but as a matter of social justice.

While in Queensland in 2014, I asked leaders to identify, for the purpose of my project, what they had perceived as the relevant issues in advance of the QSIL training. They identified their aspirations as follows: that the training would -

- help with the creation and implementation of one inclusive learning system to address the learning needs of all students.
- support growth mindsets around inclusive and proactive differentiation.
- ensure that all data is gathered with the purpose of informing teaching.
- encourage collaboration and self-reflection among staff.
- build capacity to ensure system wide equity.

Evaluation of the SCEL Fellowship programme

My evaluation of the impact of the leadership training on student achievement, instruction, leadership behaviour, change management, shared vision, collaboration and personal leadership growth produced the following findings:

- Principals highlighted a greater emphasis in all schools on a broader range and consistency of methodologies to meet the learning needs of all young people.
- Principals reported an increased skill-set in terms of the use of research information, collaborative working, planning for building capacity, data gathering and analysis.
- Leaders described gaining greater skills in developing relationships, a shared vision, having a new willingness to explore thinking and strategies and to be better able to consider the personalities, skills and needs of current staff.
- Leaders believed this process increased understanding and overcame challenges, highlighting the need for creativity and exploration as critical to quality teaching and impacting on how they viewed, approached and assessed student learning. However, there are still challenges in meeting the needs of all learners conflicting with current systemic priorities, indicators and benchmarks (NAPLAN- National Assessment Program Literacy and Numeracy).
- Principals reported greater confidence and an increased commitment to, and participation in, work with all stakeholders which is leading to increased confidence in communities and increasingly positive feedback from parents.
- Leaders reported that colleagues are energized and are working together across schools more effectively; they have been actively developing the four Rs of Reflection, Refocus, Resources, Reinvigorate, and report a reforming of teams, fostering discussion and a passion for change.
- Leaders now have collaborative networks with a positive impact allowing for data-driven decisions, shared ideas, shared responsibility for learners, and effective problem solving where all decisions are about all learners.
- Leaders indicated that there was an enhanced sense of self-efficacy, confidence in tackling engagement and that they were gaining skills in supporting staff to help the most vulnerable learners. They felt better able to support staff to work collaboratively to understand learners' needs and to design learning at the point of need.

Conclusion

In terms of engagement with Policy making at national level, this study leads to my conclusion that, in preparation for the increasingly complex and challenging role of Headteachers, we must employ strategies that create conditions where leaders are able to build from basic school leadership skills. I

am convinced that the development of programmes like the QSIL program - which aligns well with Curriculum for Excellence, and the Scottish Standards of Teaching in the 21st Century - would be desirable and beneficial to system-wide improvement in Scottish schools.

High quality inclusive policy frameworks and guidance to support authentic inclusion are in place in Scotland. However, what is lacking is a consistent and coherent training and preparation programme for Inclusive Leadership development to take account of the practical tasks of how to build inclusive vision and purpose based on the principles of social justice, understanding and developing people. Such a programme should facilitate the design of an inclusive organization, promote inclusive learning and teaching for all young people and help to forge effective links and partnerships with families of learners with disability.

Supporting the learning of our most vulnerable young people requires the highest quality of teaching and leadership. We must aspire to nothing less than the teaching profession making a positive impact on all learners, allowing us to achieve the aspirations of Scottish Education. Our main aim must be to close the attainment gap, build skills fit for learning, life and work, and allow all of our young people to reach their full potential and follow their dreams. The SCEL Fellows programme has afforded me the opportunity to clarify and confirm these ideals and how Scottish education can achieve them.

Donaldson, G (2010) *Teaching Scotland's Future: Report of a review of teacher education in Scotland*, Scottish Government.

General Teaching Council Scotland (2012). *Standards for Leadership and Management*, Edinburgh: GTCS.

Giorcelli, L and Sue Smith, S. and Shaddock, A. (2007) *Students with disabilities in mainstream classrooms: a resource for teachers*, Commonwealth of Australia.

Sandra Fitton-Wilde and Deborah Outhwaite University of Derby,

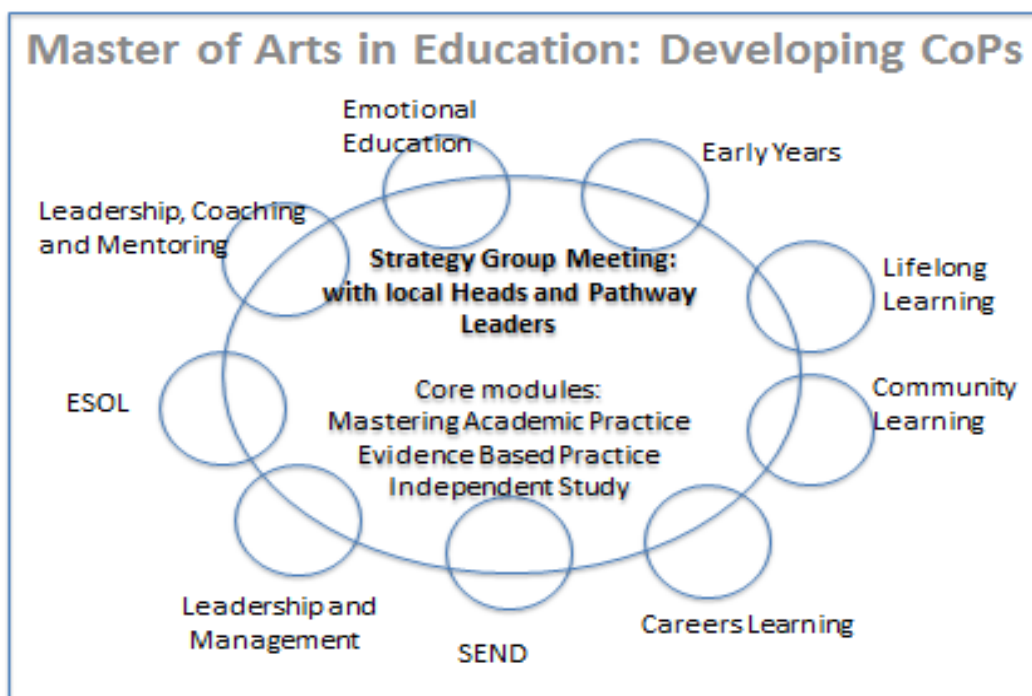
Re-thinking models of MA Education: where next?

The following account is based on a workshop in which we began by explaining what we, the MA Education provision, had achieved, developing from part-time, on campus teaching that was previously funded by in large part by the Teacher Development Agency (TDA). This traditional model of twilight and Saturday teaching is still utilised, but the programme has developed and grown, so that we now deliver a large number of modules off-campus to teachers in their own schools and colleges and through Teaching School Alliance partnerships. We now include a full-time one year MA Ed course on campus (with Sept and Jan entry points), with opportunities to share classes with modules offered to the part-time on-campus cohort. Collaborative partnerships in Switzerland and Greece, have also developed, where selected pathways are delivered. We are now at the stage where we are increasingly moving this to teaching bespoke Continuing Professional development (CPD) sessions for centres locally where a subsequent option of credits can be offered. Our University also made the decision back in 2009 to set up a separate arm to deliver the University's Online provision so the programme co-operates with this team, but as a teaching team we are not responsible for delivering our online learning.

We believe that one of the ways in which we have re-thought the model of MA Education is to allow a Community of Practice (CoP) to develop throughout the pathways of our programme. This is

based on Wenger’s ideas: “Communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly”, Wenger (1998, p.1). So we asked our workshop participants to think about what CoPs they belonged to, identifying the commonalities and unique factors, this provoked a great exchange of ideas about the nature of CoPs and whether or not these were steered in anyway. On our MA Education programme we have developed nine pathways (as is illustrated in the Venn diagram below). These pathways have been developed so that we have core modules at both taught stage in Masterly Academic Practice (Harvard etc.) and Evidence Based Practise (Research Methods), and the Independent Study needs to focus on a related area from the chosen pathway in order to receive a named award on graduation. These pathways exist in: Leadership and Management, Early Years, Lifelong Learning, Community Learning, Careers Learning, ESOL Emotional Education, Leadership Coaching and Mentoring, and SEND (Special Educational Needs and Disability). However, a generic pathway exists for those who do not want to specialise, or have another specialist area.

These pathways all have a Pathway Leader who develops local contacts in their area along with their own teaching and managing of the pathway. This can involve lots of different practice, including dealing with the collaborative centres and dealing with the off-campus centres, but critically, what we think makes this a CoP is how this interaction is also with a range of leaders in education locally, including Teaching School Alliances, and chain schools and developments within Academies and Academy Trusts.



Inside the Leadership and Management Pathway, for example, we have developed good connections with a range of Heads and Deputies around three counties who are interested in engaging staff in development work in this area. This has then linked through to the MA Education Strategy Group Meeting that we have held twice a year, where we share developments and pressures across areas and consider needs locally and regionally, the synergy gained here has clearly worked both ways as senior staff in schools are more aware of what is happening in their local HEI and vice versa.

Arguably we are a developing CoP that is improving the CPD needs of staff in a range of areas in which we have expertise, and in so-doing we are all learning how to do this better.

As we are all aware the Gove years changed the system quite considerably, and the landscape has been ever-changing, given the ideas currently being floated around Teacher Licensing, and the on-going national issues around the recruitment of senior staff. Our session discussed these issues and went on to discuss some of the newer developments around Federations of schools and how that is impacting on the development of their CPD needs.

Our workshop then went on to discuss the other possibilities that may exist for expanding our programme and looked at what our current issues are. What we want to do is create a flexible CoP within an HEI structure that can meet the needs of our education system locally and, of course, fits our own HEI constraints. What we want to do with our programme now is to continue to examine how to transfer the needs of short term bespoke CPD sessions into credit bearing PPD that encourages our students to make that full jump to becoming MA students and ultimately MA Education graduates, for we can see that hugely improves the confidence of teachers in the classroom, and we are now under-taking a research project to capture that data.

References:

- Wenger, E. and Lave, J., (1991). *Situated Learning - Legitimate Peripheral Participation*, Cambridge: Cambridge UP.
- Wenger, E., McDermott R., and Snyder, W.M., (2002). *Cultivating Communities of Practice*, Boston: Harvard Press.
- Wenger, E. (1998). *Communities of Practice: Learning, Meaning, and Identity*, Cambridge: Cambridge UP.

Janet Goepel, Sheffield Institute of Education Sheffield Hallam University, England.

Becoming a teacher: professionalism, Standards and teacher identity.

Introduction

There are now many routes to becoming a teacher in England. In the past, the predominant way to become a teacher was through university based routes with elements of school practice as part of developing experience. However, school based routes are now strongly advocated and resourced by the current coalition government through the National College of Teaching and Leadership (NCTL), and schools are expected to take on a much fuller responsibility in the development of teachers' roles and work. Post graduate students can train to become teachers through School Direct, or School-centred initial teacher training (SCITT) routes, both of which are heavily reliant on training to be given primarily within the school context. Teach First is a route into teaching whereby high achieving graduates work in a school after six weeks of intensive university based teaching, while Troops to Teaching provides a route for those who have been in the armed forces to train to teach, largely through school based routes. Additionally, it is possible for someone who has been practising as a teacher, but without qualifications, to have their practice validated through an Assessment Only (AO) route. This would provide them with Qualified Teacher Status (QTS). Traditional undergraduate routes are still available, but in my own institution, there are more places and therefore resources being put into the School Direct Route than any other route for teaching at this point.

With all of this in mind, it seems that schools are increasingly becoming the dominant influence in developing the practice of the trainee teacher, with the role of the university undergoing significant change. The partnership between schools and universities is crucial as the onus for the delivery of educational theory and practice rests more fully with schools through school based routes than ever before. While universities are still important in supporting a trainee teacher's professional development, their work is often seen by schools and trainees as more related to the provision of academic work in gaining an Honours or Masters level qualification. In some cases, there is even a perceived gap or tension between university based expectations and school based expectations. Smagorinsky *et al.* (2004) describe how a trainee teacher, Sharon, experiences tension between the university approach of constructivism and what is described as the school's more traditional approach. Such tensions govern the way in which beginner teachers develop their practice and construct their teacher identity. This paper examines the concept of teacher professionalism and considers the factors which influence the development of professional identity in beginner teachers. In particular, it considers the role that government imposed Teachers' Standards (DfE 2011) has in developing teacher professionalism and how they contribute to the forming of professional identity.

