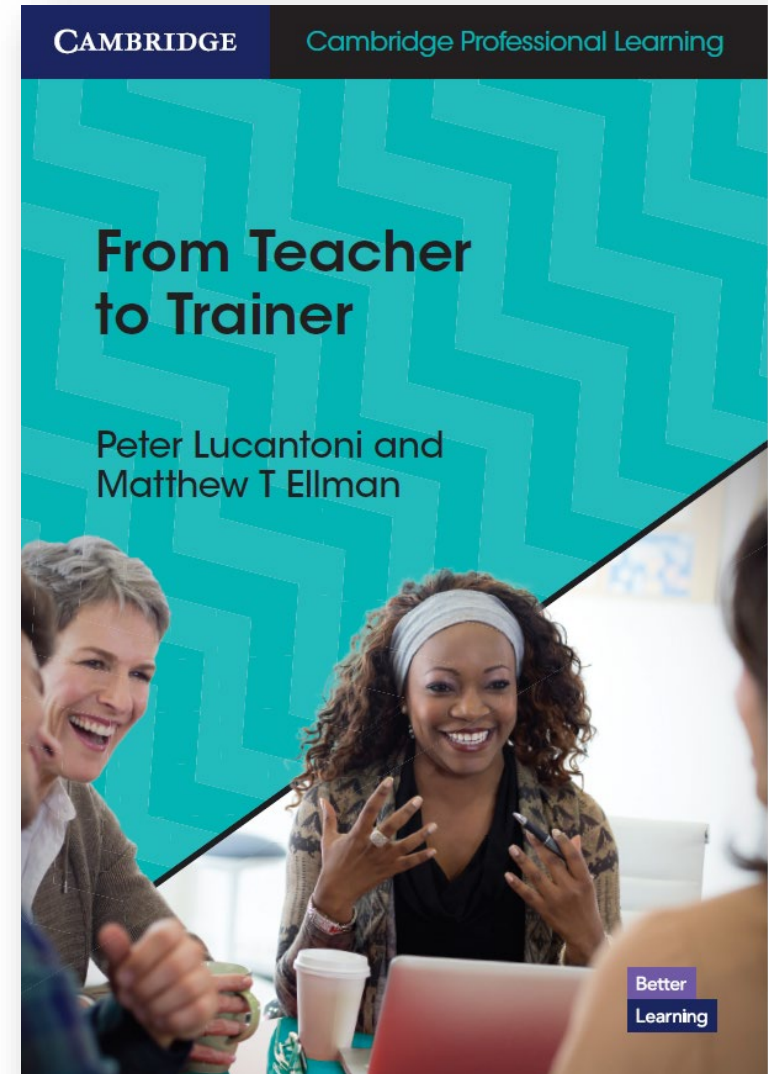




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A recipe for teacher learning

Matthew Ellman



Are you:

