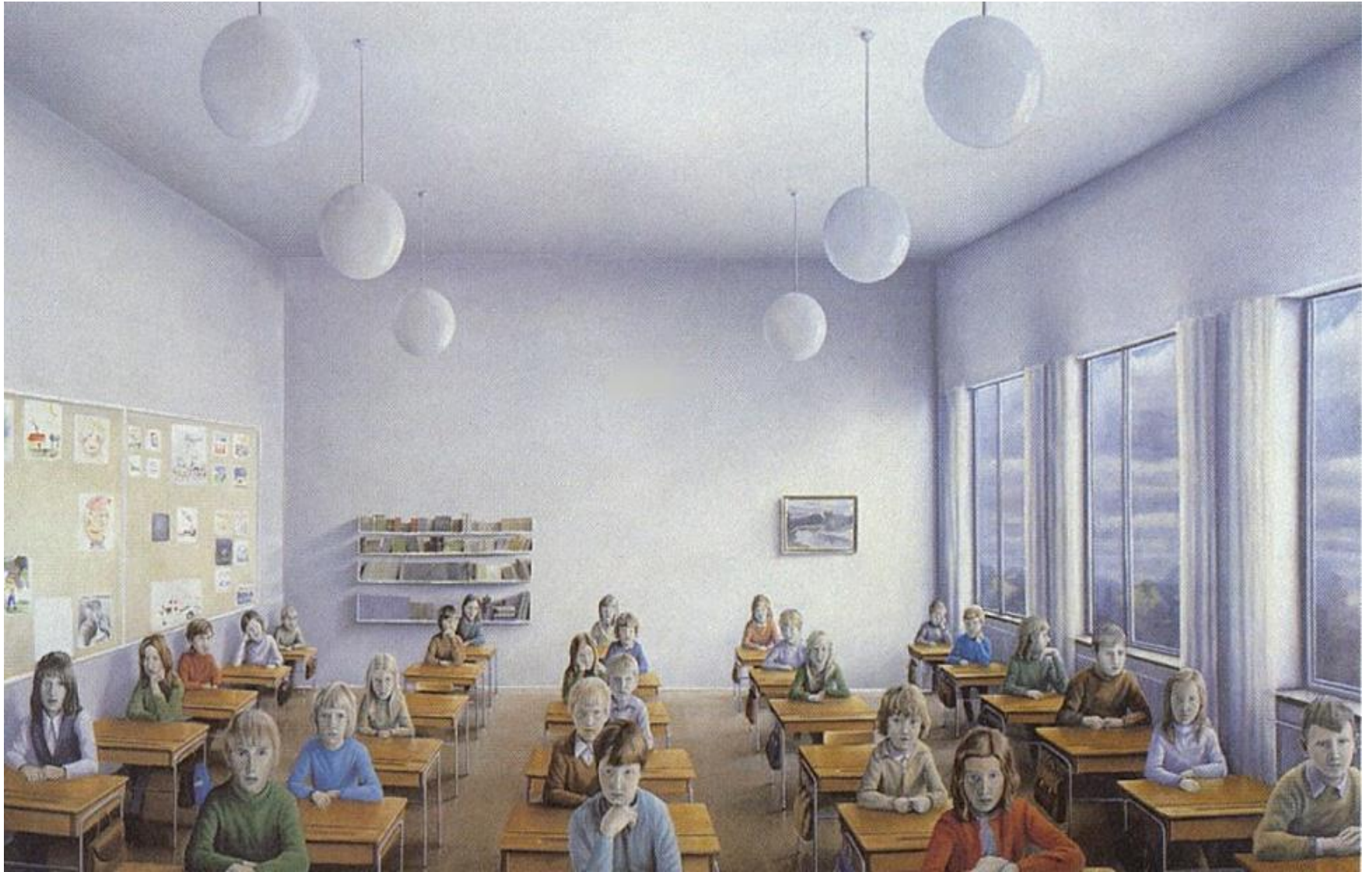# Enhance Your Teachers' Pedagogical Development

A Practical One Day Workshop

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www.kunskapskallan.com

Swedish artist Peter Tillberg: "Will you make value, my dear?"