Teacher professionalism

The notion of professionalism is dynamic with many definitions. According to Hilferty (2008, p.161) it is a 'social constructed term that is constantly being defined and redefined through educational theory, practice and policy', while Gewirtz *et al.* (2009, p.3) suggest that 'professionalism is an idea that points in many directions'. This includes a way of classifying occupations according to perceived status as well as ideals of expertise, trustworthiness and service. Demirkasumoğlu (2010, p.2048) takes up the notion of service suggesting that professionalism can be interpreted as a 'multi-dimensional structure including one's own work behaviours and attitudes to perform the highest standards and improve service quality'. Cruess *et al* (2000, p.156) consider that traditional professionalism relates to knowledge-based activities which require long periods of training and 'entailing service for the common good'. While Goodson (2000, p.182) considers that professionalism is concerned with the 'intricate definition and character of occupational action' but stops short of making the link with ideals of service. Evans' notion of professionalism is even further from the concept of service quality stating that it is 'something that applies to every occupational work force...but is qualitatively neutral'(2011, p.885). As such, she considers the term unprofessional to be redundant.

In line with Evans' notion of professionalism being applied to every occupational work force, Tichenor and Tichenor (2005) offer a basic definition of a professional teacher as being one who is paid to teach. However, they also consider teacher professionalism on a higher level, suggesting that it can refer to those who 'represent the best in the profession and set the highest standard for best practice' (p.90). Schön presents the demands of professional practice as an even more complex matter stating that in response to unique problems it requires 'strategies of her own devising' borne out of 'a kind of improvisation, inventing and testing in the situation' (1987, p.7). It is operating in these 'zones of indeterminate practice' that mean the practitioner has to wrestle with the unknown, with complexity, uncertainty and conflicts of values relating to professional practice. Being able to function in this way is what Schön considers defines the professional. With such a range of understandings of the term professional, there is little wonder that there is confusion about what professionalism should look like in practice, let alone how it should be assessed and monitored.

In the last fifty years, there has been a 'backlash against professional society' (Perkins, 1996, p.472). In particular the 'caring professions' such as nurses, social workers and teachers have been subject to much criticism when failing to come up to expectations. Van Mook *et al.* (2009, p.e82) explain how traditionally, the medical professional has provided services which have been of benefit to society. However in more recent times, the requirement to deliver health care as a business and therefore at a profit, has sown a distrust of medical practitioners in the public consciousness. The values which were deemed to be vital to a doctor's professional practice, such as the welfare of the vulnerable, were considered to be overshadowed by the desire for self-protection, failure to self-regulate and the abuse of power. A similar pattern of public distrust has occurred with the teaching profession. Sachs (2003) comments that less favourable work conditions, limited public funding and the 'politicization of education policy and practice further diminish the standing of teachers in the eyes of the community' (p.43). Additionally, while high status professionals such as doctors and lawyers are considered to gain expert knowledge which leads to a 'distinct mystique' (Jackson 1970, p.7), for teachers the 'distinct mystique' is eroded, as mass education has led to the notion that teachers' tasks are 'within the general competence of those who have been taught themselves' (*ibid.* p.14).

The autonomy teachers enjoyed in the 1960s has been replaced by greater control and regulation. The General Teaching Council for England (GTCE), which was an independent body, comprised of teachers and other educational professionals was the professional body designed to regulate the teaching profession. This was disbanded by Michael Gove, the Education Secretary in 2012. It was eventually replaced by the National College of Teaching and Leadership which has the responsibility for the supply and training of teachers, their regulation and the development of education policy. Because the NCTL is strongly influenced by the government, a teacher's professionalism is highly politicised and scope for their professional judgement to be exercised is limited. Day (2002) outlines how claims of falling standards in teaching and learning, as well as needing to compete in a global economic market has driven governments to re-orientate education towards a more functional view, with teaching driven by competency and results (p.677). Such measures have further restricted a teacher's practice directing them to comply with government directives in order to achieve government targets. With the diminishing of teachers' autonomy, their sense of professionalism and professional identity has also been challenged (*ibid.*, p. 678).

Professionalism and Teachers' Standards

The introduction of Standards for teachers has imposed a professionalism with boundaries externally set with regard to roles and responsibilities (Evans 2008, p.23). In her extensive evaluation of teacher professionalism along with influences on professionalism such as Standards and performance management Evans (2011) considers that there are three components of professionalism, the behavioural, attitudinal and intellectual. The behavioural component refers to what the teacher physically does at work, the attitudinal relates to the attitudes held and the intellectual component to their knowledge and understanding as well as their 'degree of analyticism' (p. 856). In her analysis of the thirty three teachers' standards which were published in 2007 by the Training and Development Agency (TDA), Evans concludes that the professionalism depicted in these standards focuses predominantly on what teachers do rather than on what they believe or how they think, resulting in a 'lop sided' shape of teacher professionalism (p.861).

The coalition government which came into power in 2010 introduced a new set of eight Teachers' Standards (DfE, 2011). These are for all trainees and the vast majority of teachers regardless of their

length of service or stage of career. In the Preamble to the Standards (p.10) it is made clear that teachers 'are accountable for achieving the highest possible standards in work and conduct'. There is emphasis on strong subject knowledge, knowledge and skills as well as professional relationships with parents and pupils. It would seem that the emphasis on the behavioural and intellectual components of professionalism remain and indeed seems strengthened. Many of the eight Standards themselves are concerned with high expectations (Teachers' Standard (TS) 1), good progress and outcomes (TS 2), accurate and productive use of assessment (TS 6) and behaviour management (TS 7). There is an implicit assumption that by upholding these Standards teachers will 'uphold public trust' in the profession (p.14). It would seem that teachers are being held accountable by both governments and the public.

Teachers' working practices are tightly controlled and monitored by such measures as performance management, the school inspection process lead by the Office for Standards in Education (OFSTED), Teachers' Standards (DfE, 2011) and a prescribed curriculum. All of these imposed initiatives have further reduced teacher autonomy and increased teacher accountability which in turn has led to low teacher morale. The government's own White Paper *The Importance of Teaching* (DfE, 2010) states that 43% of teachers in England think that the status of teaching is low while head teachers consider they are constrained by government initiatives introduced to bring about improvement. These new initiatives mean that rather than meeting the needs of children, teachers are focusing on meeting government targets.

Professionalism and accountability

The coalition government, through the implementation of Teachers' Standards, is making teachers accountable for student performance. Onora O'Neill considers that such requirements encourage 'perverse incentives' leading to 'arbitrary and unprofessional choices', rather than 'pursuing the intrinsic requirements for being good...teachers'. Such measures she contends 'dictate institutional behaviour' (2002, Reith lecture 3). Similarly, Gannon (2012) has misgivings about the use of Standards, suggesting that they become a 'disciplinary apparatus through which teachers engage in surveillance of themselves and each other... and through which the sovereign authority of the state can regulate a discrete segment of the population' (p.61). Moreover, she asserts that the use of Teacher's Standards 'assumes that teacher quality is isolable and the property of individuals, rather than both contingent and relational' (*ibid*, p.61). Clarke and Moore (2013) present an even more forceful argument concerning the purpose of Teachers' Standards. They maintain that such standards reduce a teacher's agency and that a simplistic view of the relationship between teaching and learning is presented, discounting the impact of social and political matters such as equality, privilege and access. They further state:

The standards can thus be seen as a reflection of contemporary risk management strategies, insofar as they offer a fantasmatic source of reassurance and certainty in the face of an unruly and chaotic world; that is, they offer a vision of social reality as harmonious and complete, shorn of its constitutive gaps, inconsistencies, contradictions and disjunctions. Such risk management strategies serve to legitimate, and are at the same time legitimated by, other regulative measure in education, such as standardised curriculum and assessment. Individually, and in concert, these risk management strategies serve to authorise further, additional regulations and reforms when the original measure inevitably falls short of their aims.

(Clarke and Moore 2013, p.493)

This view outlines how the imposition of standards for teachers is used as a measure to influence society and to drive forward its own political agendas as well as to control the teaching profession.

The government in England considers that professionals working to high standards will drive up pupil attainment, increase performance, give better value for money, be more accountable to parents, governors and the public and give choice for parents. However, O'Neill maintains that increased accountability does not bring about an increase of trust but rather that 'low trust societies can do no better than replace trust with accountability' (2013, p.9). She considers that imposed accountability 'only pushes the question of where to place and where to refuse trust further back' (*Ibid*, p. 10). Instead she suggests 'intelligent accountability', which has less emphasis on performance, stating that many of the things which are important for education 'cannot be counted, added or ranked because there is no genuine unit of account' (*Ibid*, p.14). Such a view has implications for the teacher's work and expression of professionalism.

Professionalism – the teacher's perspective

Biesta (2009, p.187-188) considers two aspects of teacher professionalism. *Techné* is concerned with curriculum matter, gaining levels of achievement, accountability, making judgements on effectiveness and the application of rules. This approach is consistent with the adherence to Teachers' Standards and performativity. As Day (2002) comments when considering pre-service teacher training, 'students must now meet the measurable requirements of prescribed curricula and sets of narrowly conceived, instrumentally oriented competencies in order to succeed' (pp. 678-679). *Phronesis*, however, is difficult to measure or set standards for as it is difficult to pin down. It is more concerned with seeing, understanding or knowing what needs to be done. It is about holding educational ideals and values and engaging with situations in the light of such values. It involves the development of wisdom in practice, through the exercising of professional judgement (Biesta 2009, p.188). Because it is so difficult to measure, it is not represented in the Teacher's Standards or other government initiatives. However, *phronesis* seems to be more in keeping with the way teachers view their own professionalism.

In a study carried out by Swann *et al.* (2010) into teachers' conceptions of professionalism, teachers expressed that teacher creativity and teacher judgement, both important facets of teaching to them, were not recognised by the government (p.559). Teachers also reported that they required a high level of expertise in making judgements about the many complexities of managing the classroom and its activities and desired the autonomy to be able to make these judgements (*ibid*, p.563). Some teachers considered that central control over the curriculum undermined their professionalism. Swann *et al* also discovered that the issue of being trusted by both the government and the public was an important matter for teachers (*ibid* p. 651). Research by Day (2002) found that teachers identified a sense of being valued, 'making a difference in pupils' lives' and a sense of agency as important to their professional roles (p.687). They considered that government reforms undermined their professionalism with one teacher commenting '*that's why people don't enjoy teaching so much because there isn't that opportunity to put something of yourself in the classroom*' (*ibid*, p.687). It would seem that this teacher at least, saw their role as a teacher as involving their personal 'self' as well as their professional 'self' and that this went beyond exhibiting the professional behaviours that Evans (2008) identifies as a component of professionalism and tends towards the attitudinal component she also identifies. Similarly it points to the emotional elements of teaching which Day (2002) identifies.

The study by Tichenor and Tichenor (2005) found that teachers considered professionalism to involve virtues or characteristics such as resilience, being composed, caring, nurturing, friendly, patient, well organised, having good morals, going above and beyond what is required to do the job, being open to new ideas and receptive to suggestions. They also put forward that such teachers were willing to take risks, had positive attitudes, respect for the pupils and were dedicated to their students. Additionally, outside of the classroom, professionalism was considered to be concerned with being an effective communicator with parents and colleagues, being a good role model and being respectful to others. Such practice is consistent with Pring's view of teaching as 'helping pupils to see the world in a more worthwhile way or experiencing it, or relating to others in a more human and understanding way' (p.106) and fulfils Goodson's assertion that 'teaching is a moral and ethical vocation driven by a belief in a social and moral purpose' (p.187). This seems like a far cry from the imposition of standards and performance which the government seems to consider will improve teacher professionalism. Indeed, Day (2002) considers that the consequences of the performativity agenda such as loss of teacher agency, requirement to comply uncritically, the challenge to teacher identity, the reduction of time to provide for pupils' individual needs and the diminishing of teachers' motivation and job satisfaction, threaten a teacher's emotional identity and thereby reduces teacher effectiveness. He states 'paradoxically...imposed reform may in the long term diminish teachers' capacity to raise standards' (*Ibid*, pp. 685-686). It would also seem that how teachers perceive themselves plays an important role in their professionalism and in the development of their professional identity.