A: a teacher

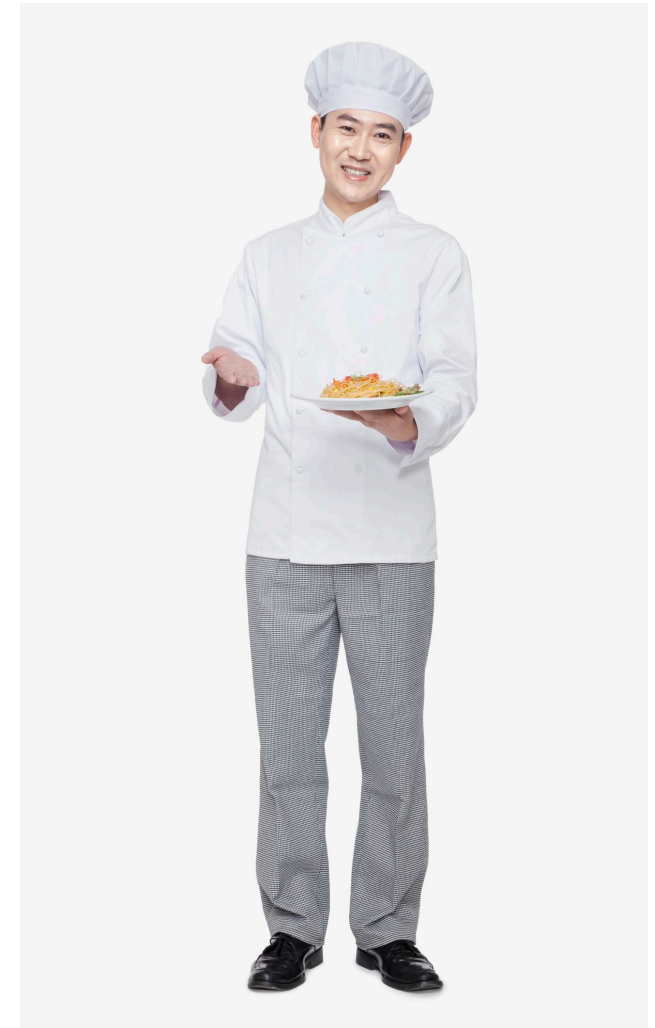
(in charge of your own development)

B: a trainer / mentor / manager

(in charge of others' development)

What are we aiming for?

- Sustained improvements in teaching knowledge and practice
- Changes that are context-sensitive
- Impact on student learning





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“the main goal of CPD is to effect changes in teaching so that it results in enhanced students’ learning”

Richardson & Díaz Maggioli, 2018, p. 7



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“the goal of teacher education should be more effective learning of English by pupils and students”

Parrott, 1991, p. 36







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Session overview

- Preparation
- Ingredients
- Method
- Serving suggestions
- Q&A



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Getting prepared



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Before cooking...

- Decide what to make
- See how much time you need
- Prepare your ingredients
- Make sure you've got the right utensils
- Wash your hands 😊

Before developing...



Before cooking...

- Decide what to make
- See how much time you need
- Prepare your ingredients
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- Wash your hands 😊

Before developing...

- Decide on your aims
- Plan to work over several months



“Prolonged or extended teacher learning interventions were found, more or less universally, to be more effective than shorter ones. Most reported programmes lasted at least 2 terms, more commonly a year, and in some instances even multiple years.”

Cordingley et al., 2015, p. 4



Before cooking...

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- Wash your hands 😊


Before developing...

- Decide on your aims
- Plan to work over several months
- Prepare your ingredients
- Make sure you've got the right environment


How context matters in high-need schools: The effects of teachers' working conditions on their professional satisfaction and their students' achievement

Citation:

Johnson SM, Kraft MA, Papay JP. How context matters in high-need schools: The effects of teachers' working conditions on their professional satisfaction and their students' achievement. *Teachers College Record*. 2012;114 (10) :1-39.

 [Download Citation](#)

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560 KB

Abstract:

Background/Context:

Educational policymakers have begun to recognize the challenges posed by teacher turnover. Schools and students pay a price when new teachers leave the profession after only two or three years, just when they have acquired valuable teaching

Can Professional Environments in Schools Promote Teacher Development? Explaining Heterogeneity in Returns to Teaching Experience

Citation:

Kraft MA, Papay JP. Can Professional Environments in Schools Promote Teacher Development? Explaining Heterogeneity in Returns to Teaching Experience. *Educational Effectiveness and Policy Analysis*. 2014;36 (4) :476-500.