All slides and material will be available at…

www.kunskapskallan.com

The principal's school development responsibility is difficult…
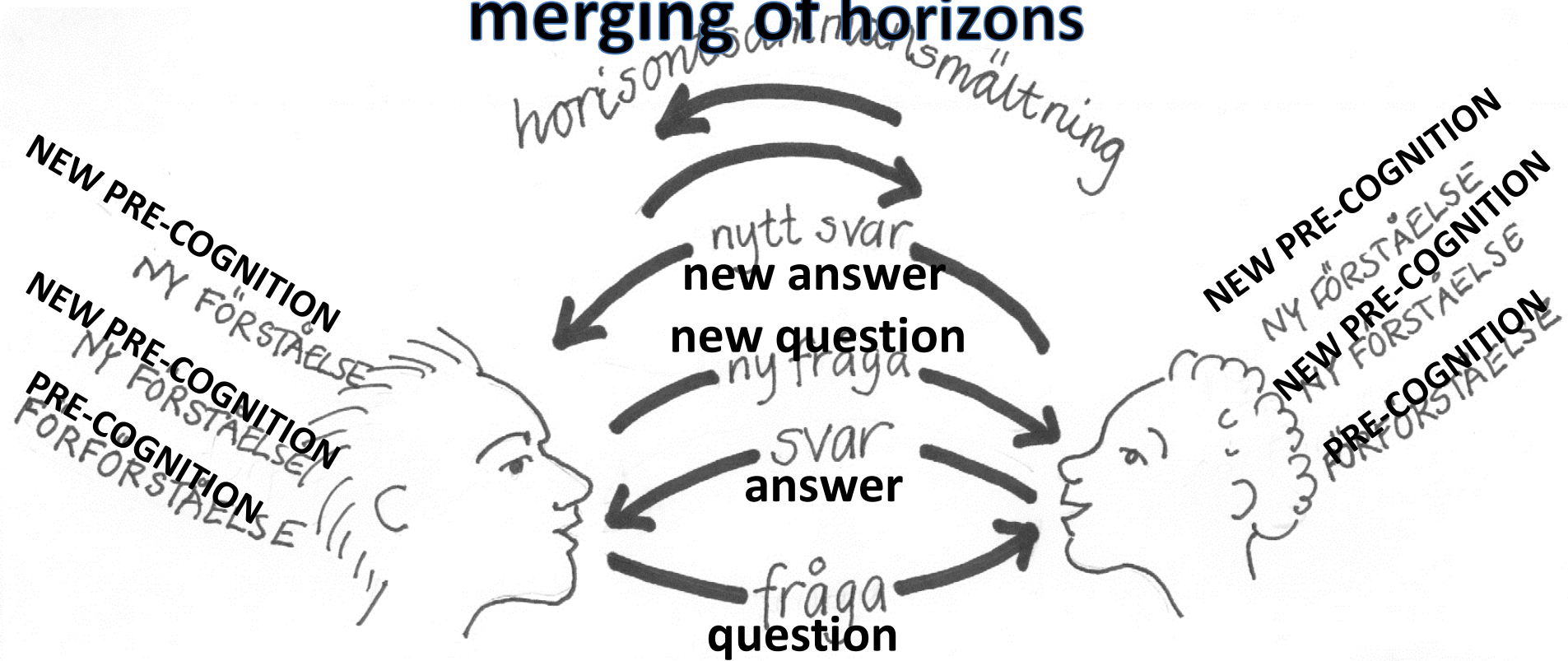
- Teacher development programs are traditionally built on lectures, courses, or information:
  - None has proven effective in changing the actual behavior of staff
  - Teachers are skilled in using language and concepts but don't always understand their full consequence in everyday practice
- Changing behavior needs more complex and thorough systems

Theoretical background

- Socio-cognitive ideas
  - We learn in contextual interplay
  - Self-consciousness and perception are created in interplay with others
  - Thinking and awareness are an ongoing inner dialogue
- The dialogue is crucial:
  - In development of higher order thinking
  - In developing new practices and habits

Hermeneutic pre-cognition

merging of horizons

horisontsammansmältning

NEW PRE-COGNITION
NY FÖRSTÅELSE

NEW PRE-COGNITION
NY FÖRSTÅELSE

PRE-COGNITION
FÖRFÖRSTÅELSE

nytt svar
new answer

new question
ny fråga

svar
answer

fråga
question

NEW PRE-COGNITION
NY FÖRSTÅELSE

NEW PRE-COGNITION
NY FÖRSTÅELSE

PRE-COGNITION
FÖRFÖRSTÅELSE

Peter Senge's learning organization

The learning circle

Experience

Mutual reflection

Analysis
Generalization
Mutual conclusions

Testing something new, adjusting

EVERYDAY LEARNING

Everyday experiences are used as a starting point for collective learning.