Developing teacher identity

Cruess *et al.* (2014) make it clear that professionalism and professional identity are not the same and that the formation of professional identity is a process. In the Foreword to the *Good medical practice in paediatrics and child health* (2002), Professor David Hall states that 'professionalism comes from within ourselves, from our working relationships with our peers and we hope from our organisation'. He further comments that such professionalism cannot be imposed, but is being eroded by the imposition of regulatory controls and other outside forces. He contends that good medical practice is concerned with the 'absolute commitment to the good of one's patients at all times' and that losing sight of this means paediatricians are 'no longer professionals'. While these definitions of professionalism come from medicine, it is clear that the wider perception of professionalism is more than assessable and measureable behaviours.

Professional identity however goes beyond displaying a set of prescribed behaviours considered appropriate to a particular profession. It is more a way of becoming. Cruess *et al.* (2014) offer a definition of professional identity for physicians, which can easily be made applicable for teachers. It is as follows: 'A physician's [teacher's] identity is a representation of self, achieved in stages over time during which the characteristics, values and norms of the medical [teaching] profession are internalised, resulting in an individual thinking, acting and feeling like a physician [teacher]'. This suggests that taking on professional identity is a process, taking a person with their pre-existing identities to the development of a new identity which is congruent with that of the desired profession. This involves the 'development of a value system, including personal attributes and roles that culminate in expressions of specific behaviours or pursuits within a social community' (*ibid*, 2014).

There is a tendency in medical education to work within a competency based paradigm and to assess medical students against their ability to attain such competencies. In doing so Jarvis-Selinger *et al.* contend that the 'underlying meaning and interconnectedness' of the various roles a physician needs to develop is lost (2012, p. 1185). A similar trend can be seen in teacher education with much reliance on the achievement of individual standards to assess a trainee teacher's progress in becoming a teacher. Just as Jarvis-Selinger *et al.* (*ibid*, p.1185) argue that competency based approaches should not be replaced by, but rather supplemented by the development of professional identity, so this paper argues that the development of a professional identity for teachers should extend beyond adherence to a set of standards. As the government in England places so much emphasis on professional standards and indeed use this measure to admit new members to the profession as well as monitor the professional behaviour of experienced members, it is easy for teachers to lose sight of the other elements of being professional. However, as previously shown, teachers consider that teaching is a moral activity and requires on investment of 'self'.

Identity can be defined as 'the process by which people seek to integrate their various statuses and roles, as well as their diverse experiences, into a coherent image of self' (Jarvis-Selinger *et al.*, 2012, p.1186). Taking on a professional identity involves a series of transitions which are not gradual, but marked by discrepancies between an individual's understanding of themselves in their professional role and their understanding of their professional experiences. Pillen *et al.* (2013) carried out a review of the literature concerned with the tensions student teachers found in developing a professional identity as a teacher. Thirteen categories of professional identity tensions were identified. These categories included feeling like a student, but being expected to act like an adult teacher; feeling a lack of subject knowledge while expected to be an expert; contradictory attitudes between university and school based settings (as in the example of Sharon given by Smagorinsky 2004); conflict between loyalties to students and colleagues; investing in time practising teaching but expected to engage in other tasks which as part of the teaching profession and difficulties in maintaining emotional distance. Student teachers may not face all of these tensions at the same time, but as they continue to their professional identity more fully, then they will be exposed to different challenges. Some of these challenges will remain throughout their teaching career, indeed professional identity formation continues throughout professional practice.

Where professionals have difficulty in managing the tensions of professional identity formation and in aligning their 'self' with the expectations of professional identity, this can result in 'identity dissonance' (Monrouxe, 2010, p.42). However, Pillen *et al.* (2013, p.675) suggest that teacher educators should work with students who are experiencing such tensions and turn them into learning moments. Cruess *et al.* (2014) maintain that as individuals become more able to manage the challenges thrown up by exposure to seminal events, the process becomes 'cyclical and self-reinforcing as competence generally leads to greater confidence'. They suggest that as the doctor, at whatever stage of their development, 'plays the role', this role in turn becomes part of the self and in doing so, 'the individual moves from "doing" to "being"'. Similarly Jarvis-Selinger *et al.* recognise that as individuals 'talk the work' the professional self is negotiated and shaped according to expected roles and responsibilities (2010, p.1188). This is no less true of beginner teachers as they develop their professional identity through different events and environments and through engaging in the discourses and practices of their profession.

Social influences are also an important part of identity formation. Socializing agents are the people are groups of people, such as peers, family and school which influence an individual's 'self-concept,

emotions, attitudes and behaviour' (Jarvis-Sellinger *et al.*, 2013, p.1188). For beginner teachers, the socializing agents would be people such as their fellow students, teachers and teaching assistants in the schools where they undertake their practice, university tutors and mentors. Hafferty (2009) outlines how socialisation is different from training, stating that 'any occupational training involves learning new knowledge and skills' but 'it is the melding of knowledge and skills with an altered sense of self that differentiates training from socialisation' (p. 60). Through accepting, compromising or rejecting aspects of the socialisation process, an individual can transform their existing personal identity into a new, but continuously evolving personal and professional identity. In doing so, the individual moves from peripheral participation to full participation in their profession (Steinert *et al.*, 2014). Socialisation therefore is 'leaning to be an insider' (Hafferty, 2009, p.65). It is more concerned with deep rather than surface learning and 'identity transformation than practices of situational adjustment' (*Ibid*, p.65).

Hafferty goes on to outline the importance of authenticity in being professional (2009, p.66). He suggests that being truly professional as a physician involves approaching the unusual using a knowledge base, but teasing out new answers. He considers that physicians should rely on their skill set, but develop innovative procedures and that they should hold on to what they truly value in order to *be* as a professional (*Ibid*, p.66). Such proposals resonate closely with Schön's view of teacher professionalism outlined earlier, where he suggests this involves grappling with the unknown, with complexity and conflicts of values within 'zones of indeterminate practice'. While the professions of teaching and medicine are considered to be very different from each other in terms of professional hierarchy, public esteem and professional practice, in terms of their expression of professionalism and the process of the development of professional identity, there is a great deal of similarity. Each profession is required to adhere to standards or develop competencies while at the same time develop a professional identity which shapes who they are and therefore how they act.

Reconciling standards with professional identity

In the early stages of professional identity formation Jarvis-Selinger *et al.* (2010) suggest that a competency or standards based approach may be more appropriate as this provides a strong focus on 'doing' (p.1188). However, they suggest that as the individual progresses through their training and into more practice in the field, then assessment relies less on checking progress against standards or competencies, but more on 'an evaluation of the integration of a host of competencies into something more than the sum of those parts' (*ibid*, p.1189), in other words an evaluation of identity relevant to the professional they are becoming. Therefore they contend that while competencies are not irrelevant, of themselves they are not sufficient.

As a trainee moves through the various roles in their development as a teacher, from lay person to student, to Newly Qualified Teacher (NQT), to Recently Qualified Teacher (RQT) and on to experienced teacher, their identity at each of these stages is deconstructed and reconstructed in the new role. The adherence to standards assumes a different importance at each stage as the trainee becomes more confident in their developing identity. In my experience in Higher Education, trainee teachers are constantly setting targets and being assessed by the Teachers' Standards as they learn the skills of their profession. There is little ongoing education regarding the development of a professional identity, although there is emphasis on professionalism, which mostly refers to expected behaviours and dress. However, as Day *et al* outline from their research into teacher

identity and commitment, experienced teachers reported that their identities were not expressed through their adherence to externally imposed standards, but to their own desire to work hard and set high standards of themselves and for their children (2005, p.574). They demonstrated their strongly held principles of care and commitment to children's learning and achievement through 'core values-based identities' (*Ibid*, p.575). The study found that the maintaining of these values-based identities was considered by teachers to be of higher value than the requirements of imposed change. Therefore, as Jarvis-Selinger *et al.* point out 'understanding the interplay between competency and identity allows a fuller appreciation of the complexity with which various overlapping...roles emerge' (2010, p.1189). Competence and identity can therefore be seen as complementary. While adherence to standards might bring about a level of accountability, the progression from professionalism to professional identity formation, with its emphasis on values, is more likely to generate trust between colleagues and with the public.

Professional identity and public trust

Part 2 of the Teachers' Standards (DfE, 2011, p.14) requires the teacher to 'uphold public trust' and to do so by maintaining high standards of ethics and behaviour. This competency approach does not pay regard to the development of professional identity. As previously stated, being a teacher is not a question of either fulfilling the expectation of professional standards or the development of professional identity, but of both. However, this paper suggests that while adhering to professional standards may change behaviour, the development of a professional identity brings about a change of 'self' and leads to greater authenticity. Bottery (2003, p.247) suggests that the growing significance of the issue of 'trust' can be interpreted as 'part of a growing cry for an authenticity of relationships at all levels of society'. Trust is an essential part of individual relationships and the culture within institutions, but is often taken for granted or over looked. Trust shows confidence in the behaviour of another individual group or institution and relies on the other to act in honest and reliable ways. It assumes that the other is dependable, that they are in fact trustworthy (Groundwater-Smith and Sachs 2003, p. 343).

O'Neill states that trust is a valuable social capital, which is hard earned and easily dissipated (2002, p.9). She further maintains that 'the claim that trust is obsolete in social and professional life, hence to be rejected in favour of accountability could not be further from the truth' (2013, p. 10). Sachs (2003, p.138) states that 'trust is at the core of the continued functioning and effectiveness of a democratic society'. She contends that it acts as a 'form of social shorthand' (*Ibid*, p.139) and that without it, it is necessary to make sure every detail is made clear and is consistent with intended directions and behaviours. As trust between governments and teachers has continued to be eroded, so the directives and regulations from the government have increased which in turn has resulted in further loss of trust.

Trust, according to Tschannen-Moran and Hoy (2000), is necessary for effective co-operation and communication. It is the foundation for cohesive and productive relationships, a means of smoothing the way for efficient relationships when people have confidence in other people's work and deeds and reduces the complexities of transactions and exchanges more rapidly and economically than other means of managing life within and organisation (p.549). The facets of trust are identified in the same study, as honesty, openness, competence, reliability, benevolence, confidence, willingness to take a risk and vulnerability (pp. 556-558). These aspects are a much broader range of personal and professional attributes than represented in the standards alone. If teachers are to initiate and develop trust between themselves and the public, then surely they need

to be acting beyond the required behaviours of the standards and taking on a professional identity which means they are 'being rather than doing' (Cruess *et al.*, 2014). Developing trust involves taking risks and 'being real' (Mockler, 2005, p.10). It demands authenticity. Building trusting relationships will give teachers the freedom to act, to exercise professional judgement leading to the development of professional wisdom. Developing a trusting environment will enable teachers to work collaboratively, to assess, monitor and develop their own learning and be ready to accept change. In facing the tensions which inevitably accompany change and risk taking, teachers are given increasing opportunities to continue to engage in challenges, which as they are managed continue to develop a teacher's professional identity. This it can be seen that the development of trust, authenticity and professional identity are inextricably linked, each having influence on the other.

Conclusion

Becoming a teacher, involves the reconciling of many different expectations, environments, concepts and influences. Whichever route into teaching is chosen, the individual brings with them their own notions of personhood influenced by their background, family friends and school. At the beginning of their training, student teachers rely heavily on the requirements of the Teachers' Standards (DfE, 2011) as these form a structure for expected behaviours as well as provide the means by which the trainee is accepted into the profession. However, conforming to such standards can be seen to emphasise only one facet of being professional and does not encompass the whole of what it means to develop a professional identity. As training progresses, the individual is confronted with tensions and conflicting expectations, including those which bring dissonance between externally imposed expectations and the trainees own 'self'. These challenges are where professional identity is shaped and negotiated. They do not occur in a neat, linear or predictable fashion, but are often the result of anxiety and stress (Cruess *et al.*, 2014).

