

## TRANSCRIPT

### 2.2 Effective professional development, Case studies 9:51

**Think of a time when you tried something new in the classroom.**

**What encouraged you to do this?**

Teacher 1

An example of a time I tried something new...I think the best example of something new that I tried was brief instructions so I observed my children weren't maybe getting the best out of the lesson so I thought how could I better organize this classroom. I spoke with some colleagues and they gave me some ideas of how I could transition between people working in pairs and people working in groups. The thing that encouraged me to do that was just reflecting on what was happening in the classroom and realising that some of the children weren't achieving what I wanted them to but I needed to provide a better environment for everybody.

Teacher 2

I can think of a time when I started something new in the classroom. That was the relationship between the equation of a straight line, the straight line graph and designing activities for them.

One of the things that encouraged me to do that was the team meetings that were held in our department.

It was a dedicated time slot and we were each share our new ideas and bring forward just a couple of what we've been doing over the past two weeks or month.

I'm not just talk about what went well but to address what didn't go so well, what went wrong, why, how did I have a good time with the class, what could we do differently. I'm beginning to share those resources to see if they would fit with each other's classes and if we could reuse and recycle and adapt.

Teacher 3

A time when I was trying something new was when I was relatively new into teaching I think of about up to a year or so and the colleague observed me teach and noticed me that when I was questioning I had a tendency of taking the answers too quickly from the children so I was really trying to work on slowing my technique down and really giving the kids time to think about their answers just before they actually spoke.

What encouraged me to try something new was my colleague's feedback. She was actually a mentor of mine at the time looking at the way I was developing and teaching and she was noticing that when I questioned it was fast paced and she recommended I tried something different.

**Think of a time when you worked collaboratively with a colleague.**

**What encouraged you to do this?**

Teacher 1

An example of a time I collaborated with a colleague and this happens all the time in teaching whether you like it or not but most frequently you seek collaboration with a colleague because you're interested in the expertise and the skills they have and likewise things that you know about but perhaps they're not tremendously confident in so one particular example would be when I was working with somebody who was very educated in teaching gifted and talented students and I felt that perhaps I wasn't stretching the children in my class as much as I could do so I consulted with her and she came into my classroom and worked with me and with the children to facilitate some really interesting high level lessons that I otherwise may not have thought of and that kind of gave me the confidence to extend my lessons into something a little more complex and interesting so that everybody in the classroom had an opportunity to learn not just the low level of the learners.

Teacher 2

There are numerous times when I've worked collaboratively with colleagues. In fact, it's ongoing. And that arises from several cases. Sometimes you share the same class, you're teaching the same material so it makes sense to work together to reduce the level of planning and increase the amount of learning and depth of learning by making a well-honed resource. And also you have your opportunity in team meetings, in our team meetings we have dedicated time to jointly plan lessons together.

It's interesting doing that because sometimes you're working with colleagues that are a lot more experienced and they have a different spin and insight into student understanding and equally well when you're working with colleagues that haven't been teaching as long they're bringing fresh ideas and fresh contexts. So at times you also work with people at the same level so this has been particularly fruitful in broadening my own understanding of the subject, the pedagogy, the variety and the ways you can approach things.

Teacher 3

When I was about five years into the profession I was really trying to work on my formative assessment strategies within the lessons in particular working on learning objectives and I had a colleague within the school who was well renowned for being very good with writing very good learning objectives, very specific and so she kind of agreed to work with me. We actually did some co-teaching for a couple of lessons where we planned the lessons together, taught them together and just having that feedback from an experienced colleague was so useful to get a real perception of what good look like.

### **What features of professional development encourage a culture of trust in a school?**

Teacher 1

I think the main feature of professional development programme that encourages trust is having a relationship with your colleagues. You need to feel that if you need assistance or you need guidance that you can ask for that help. You need to feel that they're going to give you relevant and useful support and that you're not going to be judged, you're going to be encouraged.

Teacher 2

For me the two most important things are to develop, a culture of trust and professional development skill are honesty and openness. I think that you need to know that nobody is perfect, everyone has difficulties with things and so it's important that management, senior management are able to talk not just by how their lessons are going well but how their occasional lessons don't work out. Because it is very hard if all you here in the school is how everyone's lessons are going really well and they are trying these new things and you tried them and they are not working.

Teacher 3

I think the features of professional development that really encourage trust are openness, honesty and just making sure that every member of staff feels like it is not a judgement, it's actually an opportunity to get better so that colleagues are able to say they are not very good with this, I really want to get better with this area with my practice and I think that non-judgemental approach really makes a positive culture where everybody trusts each other.

### **What aspects of professional development help to encourage long-term, continuous development in the way you teach?**

Teacher 1

Aspects of professional development that promote me to want to have long-term and continuous professional development would be, I need to feel that anything that I am learning is valuable, that is applicable to my practice. There is no point going into a professional development situation be it with a colleague or in a particular training session and you walk out of that situation thinking I have wasted my time so you need to be gaining the development that is relevant to your practice and able to implement it afterwards. But I think it is also valuable to be able to reflect after you've gone back and check Have I actually used this knowledge that I've gained effectively? And if not where to from here? And you need to be able to get any extensions on that.

#### Teacher 2

One aspect of professional development that helps develop long term and continued development in the way that I teach is to do a course or to do courses. These help by...they encourage you to reflect deeper on what you're doing, why you're doing it and how it is from the student's perspective.

And they also help you to embed them into your teaching routine. What can you do with very little additional effort or in fact sometimes less effort that enriches and deepens the learning for the students and helps them make more progress.

#### Teacher 3

The professional development for me that made the longest impact and had the greatest impact over time was areas where I was constantly coming back to something so assessment for learning for example was a whole school priority and we'd have little training sessions on an ongoing basis, we'd have time to reflect within staff meetings, we'd have opportunities to observe each other teach. I just think the fact that it was constantly on our radar, people constantly talking about it and it was very visible, really made it pronounced for all of the staff.