Relevant research from others

- Observation and assessment of work performance followed by feedback:
  - Improve staff performance and make staff more willing to change and experiment (Hargreaves, 1998)
  - Make tacit knowledge explicit (Carlgren, 1996)
  - Make practical and empirical knowledge conceptual and theoretical (Einarsson, 2002)
- Coaching and mentoring improve when implemented as a group activity (Andersson & Persson, 2002, Pihlgren & Fröman, 2009)
  - Knowledge is shared (Lauvås, 1997)
  - A professional language is developed (Lauvås, 1997)
  - Discussions turn from "private" to professional (Svedberg, 2003)
- Learning in group settings is dependent on an open and allowing atmosphere (Pihlgren, 2008)
- However, the individualistic teacher will raise objections... (Hargreaves, 1998)
- When assessing the complex pedagogical environment of the classroom, processes, products, and spatial criteria, and their combinations must be considered (Anderson & Kratwohl, 2001)
- Using rubrics has proven both effective and valid (Lindström, 2008)

My research concerning principals

- Few assessed methods concerning the principal's classroom observations
- Goal: To develop systems for effective principal's observation and feedback on teachers' classroom practice
- Methods:
  - Note taking, interviews, inquiries
  - Six principals, preschool-secondary school
  - Ten sessions over a year, 2,5 hour each time

Process during the project sessions

1. Shared experiences from the observations and feedback sessions
   - Sharing matrixes and observations
   - Showing filmed sessions occasionally
   - Dialogue with colleagues
2. Discussion of read research text
   - Researcher presenting extra material
3. Matrix discussed and revised (at least three times)
   - Two matrixes:
     - knowledge, skills, and abilities addressed in an observed school lesson
     - leisure-time centers, afterschool activities

Results from my research

- The project altered the way the principals perceived observation and feedback as tools for pedagogical development, from skeptical to seeing them as vital development tools
- The cooperative dialogue supported the personal integration of a deeper understanding of what are essential pedagogical qualities
- A fruitful parallel process when the principals met their teachers in feedback
 - Several projects of collegial feedback emerged
- Forthcoming study, spring 2013

Conclusions:
Feedback on observed actions

- Systematic and repeated confrontation with the desired goals and ideas mean:
  - Goals will become an integrated part of the understanding of staff members
  - Goals will have an impact of their actions in practice

Lee Shulman (1986)
PCK, Pedagogical Content Knowledge
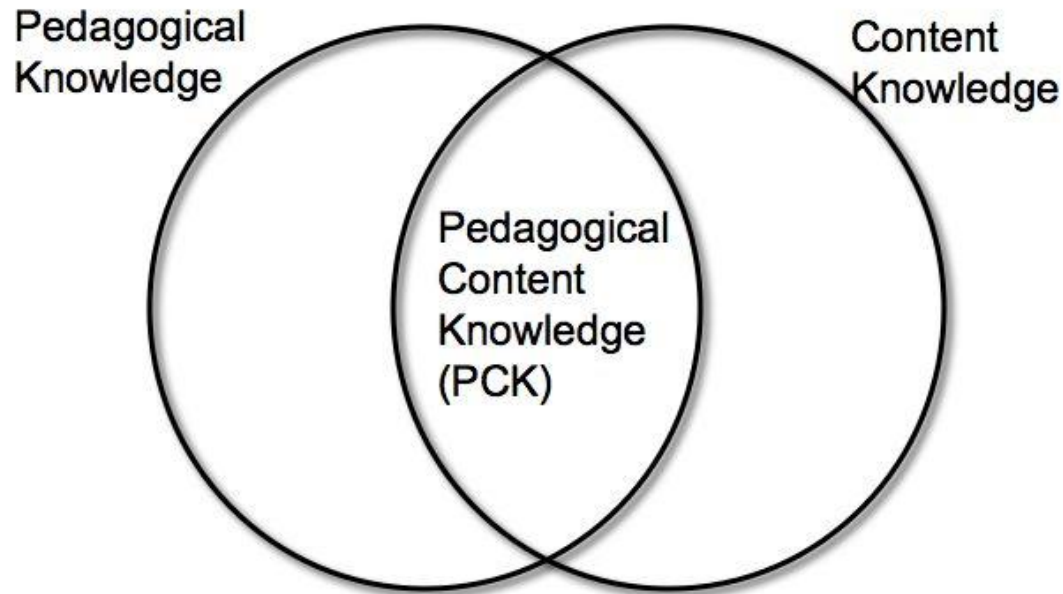
Methods for teacher collegial feedback and principal's feedback

- Learning and lesson studies (variance theory – variances of an learning object) (not addressed today)
- **Principal's feedback to staff**
- **Collegial feedback with pairs of teachers**
- **Collegial feedback in teams of staff**
- **Tracking**
- **Walk-abouting**