Developing a professional identity is different from professionalism. Hafferty (2009) outlines how socialisation is a strong influence in identity formation and for trainee teachers this includes colleagues and peers within the university setting and also within the school setting. Indeed the expectations from both university and school can be at variance with one another, thereby creating further opportunities, although not deliberately, for the further development of professional identity. In developing a professional identity, an individual moves from being at the periphery of the profession to full participation and while standards are an important part of professional behaviours, they play a less dominant role as the trainee develops new and different identities through the gaining of experience and negotiation of the challenges and tensions implicit in professional practice. Competence as demonstrated through the attaining of standards; and identity are therefore complementary, with each assuming different weights at different times in the professional's career.

While the requirement to adhere to externally imposed standards is seen by many (Day 2002, Sachs 2003, Gannon 2012, Clarke and Moore 2013) as a means of regulating teachers' practice and of bringing about greater accountability, O'Neill suggests that such accountability brings about an erosion of trust. Teachers' own perceptions of their professionalism are concerned much less with the adherence to standards, but much more about having autonomy to make professional judgements for the benefit of the children they teach. In Day's study (2002) they wanted to be able to give of themselves in achieving this. Trust requires authenticity, it involves taking risks. However, in the building of trusting relationships, within environments of trust, teachers will be more able to

exercise professional judgements, work collaboratively, develop their own learning and adapt to change. Through facing risks and tensions, as well as participating in a shared socialisation, teachers are engaged in the transformation of self and thus in the development of their professional identity. It would seem therefore, that in seeking to engender public trust, teachers would do well to pay attention to the development of their professional identity. Becoming a teacher is much more than compliance with expected codes of behaviour as this paper shows. Providing greater scope for teachers to exercise professional judgement and build relationships brings with it the potential for the reinstatement of trust.

References

- Bottery, M. (2003). The management and mismanagement of trust. *Educational Management, Administration and Leadership* 31(3), 245-261.
- Cruess, R.L., Cruess, S.R. (2008). Expectations and Obligations: professionalism and medicine's social contract with society. *Perspectives in Biology and Medicine* 51(4), 579-598.
- Cruess, R.L., Cruess, S.R., Boudreau, J.D., Snell, L and Steinert, Y. (2014). Reframing Medical Education to Support Professional Identity Formation. *Academic Medicine* (In press).
- Day, C. (2002). School reform and transitions in teacher professionalism and identity. *International Journal of Educational Research* 37, 677-692.
- Demirkasumoğlu, N. (2010). Defining 'Teacher Professionalism' from different perspectives. *Procedia Social Behavioural Sciences* 9. 2047-51.
- Department for Education (DfE) (2011). *Teachers Standards* (Online https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/301107/Teachers_Standards.pdf)
- Evans, L. (2011). The 'Shape' of teacher professionalism in England: professional standards, performance management, professional development and the changes proposed in the 2010 White Paper, *British Educational Research Journal* 37(5), 851-870.
- Gannon, S. (2012). Changing lives and standardising teachers: The possibilities and limits of professional standards. *English teaching: Practice and Critique* 11 (3), 59-77.
- Goodson, I. (2000). Professionalism in Practice: The Principled Professional, *Prospects*, 30(2), 181-188
- Hafferty, F. W., (2009). Professionalism and the socialisation of medical students. In Cruess, R. L., Cruess, S.r., and Steinert, Y. (eds) *Teaching Medical Professionalism* Cambridge UK: Cambridge University Press, 53-73.
- Hilferty, F. (2008). Theorising teacher professionalism as an enacted discourse of power. *British Journal of Sociology of Education*. 29(2),161-173.
- Jarvis-Selinger, S., Pratt, D.D., and Regehr, G. (2012). Competency is Not Enough: Integrating Identity Formation into Medical Education Discourse. *Academic Medicine* 87(9), 1185-1190
- Mockler, N. (2005). Trans/forming Teachers: new learning professional learning and transformative teacher professionalism. *Journal of In-Service Education* 31(4), 733-745.
- O'Neill, O. (2002) *Called to Account: A question of Trust*, Reith Lectures (Online <http://www.bbc.co.uk/radio4/reith2002/> Accessed Sept. 2014).
- O'Neill, O. (2013). Intelligent accountability in education. *Oxford Review of Education* 39(1), 4-16
- Schön, D. A. (1987). *Educating the Reflective Practitioner*. San Francisco. Jossey-Bass Publishers.
- Swann, M. McIntyre, D. Pell, T. Hargreaves, L. Cunningham, M. (2010). Teachers' conceptions of teacher professionalism in England in 2003 and 2006. *British Education Research Journal*. 36(4), .549-571.
- Tichenor, M. S. and Tichenor, J. M. (2005). Understanding Teachers' Perspectives on Professionalism. *The Professional Educator*, 27, 89-95.
- van Mook W., de Grave W., Wass V, Harm Zwaveling J, Schuwirth LW, and van der Vleuten C.P.M. (2009). Professionalism: Evolution of the concept. *European Journal International Medicine*, 20, e81-e84.

Ewan Ingleby, Teesside University

HE in FE: empirical evidence of a brave new world

Urban (2009) reflects on the challenges for educators when educational 'products' appear to be at odds with educational 'processes'. This paper considers how the marketization of higher education

in neoliberal countries like the UK is affecting teaching and learning in HEIs (Higher Education Institutions) and CPD (Continuing Professional Development). Neoliberal policy approaches resulting in the marketization of higher education may also be considered as separating 'educational products' and 'educational processes'. Many of the policies are cumulative and they can be interpreted as being flawed due to their contradictory nature. The paper presents research findings revealing the impact of neoliberal agendas on teaching and learning in higher education in the UK. The content of the paper is relevant to other neoliberal contexts including the US and Australia. The commodification of higher education has implications for the teaching relationship between academics and students as 'student satisfaction', 'value for money' and 'critical pedagogy' form part of the interplaying discourse in higher education.

Particular discussions about the purpose of higher education in England have taken place between policymakers, academics, students and the wider population in recent years. The policymakers' interpretation of students as consumers of educational products has become an increasingly significant part of the discourse about higher education in England. Alongside retaining the notion of an emancipatory pedagogy, high quality higher education has become associated with an 'employability' agenda, especially (but not exclusively) for those students from lower-middle class backgrounds who attend lower-ranking universities (Roberts (2009)). This paper presents research findings from academics and students associated with one academic programme taught in five HEIs. The research question has explored how academics and students engage with policymaker interpretations of the purpose of higher education in England. The content reveals how the discourse of academics, students and policymakers produces particular interpretations of the purpose of teaching and learning in higher education. The paper outlines the literature informing the research question. The content then explores how academics, students and policymakers engage with the interplay of these agendas on an academic programme in England alongside considering the implications for CPD. The academic programme that has been chosen for the research is a foundation degree programme in early childhood studies taught in five UK HEIs. The HEIs, the academic programme and the research participants were selected for the research as they are part of the 'lower ranking universities' that have become pivotal to the expansion of the University system in England (Abbas *et al.* (2012, 182)). This context was identified as being ideal for exploring the interplay of competing discursive interpretations about the purpose of higher education. The students and academic tutors appear to interpret teaching in higher education according to a synthesis of neoliberal values and emancipatory pedagogy. This notion of emancipatory pedagogy is based on the work of Freire (1973, 1985, 1994), and exemplified by Archer and Leathwood (2003), Giroux (2000), and Morley and Dunstan (2013). Critical pedagogy opposes approaches to education that are based on political and/or economic imperatives. The final section of the paper reflects on the implications of the uneasy alliance that appears to have been formed from a combination of neoliberal values and emancipatory pedagogy and the implications for CPD. Although the policy makers, the academic tutors and the students, may be situated together within the same context, they do not necessarily 'flock together'. There are not three separate interpretations of the purpose of higher education that are exclusive to the policymakers, the academic tutors and the students. Instead, this educational context is based on a fascinating interplay of discursive interpretations about the purpose of higher education that sometimes differ but at other times are shared. The discussion of the findings is relevant to two potential explanations for these interpretations of the purpose of higher education (the work of Bourdieu (1986, 1992, 1993) and Foucault (1971, 1972, 1977)). Both explanations account for how social actors engage with social structures. I argue that

the theories have limitations in explaining this particular social context if they are separated. But if they are combined together, they do offer explanations that account for the differing discursive interpretations of social space in this particular research study. The paper draws attention to the complexities of successful CPD in HE in FE as a consequence of the complicated nature of this field of education

References

- Abbas, A. , Ashwin, P. and McLean, M. (2012), Neoliberal policy, quality and inequality in undergraduate degrees. In: Whitehead, P. and Crawshaw, P. (eds) *Organising Neoliberalism: Markets, justice and injustice*. London, Anthem Press.
- Archer, L. and Leathwood, C. (2003), Identities and inequalities in higher education. In: Archer, L., M. Hutchings, and Ross A. (eds) *Higher Education and Social Class: issues of exclusion and inclusion*. London, Routledge Falmer.
- Bourdieu, P. (1986), *Questions de Sociologie*. Paris, Les Editions de Minuit.
- Bourdieu, P. (1992), *Language and Symbolic Power*. Cambridge, Polity Press.
- Bourdieu, P. (1993), *Outline of a Theory of Practice*. Cambridge, Cambridge University Press.
- Foucault, M. (1971), *Madness and Civilisation*. London, Routledge.
- Foucault, M. (1972), *The Archaeology of Knowledge*. New York, Pantheon.
- Foucault, M. (1977), *Discipline and Punish*. London, Allen Lane.
- Freire, P. (1973), *Education for Critical Consciousness*. New York, Seabury Press.
- Freire, P. (1985), *The Politics of Education: culture, power and liberation*. South Hadley, MA., Bergin and Garvey.
- Freire, P. (1994). *Pedagogy of Hope: Reliving the pedagogy of the oppressed*. New York, Continuum.
- Giroux, H. (2000), *Impure acts*. London, Taylor and Francis.
- Morley, C. and Dunstan J. (2013). A response to neoliberal challenges to field education. *Social Work Education*, 32, (2), 141-156.
- Roberts, K. (2009), The middle class, the working class and the expansion of UK Higher Education. Paper presented at *New Labour Social Mobility and Higher Education conference*, 3rd September, Manchester Metropolitan University, Manchester.
- Urban, M., (2009), Strategies for change: rethinking professional development to meet the challenges of diversity in the Early Years profession. Paper presented at the *IPDA Conference*, 27-28 November 2009, Birmingham, UK.

Brianna McElroy and Stephanie Chitpin, Faculty of Education, University of Ottawa, Canada

Decision Making Process in Redesigning Pre-Service Teacher Course to Encourage Engagement and Success

Introduction

As pre-service teachers begin their journey into the classroom setting, it is important for them to have a solid foundation in understanding curriculum content, the various types of curriculum, and assessment methods and theories. For pre-service teachers to gain an understanding of these concepts, it is essential that they take part in a course that is designed to challenge their knowledge of these concepts so that they are able to build comprehension and begin to create applications for content implementation. The Curriculum Design and Evaluation course at the University of Ottawa, has this goal, however over the past several years students have started to distance themselves from the course content due to feelings of unimportance repetition, and lack of real life application as demonstrated through end of term course evaluations.

In order to ensure that students are achieving the desired goals of a course, it is important to critically review all aspects of the class on a continual basis and ask questions that will force

reflection and decision making on instructional methods, assessment strategies, and student engagement. One decision making model that has been shown to encourage in depth thought and analysis of any presented situation is the Objective Knowledge Growth Framework (OKGF).

Through the OKGF, individuals are able to work through their decision making process in a reflective manner that allows for conclusions to be reached through the in depth evaluation of various proposed theories and the removal of error that is determined within the theories (Chitpin, 2014; Chitpin, 2015). This framework allows for the best decision to be reached before it is implemented by critically evaluating the various aspects of the decision. The purpose of this paper is to demonstrate how two sections of one of the mandatory pre-service teachers courses at the University of Ottawa was restructured by utilizing the OKGF as a decision making model and demonstrate a few of the student trends that have been observed since the implementation of the new instructional model.

Curriculum

The word curriculum comes from the Latin word meaning "a course for racing." There are several definitions, philosophies and orientations or conceptions of curriculum, with each emphasizing different aspects of the curriculum. All curriculum theorists agree that the basis of education is to help learners construct meaning in their lives (Pratt, 1994). In schools around the world, several different curriculums can be found inside and outside of the classroom walls. There are three main types of curriculum that are evident in every education setting and that are explicit, null, and hidden (Parkay et al, 2007). The explicit curriculum is the content in which schools hope to teach children (Parkay et al, 2007). In the province of Ontario, the explicit curriculum is that of the Ontario Curriculum documents. All publicly funded schools in the province must ensure that they follow the curriculum documents that have been established for each subject matter. The hidden curriculum signifies to the behaviour, attitudes, and the culture surrounding knowledge that the school unintentionally teaches students (Parkay et al, 2007).

These experiences can be positive or negative to students depending on the experience that they have on a daily basis. An example of this can be seen when students acquire traits of organization and timeliness due to the fact those are traits that the school deems as important in the teaching staff that they employ. Finally the null curriculum is the concepts that are not provided to the students. From Eisner's perspective the null curriculum is simply what is not taught in schools, or what is continually taught due to habit and is not a process of thoughtful reflection (Parkay et al, 2007). For some reason, certain individuals are empowered to make conscious decisions as to what is included and what is to be excluded from the explicit curriculum. Since it is physically impossible to teach everything in schools, many topics and subject areas must be excluded from the written curriculum.

Becoming an educator is much more than just teaching students how to read, write, and do arithmetic. It is having a deep understanding of how the concepts that you teach students, or the content that you do not teach students can have an impact on them. Educators carry a lot of responsibility when it comes to imparting knowledge on students, and perhaps an even bigger responsibility when it comes to assessing how students understand and implement the knowledge that is imparted on them.

Assessment

In a document released by the Ontario Ministry of Education titled 'Growing Success' they deem the primary purpose of assessment is "to improve student learning" (Ontario Ministry of Education, 2010, p.28). Assessment of students is the process in which data is collected from a variety of sources that accurately reflects how well a student is accomplishing the curriculum expectations of a course (Ontario Ministry of Education, 2005). In order to properly assess a student, information is gathered in a variety of forms such as assignments, demonstrations, projects, performances, group discussions, homework completion, individual discussions, and tests. It is over an extended period of time that we are able to see the growth and development of knowledge in students. It is also through the forms of formative and summative assessment tools we able to create an overall picture of a student's success in learning.

Assessment takes three general forms, assessment of learning, assessment as learning, and assessment for learning. Assessment of learning can be compared to that of summative assessment (Ontario Ministry of Education, 2010). Summative assessment is the process in which a student's overall understanding and application of the material is gathered near the end of a particular subject of study (Ontario Ministry of Education, 2010). Assessment as learning is the promotion of student capacity over time to be their own best ambassadors (Ontario Ministry of Education, 2010). By promoting students with the opportunities to assess themselves will foster the understanding that students need to take responsibility of their leaning. Finally assessment for learning is used as a diagnostic tool for teachers to gain an understanding of the knowledge that the students have acquired through a lesson as well as if there are any areas of confusion that need to be revisited (Ontario Ministry of Education, 2010).

Assessment is much more than teachers simply assigning a mark to a student at the end of a course. Educators are continually assessing student achievement in every pupil in each class that they teach. With assessment strategies being a core aspect of education, one can see why it is techniques in order to best serve their students.

Course Overview

The Curriculum Design and Evaluation course at the University of Ottawa is mandatory for all pre-service teachers. Education students must successfully pass this course before they are able to complete the teacher education program and be able to be certified by the Ontario College of Teachers (OCT), as it is imperative that pre-service teachers are competent in the area of curriculum understanding and assessment methods. The objective of this course is broken into two main components, that of curriculum understanding and assessment of students. The curriculum content of the course as described in the course syllabus focuses on the review of major curriculum theorists, critical analysis and examination of the Ontario curriculum and other curriculum documents, and the development of lesson and unit plans based on the Ontario curriculum requirements. The assessment content of the course introduces pre-service teachers to the theory, issues and strategies for the assessment of students (University of Ottawa Faculty of Education and Chitpin, 2014). The course is carried out over ten weeks and is considered hybrid in its delivery method as the students receive 1.5 hours of face-to-face instruction per week and are encouraged to engage in 1.5 hours of online interaction through course readings and discussion.

Over the past several years, this course has changed its delivery model from three hours a week of face-to-face instruction to the current model of hybrid instruction. There was also a point in time

where the idea of moving the course to complete online instruction was put forward. As this course is mandatory for approximately 800 students each academic year, there are numerous sections of the course that are offered with roughly 35 students in each class. With approximately 25 sections of the course taking place in the fall semester of each term, numerous professors are required to teach the course content over the semester. Due to this, the Curriculum Design and Evaluation course content, assessment strategies, and delivery model has been developed as a general course that can be issued year after year with very little thought and overall development. As a result of this, many students walk away from this course with feelings of disappointment and frustration, as they have not been able to develop their knowledge base and understanding of the class content and do not believe that they gained the necessary skills to implement the course material in a classroom setting. This has led to a lack of engagement and participation in the course from both professors and pre-service teachers.

With the content of this course being crucial to teacher candidates, there were three questions that led to the redevelopment of two sections of the course:

- 1) How do we engage pre-service teachers in the course content in a hybrid teaching model?
- 2) How can participation be increased in an online medium?
- 3) How do we ensure pre-service teacher success in the course and when they are in the classroom teaching?

Objective Knowledge Growth Framework

It is important to review the Objective Knowledge Growth Framework (OKGF) as it is the model that was utilized in the restructuring of the Curriculum Design and Evaluation course. The OKGF is a reflection tool that can be used to inspect the decision-making process and strategies regarding problem solving when individuals are faced with challenges and opportunities (Chitpin, 2014). By using the OKGF, participants are urged to reflect on the belief systems that they have established as well as their decision-making strategies, so that the final solution that they come to is strong in empirical content (Chitpin, 2014). The OKGF builds on Popper's critical rationalism, which accentuates that active growth of knowledge is enhanced by practical problems, discrepancies, and intellectual conflicts (Chitpin, 2014; Chitpin, 2015). One of the key aspects of this process is the user's motivation to critically analyse and revise a previously accepted set of beliefs (Chitpin, 2014; Chitpin, 2015). By taking part in this method, users are able to uncover weak points in the theories that they have established and question the various arguments that they have proposed (Chitpin, 2014; Chitpin, 2015).

The OKGF is simple in nature, yet is very comprehensive, as it has shown to support professional learning through various studies (Chitpin, 2015). Cyclical in its approach, the participants utilizing this framework must first identify a problem that they wish to explore and come to a conclusion on. Once the problem has been identified and posed as a question (Chitpin, 2015), the participants are then able to pose a tentative theory that will address or solve the problem. By critically analysing the various aspects of the proposed theory, participants are able to identify weakness, which will then lead them to identify a new problem due to the process of error elimination (Chitpin, 2015). As mentioned, this process is cyclical in nature, due to the fact that those taking part in the process are able to complete as many OKGF cycles as required in order to come to a decision that they are

confident with (Chitpin, 2014). Figure 1 represents the process of the OKGF (Chitpin, 2014; Chitpin, 2015).

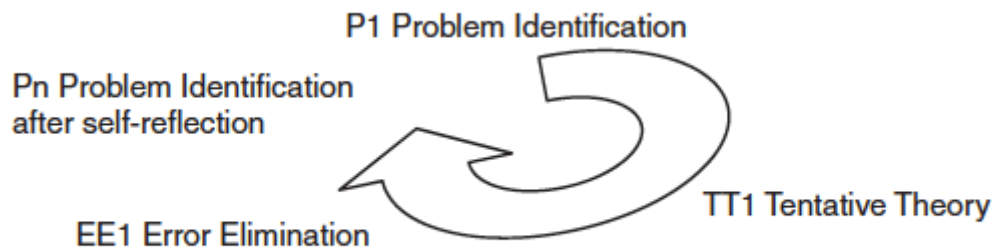


Figure 1: The objective Knowledge Growth Framework (Chitpin, 2014; Chitpin, 2015)

Using the OKGF when making decisions, has helped individuals to (1) clearly examine how they make decisions; (2) how they create the tentative theories and reflect upon their accuracy; (3) how others can influence the decision making process and what it means; and (4) how and why they are able to discard certain theories in favour of others (Chitpin, 2015). One thing that must be kept in mind when using the OKGF is that it is sensitive to experience, contexts, and demands (Chitpin, 2015).

By having knowledge and understanding of this framework as a reflective tool with a formal structure to document and record a decision making process, explain actions when faced with challenges and opportunities, and the concept that the cycle can be repeated until a satisfactory decision has been reached, it is possible to make a connection between utilizing the OKGF framework for decision making and why it was chosen for the redesign of the Curriculum Design and Evaluation course. This course poses several challenges and opportunities for growth and development of not only the students who are taking part in the course, but also for the professors who are at the front of the class guiding the pre-service teachers through the course content. With the OKGF providing the opportunities of reflection and the process of error elimination, the curriculum course that is the focus of this paper was able to be analysed and changes implemented that will provide pre-service teachers with a different learning experience that will attempt to rectify the challenges that this course has faced in the past.

Course Redevelopment

As a result of poor student engagement, student feedback that indicated a lack of satisfaction in the course, and student thoughts that indicated that the course material was repetitive and not useful, it was time to take a critical look at how the Curriculum Design and Evaluation course was being delivered to pre-service teachers and how the course could be more suited to encourage student engagement and success. To begin this process, there were several factors that were set in place to ensure that there was a well-rounded view of the course. These factors included the observations and thoughts of a professor of the course, the student evaluations from two sections of pre-service teachers from the previous year, as well as a recent graduate of the Bachelor of Education program at the University of Ottawa who was also a student in the course under review in the fall of 2013. To aid in the course redevelopment various steps were taken utilizing the OKGF decision making model to complete a full review of the online learning modules and in class instruction strategies, the use of online discussion boards, and assessment strategies that were being implemented.

Course Modules: The first step that was taken in this course redesign was to critically examine the online course format that is delivered through Blackboard Learn. The University of Ottawa utilizes Blackboard Learn for all online course work for both undergraduate and graduate studies. In the academic year of 2013-2014, two sections of the Curriculum Design and Evaluation course were updated so that all material that was covered in each module was available to students before entering the classroom. With this model, students mentioned numerous times in the course evaluations that they did not strive to prepare for class because when they did, all of the material was repeated in class as a lecture. Due to the demands of an eight month program, students indicated that they did not spend the time preparing for class due to the fact that they would get the information anyway. It was also noted from the professors' point of view that students were not engaged in the class content and did not appear to be listening to the lecture was made available to students as soon as the class was dismissed. During the OKGF cycles, it was determined that this would be the best decision at this time as class preparation would not be as daunting, material would not be repeated, and it would allow for students to be more engaged during the class lecture. In the remaining modules, all of the material that was present was left online, however during class time students would be engaging in activities that would allow them to put into practice the knowledge that was outlined in the module. With pre-service teachers at the University of Ottawa being required to complete six courses each semester, this was implemented in hopes that it would alleviate some of the stress of completing work and group assignments outside of the 1.5 hours of class each week.

With this information, questions were asked and the OKGF was implemented to determine how the ten modules in the course could be improved to promote class preparation by students through the various modules, and from that would aid in student engagement in the classroom setting. What resulted is that each module was carefully evaluated to determine what the goal of the module was. In four modules, material that would be presented in class as a lecture was removed and placed into a new folder that was appropriately named 'Additional Lecture Notes'. Keeping in mind differentiated instruction, all of the lecture notes were placed on the screen in the class so that they could follow along with the lecture, students, if they wished, were able to take notes, and all of the material that was presented during class on the screen

Discussion Forum: The second portion of the redesign was to approach the question of how to increase participation in an online medium. In a study conducted by Szabo and Schwartz (2011), it was shown that discussion forums, through the online medium of Blackboard, helped improve student engagement in the online content of a course as well as improved the critical thinking abilities of pre-service teachers. In previous years, an online discussion board was used to assess student learning by having groups of students post together with one overall thought that they have come to agreement on. The feedback from past pre-service teachers demonstrated frustration with this model as there was little time provided during class for groups to discuss the content and prepare a post that everyone was comfortable with. Feedback also mentioned that, more often than not, only one or two members of the group would actually take part in crafting the post that would be uploaded onto the discussion board. Once the various groups submitted online posts, there was no motivation to review the posts of other groups and provide feedback. With this information in hand, once again the OKGF was utilized in an effort to offer a more robust online discussion experience for students.

Once again, several OKGF cycles were utilized to come to the best possible decision at the time for how to engage students in an online medium (Table 1). It was determined that students would still be required to complete online postings for various modules, but it would be altered from a group post to an individual post. Through reflection and discussion of members on the redesign team, it was mentioned that if posts were to be done by the individual students that it would provide a more holistic view of the class. By being able to employ both formative and summative assessment for online discussions, the professor and teaching assistants for the class would be able to provide feedback to students who may need additional sources of information in order to fully grasp different concepts presented in class and provide feedback to students who are advanced in their understanding and may need to be challenged on a different level. It was also mentioned to students that they must read through the postings of their peers and provide both positive and constructive feedback as it has been shown in online learning research that asynchronous discussion can aid in the increase of professional competencies, provide a platform for innovative opportunities, and increase student satisfaction (Chiu, 2009; McLoughlin and Mynard, 2009; Solimeno, Mebane, Tomai, and Francescato, 2008; Yanh, 2008).

OKGF Cycle 1	OKGF Cycle 2	OKGF Cycle 3
<p>P1: How do we increase student participation online? TT1: Continue to have online postings. EE1: Group postings do not provide students with a positive learning experience. Therefore students will post individually.</p>	<p>P2: How do we encourage students to return to the discussion board and read entries by others? TT2: Require students to read and post comments to other postings in the thread. EE2: With the potential of having hundreds of postings in each discussion forum, how is feedback provided.</p>	<p>P3: How is feedback provided with the potential of hundreds of postings? TT3: Indicate to students that only those who are not applying concepts properly or those who need a greater challenge will be replied to. EE3: Even though feedback is provided to some, there must be information about how postings are assessed.</p>

Table 1: Example of a Portion of the Decision Making Procedure using the OKGF to Solve Online Engagement through Discussion Boards

Assessment Strategies: The final portion of the redesign process for the course was that of the assessment methods that were to be put into place during the class. As it has been mentioned previously, the primary purpose of assessment is to improve student learning (Ontario Curriculum). In previous years assessment was based on three assignments (two individual and one group) and group online postings. The Bachelor of Education program at the University of Ottawa is unique in the sense that pre-service teachers must return for on campus classes after their practicum placement before the winter break. By having students return to campus after the completion of their practicum placement allows pre-service teachers to come together to debrief and reflect on their experiences in the classroom. With that being said, many students do not seem to want to come back to campus for class as they feel that they have just finished implementing the concepts they had been exploring in class in the first eight weeks of the semester. Many students will therefore skip class and not be present during this critical time.

With the opportunity to work through the assessment strategies in this course, a few changes have been implemented. For the most part, the assessment strategies have not changed greatly due to the fact that the assessment strategies that were implemented previously helped prepare students for the various tasks that they would be implementing in the classroom setting.

There are still three assignments (two individual and one group) that allows students to individually explore the backward design method in lesson planning, essential questions and unit planning with a group with approximately 5 pre-service teachers per group, and finally a personal reflection of an assessment tool that was implemented in the classroom setting while they were on their practicum placement. Online postings are still present in the assessment breakdown as well. With these four components, the weighting of each of them has been modified to encourage more of an emphasis in participating in online discussions and as well to allow for a new assessment strategy. To combat the issue of discouragement to attend class, a mandatory in class quiz has been scheduled for the last class of the year. This quiz is comprised of content from all of the lectures, readings, and modules throughout the semester. The purpose of this for of assessment is to encourage student participation both in class and online throughout the entire course and deter readings and content understanding until the last week of the course.

When this decision was being made, there were several concerns brought forward regarding the weighting of the quiz towards the final mark in the course and the concept of implementing a quiz when many other professors do not assess students in this manner in the Bachelor of Education. The final decision to implement the quiz was a result of reflection and discussion, which are in line with the OKGF model.

Student Engagement and Success

With student engagement being a critical part in student success in the classroom (Pearce and Down, 2011), this was a desired result in the course redesign. At the time of this paper, pre-service teachers have completed seven of the ten modules in the course and two assignments have been submitted for grading. The observations that have been made within these seven modules has indicated a significant increase in student engagement in both in class and online mediums as well as an overall increase in academic achievement as demonstrated in the grades that were assigned to the individual and group assignments that have been submitted.

Face-to-Face Instruction:

In face-to-face instruction an increase of student participation during in class discussion and lectures has demonstrated a rise in student engagement. With the removal of lecture notes from blackboard, students are paying more attention during the lecture and are asking clarifying questions of the content that is presented. As all of the lecture notes are made available to students at the end of the class, students do not have to be worried about creating notes, instead they are able to listen to the content and engage in meaningful discussions with the professor during the class. When students are required to come prepared to class so that they are able to engage in learning activities with a group of students, it has been observed that pre-service teachers are engaging in dialogues that challenges their learning and the content understanding of their peers.

Online Medium:

In the online discussion forum there has been a greatly significant increase of student participation. Some discussion threads have over 150 postings. These postings consist of the initial individual posts

from everyone in the class as well as the responses to the initial postings by others in the class. These in-depth and engaging conversations demonstrate that the content and readings that have been presented to them in the course modules are being utilized to enhance their learning and application of course material. As well, the discussions that have been developing online are continuing in person outside of the classroom walls. One student mentioned that the online discussion forums have provided them with a networking opportunity that has expanded their professional learning community across many of the classes that they are in this semester.

Conclusion

The purpose of this paper was to take review the course redesign of the mandatory pre-service teacher education course, Curriculum Design and Evaluation, at the University of Ottawa and the use of the OKGF decision making model as a crucial aspect of the redesign process. Pre-service teacher understanding of curriculum models and assessment strategies are important aspects of their journey into the classroom setting to support the learning development and success of their students. Through the redesign process three overall questions guided the decisions that were made in order to achieve higher student engagement in a hybrid teaching module, increased participation in an online medium and the transfer of knowledge into the classroom setting.

At the time of this paper being written, students have completed seventy percent of in class instruction and the initial results that have been observed in regards to the redesign process are positive. However with the end of the course being several weeks away, a final conclusion on the increase of student engagement and success cannot be stated. It is important to note that even with the decisions that were made in this process with the use of the OKGF model, the final decision should never be assumed to be the correct one. Considering that it is rooted in Popper's critical rationalism (Chitpin, 2014; Chitpin, 2015) it is important to critically review the decisions that are made, as it is through criticism that we are able to improve them (Chitpin 2010; Chitpin, 2013). The OKGF takes into consideration all of the information that is present at the time of the decision being made, but there is also the fact that new knowledge and information may be presented at a later date that makes the initial decision no longer the best choice.

As this course moves forward into upcoming years, it will be important to continue the reflection and revision process to ensure that both pre-service teachers and professors are getting the most out of the experience.

References

- Chitpin, S. (2010) A critical approach for building teacher knowledge. *International Journal of Education*, 2(1), 1-14.
- Chitpin, S. (2013) Should Popper's view of rationality be used for promoting teacher knowledge. *Educational Philosophy and Theory*. 45(8), 833-844.
- Chitpin, S. (2014). Principals and the professional learning community: Learning to mobilize knowledge. *International Journal of Educational Management*, 28(2), 215-229.
- Chitpin, S. (2015). Capturing principals' decision-making processes in an online professional learning community. In S. Chitpin and C. W. Evers (Eds.) *Decision Making in Educational Leadership. Principles, Policies, and Practices*, p.67-89. New York, NY: Routledge. (Electronic Version)
- Chiu, Y.J. (2009). Facilitating Asian students' critical thinking in online discussions. *British Journal of Educational Technology*, 40(1), 42-57.
- Szabo, Z., Schwartz, J. (2011). Learning methods for teacher education: the use of online discussions to improve critical thinking. *Technology, Pedagogy and Education*, 20(1), 79- 94.

- McLoughlin, D., and Mynard, J. (2009). An analysis of higher order thinking in online discussions. *Innovations in Education and Teaching International*, 46(2), 147–160.
- Ontario Ministry of Education. (2005) *The Ontario Curriculum Grades 9 and 10, Mathematics*. Queens Printer for Ontario.
- Ontario Ministry of Education. (2010) *Growing Success (1st ed)*. Queens Printer for Ontario
- Parkay, F., Stanford, B., Vaillancourt, J. and Stephens, H. (2007). *Becoming A Teacher*. Toronto, ON: Pearson Allyn and Bacon
- Pearce, J., Down, B. (2011) Relational Pedagogy for Student Engagement and Success at University. *Australian Educational Researcher*. 38(4), 483-494.
- Pratt, D. (1994). *Curriculum Planning: a handbook for professionals*. Fort Worth: Harcourt Brace College Publishers.
- Solimeno, A., Mebane, M., Tomai, M., and Francescato, D. (2008). The influence of students' and teachers' characteristics on the efficacy of face-to-face and computer supported collaborative learning. *Computers and Education*, 51(1), 109–128.
- University of Ottawa Faculty of Education. Chitpin. S.(2014). *Curriculum Design and Evaluation Course Outline*.
- Yang, Y.C. (2008). A catalyst for teaching critical thinking in a large university class in Taiwan: Asynchronous online discussions with the facilitation of teaching assistants. *Education Technology and Research Development*, 56, 241–264.

Us and Them: Experiences of a Shared Early Years Training Programme in Ireland

DJ McMillan, G Walsh and A Doherty: Stranmillis University College, Belfast

Extended Abstract:

Much has been written about the value of professional development for teachers (Day, 1999; Earley and Bubb, 2004) and for professionals in the field of early childhood education and care (McMillan et al 2012; Miller and Cable, 2008). This paper addresses the experiences of professionals from both sectors who engaged in an innovative 'shared training' programme in Dublin, Ireland, as part of the National Early Years Access Initiative in the Republic of Ireland. The authors of the current paper were involved in a research project which aimed to evaluate the 'shared training' programme in terms of the innovative cross-sector approach to training and also in terms of the impact of the training on participants' practice. The 'shared training' programme was designed to support early years professionals and infant teachers in the implementation of *Aistear* in their settings. *Aistear* is the early childhood curriculum framework for all children from 0-6 years. The word *Aistear* is the Irish word for journey and was chosen because early childhood marks the beginning of a child's lifelong learning journey. The framework can be used as a guide in planning learning experiences in the field of preschool services (playgroups, day care settings and child minders) and in infant classes in primary schools.

Twenty one centres from an inner city area of Dublin were represented and more than two hundred early years practitioners participated in the programme, which consisted of six two hour weekly training sessions. Practitioners came mainly from two groups: junior infant teachers in primary schools (graduates teaching Year 1 and Year 2 children) and early years practitioners in preschool settings (holding a variety of vocational or academic qualifications and working in day care and sessional playgroup settings).

The current paper - one of two emanating from the authors' evaluation of the 'shared training' programme - aims to analyse the experiences of participants in order to draw out the benefits and potential lessons for future professional development across the sectors. The theoretical framework for the evaluation study was provided mainly by Guskey's (2002) five critical levels of evaluation:

participants' reactions; participants' learning; organization support and change; use of new knowledge and skills; and student learning outcomes. Participant experiences of the training have been mapped against these levels and also analysed in relation to Wenger's (1998:5) four components of learning within a community of practice: experiencing; doing; belonging; and becoming.

Data were obtained through focus groups (n=4), questionnaires (n=52), telephone interviews (n=8) and reflective practice diaries (n=89). Overall, participants reported that the aims of the programme had been met: there was a marked improvement in aspects of the transition process from preschool to school; improved collaboration was evidenced by an increase in mutual respect, dialogue and understanding of the local early years workforce; and there was a positive impact on the early years curriculum, demonstrated by heightened awareness and support in the implementation of *Aistear*. A large majority of respondents rated training with staff members from other settings as either good or excellent. These positive ratings of the training could be mapped positively against Guskey's (2002) Critical Level 1: Participants' Reactions - initial satisfaction with the experience.

However, at Guskey's (2002) upper critical levels it appears that the effectiveness of the programme was more problematic, with perceptions that the overarching 'shared training' aim of the programme may have detracted from its success in meeting the differing needs of both sectors. A number of early years professionals considered some of the training to be too 'teacher' focused and not meeting their specific needs within the pre-school context. Likewise in focus groups some teachers said that inter-sector preconceptions still persisted at the end of the training programme and had not been dealt with effectively. There was an evident power dimension, in that some preschool practitioners expressed the perception that they were 'looked down on' by the teachers. Within the Republic of Ireland, as in NI and to some extent across the UK, the continuing policy division between 'education' and 'care' settings makes the construction of a coherent early years professional identity difficult. Wenger's (1998) four components of learning were acknowledged to be taking place during the study but the 'belonging' component was limited in relation to the early years community of practice. Moloney's (2010) study of the perceptions of preschool and infant teachers in Ireland regarding early years professional identity concluded that only teachers within the school sector possessed a sense of professional identity. She attributes this to the fact that they belong to a community of practice – they are teachers. However, those who work in preschool 'care' settings - who usually have lower qualifications – lack the sense of professional identity that emanates from being a member of a recognised community of practice. Perhaps 'shared training' can only be effective where education levels are equal. This calls for further investigation in future research.

Those who planned the programme said in telephone interviews that the chief aims were to encourage better transitions and collaboration. The improvement of the curriculum was the focus to allow this to happen. It seems from our evaluation that the product was diluted by the process. It is evident that 'hit and run' training (resulting from occasional funding) does not allow the formation of an effective community of practice. This evaluation study convinced us that somehow the journey must proceed towards true collaboration and a breaking down of the barriers between those providing care and education for our youngest children.

References:

Day, C. (1999) *Developing Teachers: the challenges of lifelong learning*. London: Falmer.

- Earley, P. and Bubb, S. (2004) *Leading and Managing Continuing Professional Development: Developing People, Developing Schools* (Vol. A). London: Paul Chapman.
- Guskey, T. (2002) Does it make a difference? Evaluating professional development. *Educational Leadership* 59(6), 45-51.
- McMillan, D., Walsh, G., Gray, C., Hanna, K., Carville, S. and McCracken, O. (2012) Changing Mindsets: the benefits of implementing a professional development model in early childhood settings in Ireland. *Professional Development in Education*. 38(3), 395-410.
- Miller, L. and Cable, C. (eds) (2008) *Professionalism in the Early Years*. Abingdon: Hodder Education
- Moloney M (2010) Professional identity in early childhood care and education: perspectives of pre-school and infant teachers. *Irish Educational Studies* 29(2), 167-187.
- Wenger, E. (1998) *Communities of Practice: learning, meaning, and identity*. Cambridge: Cambridge University Press.

Other abstracts of conference presentations

Policy inception to implementation: a critical review of the policy process in Scotland

Anna Beck and Dr Zoë Robertson, University of Glasgow, The General Teaching Council for Scotland

This workshop draws on a critical policy analysis (Taylor, Rizvi, Lingard and Henry, 1997) of the development of a major new policy initiative in Scotland. In 2011 the General Teaching Council for Scotland (GTCS) was tasked by the Scottish Government to introduce a scheme of re-accreditation for all teachers. In response, the GTCS developed Professional Update (PU), which aims to maintain and improve the quality of teachers and enhance teacher professionalism in line with Scotland's wider education policy agenda. It brings into sharp focus teacher professional learning. Professional Update launched nationally as a requirement for all registered teachers in August 2014.

Our workshop will look at the emerging impact the policy agenda has on the place and nature of professional learning in Scotland. We draw on an analysis of policy documents, media articles and secondary data, to explore a number of emergent issues, including: perceived tensions around the implementation of PU, issues of power and representation in the policy process; and, policy alignment. We raise critical questions about the involvement of practitioners in policy processes, and consider the implications that this may hold for wider education reform in Scotland and elsewhere.

Understanding professional learning: troubling concepts

Dr Mark Boylan, Bronwen Maxwell, Mike Coldwell, Julie Jordan, Sheffield Hallam University, England

There are a range of theoretical and practical difficulties in understanding professional learning which lead us, in this paper, to problematise how it is conceptualised. We consider a number of significant contemporary models related to professional learning, including linear models (e.g. Guskey 2000) and interconnected models (Clarke and Hollingsworth 2002), as well as typologies of dimensions of professional development (e.g. Kennedy 2005) and systemic conceptualisations of learning (Opfer and Pedder 2011). We focus on how these models implicitly and explicitly construct learning, how it is perceived to occur, and identify similarities, differences and inconsistencies. Our analysis is informed by our varying experiences as researchers, evaluators, designers, and facilitators of professional learning. Rather than offering a synthesis or meta-model, by 'troubling' concepts used in various theoretical perspectives, we lay out the principles of an approach that allows for a flexible and situated approach to understanding professional learning.

References

- Clarke, D. and Hollingsworth, H. (2002). Elaborating a model of teacher professional growth. *Teaching and Teacher Education*, 18(8), 947-976.
- Guskey, T. (2000). *Evaluating Professional Development*. Thousand Oaks, CA: Corwin Press.

- Kennedy, A. (2005). Models of continuing professional development: a framework for analysis. *Journal of In-service education*, 31(2), 235-250.
- Opfer, D and Pedder, D. (2011). Conceptualizing Teacher Professional Learning. *Review of Educational Research*, 81, 376.

Extending the interconnected model of teacher professional growth to analyse professional development facilitators' learning

Dr Mark Boylan, Dr Emily Perry, Sheffield Institute of Education, Sheffield Hallam University, England

A group of facilitators of science teacher professional development engaged in collaborative reflection on their practice through video observation. The impact of this was analysed using a framework based on an interconnected model of teacher professional growth (Clarke and Hollingsworth 2002). Reported impacts were located within the model and compared to participants' anticipated learning before the programme. Pathways were drawn using the framework which described processes of learning. The interconnected model supported understanding of the impacts, both planned and unexpected, of the professional development programme, and the processes of learning which led to these impacts. In applying the model to facilitators rather than teachers, the nature of the domains of learning and the learning environment needed to be adapted. This provides insight into the role and practices of the professional development facilitators, an under-researched area, as well as the strengths and limitations of the model.

Clarke, D. and Hollingsworth, H. (2002). Elaborating a Model of Teacher Professional Growth. *Teaching and Teacher Education*, 18(8), 947-967.

Rethinking headship preparation

Professor Christine Forde, Dr Deirdre Torrance, Dr Margery McMahon, Gillian Hamilton, University of Glasgow; University of Edinburgh; University of Glasgow; Scottish College for Educational Leadership, Scotland

Scottish education has well-regarded headship preparation programmes - the Scottish Qualification for Headship (SQH) and the National Flexible Routes to Headship (NFRH). Menter *et al.* (2003) and Davidson *et al.* (2009) reported substantial satisfaction among programme participants. Menter *et al.* also noted evidence of the impact of the SQH on the culture of the school as well as the practice of the individual candidate, while Davidson *et al.* found that the coaching methodology of the NFRH had an impact on the leadership approach of the candidate. However issues of sustainability (Torrance 2011) and the wider impact of these programmes prompted a review of headship preparation within a career long leadership development continuum. This paper examines some of the challenges in going forward in rethinking headship preparation, particularly when there is a perception that this will only 'disturb' well-established and effective practice. A particular issue for consideration, is the relationship between preparation and induction into early headship.

Davidson, J., Forde, C., Gronn, P., MacBeath, J. *et al.* (2008). *Towards a Mixed Economy of Head Teacher Development*, Edinburgh: Scottish Government Social Research .

DIY Professional Development: renovating the education system or papering over the cracks?

Richard Holme, University of Dundee, Scotland

Professional Development is widely accepted as being essential for the evolution of teaching and education. Historically this would have been the domain of HEIs and Local Authorities, overseen by national government. As schools become increasingly autonomous so teachers have begun taking responsibility for their own Professional Development.

Examples of DIY CPD include: TeachMeets, social media (e.g. Twitter forums #EdChat, #UKEdChat, #SLTChat) and private providers (e.g. video classroom observation firm IRIS Connect).

This workshop will consider the following questions:

- What is driving this change?

- What threats does this changing landscape present for PD stakeholders?
- Is there enough trust in the education community to embrace the opportunities this presents?
- What is the next innovation in this field?
- What should this form of CPD be termed (e.g. DIY, rogue, feral or grassroots CPD)?

Links

IRIS Connect, blog page - <http://www.irisconnect.co.uk/teachers-taking-responsibility-for-their-own-cpd/>

Teachmeet wiki homepage – <http://teachmeet.pbworks.com/w/page/19975349/FrontPage>

Teachertoolkit Twitter page - <http://teachertoolkit.me/>

Writing for publication in an academic journal

Professor Ken Jones; Professor Jim O'Brien, University of Wales Trinity Saint David, Wales; University of Edinburgh, Scotland

Ipda's own journal, Professional Development in Education, is published by Routledge / Taylor and Francis and Managed by Ken Jones and Jim O'Brien with a team of Associate Editors. This session will provide an opportunity for new and experienced academics wishing to publish in a peer-reviewed academic journal to ask questions and share advice on how to get published. It will look at how a journal works in terms of article selection and, through open question and answer interaction, will go through some of the key positive and negative criteria applied in article selection. The opportunity to review for PDiE will be offered and advice on the process of article reviewing will be given. This would be a useful session for anyone wishing to submit an article for publication in an academic journal.

Optimistic Professional Learning: the application of theories of academic optimism and critical hope in CPLD

Professor Ken Jones, University of Wales Trinity Saint David, Wales

Deficit models of PLD are often apparent in the context of performance management, accountability and performativity (Wilkins, 2011). The language used to convey intent in these deficit contexts is worthy of analysis. Government policy in more than one country, especially post-PISA, has become negative and threatens to de-professionalise teaching.

The work on Academic Optimism by Hoy et al (2008) indicates that success is more likely to come from supportive models of learning rather than deficit models. Theories of critical hope (the word critical is important here) can also be applied to professional learning.

This workshop will explore the significance of the deficit model of PL and, through sharing of experience and viewpoints, to examine whether models of academic optimism and critical hope are 'fluffy' and lead to lower performance or are necessary to ensure that teaching retains its professional identity with an implicit expectation of intrinsic self-motivation and improvement.

Wilkins, C. (2011) Professionalism and the post-performative teacher: new teachers reflect on autonomy and accountability in the English school system *Professional Development in Education* 37(3), 389-409.

Hoy, A.W., Hoy, W.K. and Kurz, N.M. (2008) Teacher's academic optimism: The development and test of a new construct *Teaching and Teacher Education* 24, 821-835

Snyder, C.R. (1995) Conceptualizing, Measuring and Nurturing Hope *Journal of Counseling and Development*, 7(3) 355-360.

'Literacies for Employability' : professional learning through e-ethnography

Professor Alex Kendall; Amanda French; Phil Taylor, Birmingham City University, England

We will share outcomes from two projects funded by the UK Higher Education Academy (HEA) to develop new methodologies for professional placement learning. The first project 'Literacies for Employability' (L4E) is grounded in social theories of communication from Sociology and Education (New Literacy Studies (NLS) specifically, see e.g. Gee, 1993; Street, 1996) that understand literacy as a complex social activity embedded in domains of practice. These ideas recognise workplaces as domains that are highly distinctive and diverse contexts for literacy (rather than generic or standard) and that to be successful in particular workplace settings students must be attuned to, and adaptive and fluent in, the nuanced literacy practices of that workplace. However evidence suggests (Lea and

Stierer, 2000) that HE students (and teachers) rarely experience overt teaching about literacy in general or workplace literacies in particular. This project developed a framework to scaffold and support this process across the disciplines. The framework is non-discipline specific and builds on Lillis' (2001) work on HE literacies and Pardoe and Ivanic's (2007) work on Literacies for Learning in FE. It was developed with a group of student researchers drawn from a range of disciplines including Sociology, Law, Early Childhood Studies and Teacher Education. The framework is used through a digital app and supports students to investigate, analyse and evaluate the literacies of the workplace so that they can develop the understanding, attitudes and behaviours that they will need to be successful both in the short and longer term. Such an approach chimes with the recommendations of Pegg et al (2012) that employability is most effectively developed through a focus on more expansive, reflexive approaches to learning and through "raising confidence...self-esteem and aspirations' (2012:9). A second project Wrapp builds on the L4E framework to facilitate collaboration among teachers in researching chosen aspects of their own practices, classrooms and schools. It allows teachers and students to co-design conceptual frameworks for data collection and gather and share workplace evidence.

Crossing boundaries and building communities : teacher learning about parental engagement, lessons from the ESTEP project

Prof. Alex Kendall, Dr Eleni Kanira, Phil Taylor, Birmingham City University, England

In this session we share the initial findings from a Comenius funded project exploring the use of social media to support effective and productive dialogue between schools and parents. ESTEP is led by the Computer Technology Institute in Greece and includes partners from England, Ireland, Bulgaria and Austria. The project aims to :

- explore parents' and teachers' understandings of parental engagement and the role of social media in promoting effective practice;
- identify the conditions (attitudes, values, skills and practices) for dynamic and positive relationships between schools and parents;
- design a teacher education programme that enables teachers' to work productively and proactively with parents in support of young people's learning and understand the potential role of social media in their own context.

Here we summarise our analysis of the relevant literature across the five countries and the outcomes of focus groups with teachers, parents and school leaders across the 25 schools involved in the first stage of the project. We will share the draft teacher education programme designed by the UK team and invite comment on and discussion of our work in progress.

Professional learning: Proclivity towards the process or the product?

Dr. Fiona King, St. Patrick's College, Dublin City University, Ireland

Reconceptualising teacher professional learning as a process predicated on teacher professionalism, teacher autonomy and collective responsibility (Kennedy, 2011) is gaining currency in some jurisdictions. However, within policy it is arguably still situated squarely within a model of professional development anchored in economic concerns focused on a product; measurable outcomes, value for money, accountability and performativity, thus resulting in different competing agendas (Sugrue, 2011).

This paper focuses on the nebulous lines drawn between professional learning as a process and a product. The paper draws findings from a single case study school in the Republic of Ireland which engaged in a collaborative learning initiative as a model of professional development (King and Feeley, 2014).

Analysis reveals teachers valued the professional development initiative firstly as a process and secondly as a product. This paper argues that when teachers have ownership of and understand the process they are more focused on embedding meaningful change.

- Kennedy, A. (2011) Collaborative continuing professional development (CPD) for teachers in Scotland: aspirations, opportunities and barriers. *European Journal of Teacher Education*, 34(1), 25–41.
- King, F. and Feeley, Ú. 2014 Finding the Openings Amid the Closings: One school's approach to taking ownership of teaching and learning. *FORUM*, 56(2), 249–64.
<http://dx.doi.org/10.2304/forum.2014.56.2.249>
- Sugrue, C. (2011) Autonomy and Accountability. In: O'Sullivan, H. and West-Burnham, J. (eds.) *Leading and Managing Schools*. London: Sage Publications Ltd, 59–74.

Achieving Early: A collaborative framework for improving outcomes

Dr Catherine Knowles, Professor Sonia Blandford, University of Warwick and Research / Data Manager Achievement for All 3As; Institute of Education, University of London, England

In 2013, 48% of children failed to meet the expected level of development by the end of the Early Years Foundation Stage (EYFS). Since September 2013, Achievement for All 3As has been delivering Achieving Early, a pilot programme (60 settings) designed to address the needs of the early years sector. Supported by the Esmee Fairbairn Foundation and local authority funding, Achieving Early provides a framework to raise aspirations, improve children's access to learning and increase achievement. It is implemented and developed in partnership with settings across the four areas of: working with others; strengthening leadership and management; learning and progress and health, happiness and well-being; staff professional development is implicit in the framework and closely linked to improved outcomes for children. First year findings suggest settings are engaging well; some have reported improvements in Ofsted judgements. This paper will consider Achieving Early as an effective framework for staff development.

- Claessens, A. and Garrett R. (2014) The role of early childhood settings for 4-5 year old children in early academic skills and later achievement in Australia, *Early Childhood Research Quarterly*, 29, 4.
- Department for Education (2014) *Statutory Framework for the Early Years Foundation Stage*, DfE
- Tickell, C. (2011) *The Early Years: foundations for life, health and learning*, London: HMG.

"Poeta nascitur, orator fit" - Developing Communication Skills in Continuing Teacher Education

Dr. Zdena Kralova, Slovakia, University of Zilina, Faculty of Humanities, Slovakia.

One of the most neglected aspects of teacher training in Slovakia is thorough preparation in the diverse communication skills that are needed by good teachers in today's schools. To be an effective teacher does not only involve having a deep content knowledge, but also organizational, management and communication skills. Teaching is generally considered as only fifty percent knowledge and fifty percent interpersonal or communication skills. More than 200 classroom presentations were analysed and both teachers and students were interviewed to find out what makes a teacher a good communicator. The poster discusses some of the main qualities needed to be an effective teacher focusing on the communication skills (e.g., an ability to discern and to respond sensitively to the body language of students, rhetorical skills for the organization and delivery of specific knowledge and skills, or in-group discussion skills). It presents the course in Rhetoric proposed for continuing teacher education.

- Cranton, P., 1996. *Professional Development as Transformative Learning. New Perspectives for Teachers of Adults*. San Francisco: Jossey-Bass Publishers.
- Prozesky, R.D., 2000. Communication and effective teaching. *Journal of Community Eye Health*, 13(35), 44–45.
- Verderber, R.F., and Verderber, K.S. (1998). *Inter-Act: Using Interpersonal Communication Skills*. Belmont, California: Wadsworth.

A Lithuanian discourse on new models of professional learning

Egle Pranckuniene; Dr. Coleen R.Jackson; Director of the Centre for School Improvement, Lithuania/ Doctoral student at Vytautas Magnus University, Kaunas, Lithuania; Consultant CJSolutions, England

The national project *Lyderių laikas: Time for Leaders* (Pranckuniene et al:2011) aimed to develop leadership capacity of all educators: teachers, formal leaders of school, municipality and state level and stakeholders (Pont et al: 2008) The project has provided the opportunity to develop a variety of professional development opportunities: MA studies in educational leadership, long-term informal programmes on educational leadership, national and international study visits, short-term training programmes, group and individual coaching, and creative project-based work. As part of the project these opportunities were offered to 15 out of 60 municipalities in Lithuania. This national investment continues to strive to raise professionalism and coordination of action towards improvement of student learning.

This holistic approach to professional development opportunities and experiences has created a unique model of professional learning. The discourses have included the use of new competencies and learning experiences for individual professional growth and how to create systemic change at municipality level.

The paper will present the approach to professional learning (Stoll et al (2012) an analysis of municipality case study's revealing how the learning experiences and outcomes of educators supported systemic change at municipality level.

Pont, B.; Matthews, P; Day, C. (2008) *Improving School Leadership: Systemic Action*. OECD.

Pranckuniene, E; Vildziuniene, M., Blandford, S. and Jackson, C, (2011) *Lyderių laikas (Time for Leaders): Lithuania's response to changing leadership and learning in their schools*. IPDA, Special European CPD publication.

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

The place of professional standards: A reinvigorated approach to 21st century teacher professionalism in the Scottish Further Education sector

Vikki Robertson, Education Adviser (Professional Learning) General Teaching Council for Scotland

This workshop will focus on a model of sustained professional learning using the GTC Scotland career long professional learning standard with the enquiring professional at the heart. It will explore new models of professional learning and the way lecturers engage to enhance reflective practice, promote self-directed learning and lecturer professional identity.

It will present current thinking and developments linked to theory and research being undertaken nationally across Scotland.

Cochran-Smith, M. and Lytle, S. (2009) *Inquiry as Stance: Practitioner Research for the Next Generation*, New York.

Earl, L.M. & Timperley, H., (2009) *Professional Learning Conversations: Challenges in Using Evidence for Improvement* Springer.

Sachs, J., (2003) "Teacher Professional Standards: Controlling or developing teaching", *Teachers and Teaching: Theory and Practice*, 9(2), 175-186.

General Teaching Council Scotland (2012) *The standard for career long professional learning*, Edinburgh GTCs.

Responding to curriculum change: teacher empowerment within a community of practice

Sue Sentence; Mark Dorling; Simon Humpheys, Computing At School, England

Computing at School (CAS) has established a professional development programme to support the Computing curriculum changes in England. The Network of Excellence centres around the importance of community of practice and includes other elements emanating from Kennedy's (2005) work on transformative CPD, including training, mentoring, cascade, accreditation and action research. In days of online delivery and time poverty, we maintain that professional development is a very human and not mechanical process, based on professional relationships and confidence levels of the people involved. Central to our model are "Master Teachers", who are teachers with subject expertise and experience in the classroom as well as the necessary skills to impart this to other teachers. Master Teachers offer local, face-to-face, peer-to-peer support. The impact of the

programme is being continually evaluated using the five levels suggested by Guskey (2000). In this paper we describe the effectiveness of the first full year of the programme.

T.R. Guskey (2000). *Evaluating Professional Change*. Corwin Press.

Kennedy, A. (2005) Models of continuing professional development: a framework for analysis, *Journal of In-Service Education*, 31(2), 235-250.

Improvisation and teacher expertise: implications for the professional development of outstanding teachers

Dr Nicholas Sorensen, Bath Spa University, England

This paper reports on the findings of a PhD research project into the improvisatory nature of teacher expertise. The data is taken from a series of comparative case studies (Thomas, 2011) of seven experienced teachers working in secondary schools in the South West of England and who have been identified as being expert within their school setting. Constant comparative methods of analysis have been used to draw out themes from the data. This has contributed to a grounded theory (Charmaz, 2006) that identifies the nature of teacher expertise.

The findings that arise from the data are that teacher's expertise is best expressed as continually evolving practice, a process as opposed to an end state, that reflects a prototype model (Sternberg and Horvath, 1995). Advanced professional practice is best described as a 'teacher with expertises' and this is preferable to the term 'expert teacher'. The data shows that teacher expertise is fundamentally improvisatory through being socially constructed (Burr, 2003; Shotter, 2008; Gergen, 2009) and that this has a positive impact on the quality of teaching. The improvisation nature of teacher expertise is derived from four processes: the expression of tacit knowledge, relational and interactional practice, personalisation of the learning environment and self-reflection leading to the continual adaptation of pedagogy.

The resulting model of teacher expertise casts new light on how we understand advanced professional practice and this paper explores the implications of this contribution to knowledge for school leaders, teachers, researchers and those with responsibility for the initial training and the continuing professional development of teachers.

Burr, V. (2003) *Social Constructionism*. London: Routledge.

Charmaz, K. (2006) *Constructing Grounded Theory: a practical guide through qualitative analysis*. London: Sage.

Gergen, K.J. (2009) *An Invitation to Social Construction*. London: Sage.

Shotter, J. (2008) *Conversational Realities Revisited: Life, Language, Body and World*.

Sternberg, R.A. and Horvath, J.A. (1995) 'A prototype view of expert teaching'. *Educational Researcher*, 24 (6): 9-17.

Thomas, G. (2011) *How to do your Case Study*. London: Sage.

Exploring the perspectives of teacher educators situated in different contexts

Dr Elizabeth White, Dr Claire Dickerson, University of Hertfordshire, England.

This research investigated the viewpoints of school-based teacher educators in order to understand the impact that this role had on them, their student teachers and their schools. The voices of institute-based teacher educators and student teachers who worked alongside these school-based teacher educators were also considered to gain a deeper understanding of the complexities of this role. The research takes a phenomenological approach, studying the 'lived experience' of the participants, and the meanings that they construct (Van Manen, 1997) through use of questionnaires, semi-structured interviews and a focus group.

The findings reveal advantages and challenges of expanding the role of school-based teacher educators suggesting that there is a need for experienced teacher educators to nurture new school-based teacher educators in some of the more nuanced aspects of the role. The mentoring of new school-based teacher educators in this fuller role is a developing aspect of the role of HEIs in these partnerships.

Van Manen, M (1997). *Researching lived experience: Human science for an action sensitive pedagogy*. London, ON, University of Western Ontario.

Conference Participants