 [Download Citation](#)

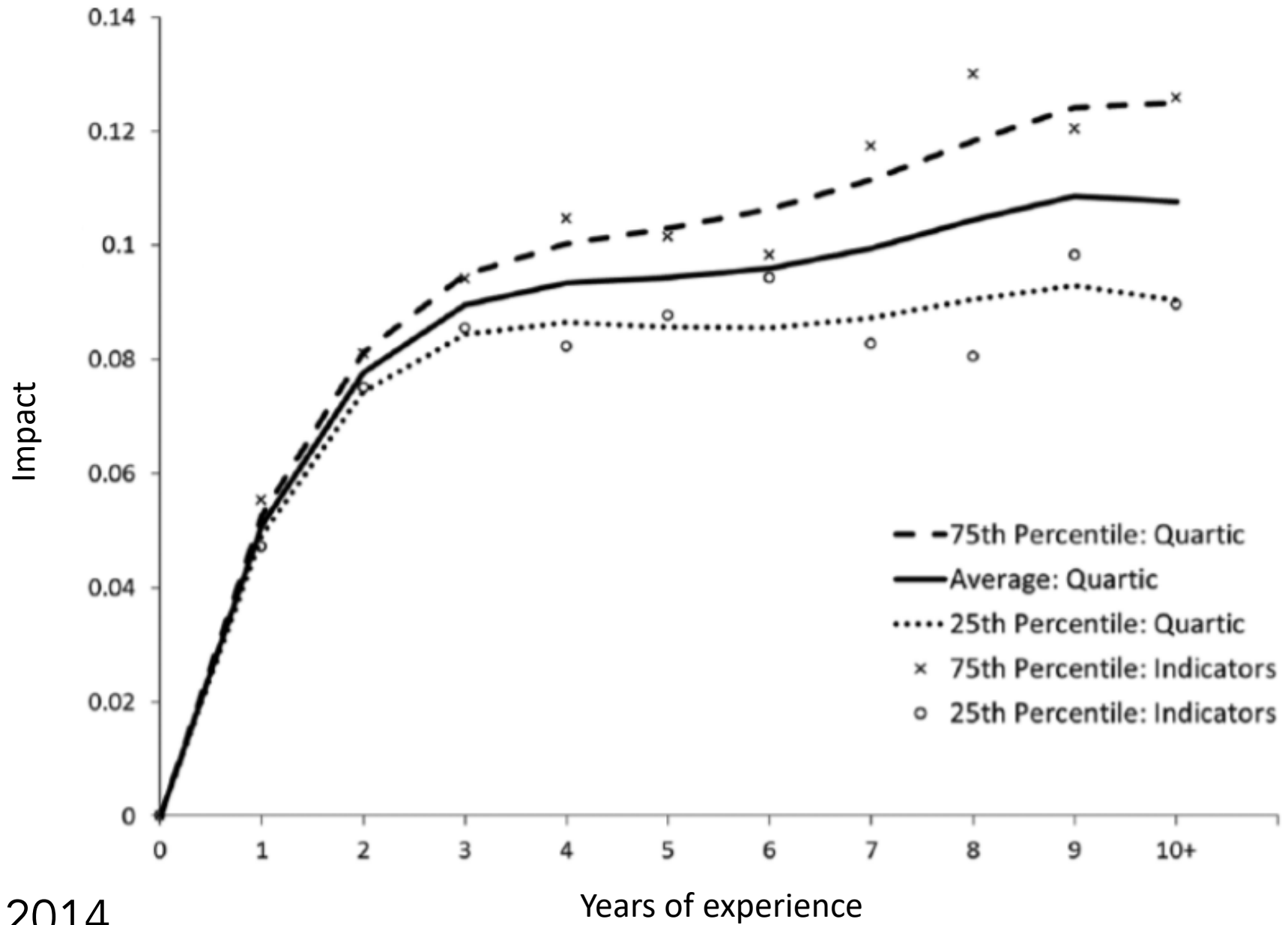
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640 KB

Abstract:

Although wide variation in teacher effectiveness is well established, much less is known about differences in teacher improvement over time. We document that average returns to teaching experience mask large variation across individual teachers, and across groups of teachers working in different schools. We examine the role of school



Kraft & Papay, 2014



Before cooking...

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Before developing...

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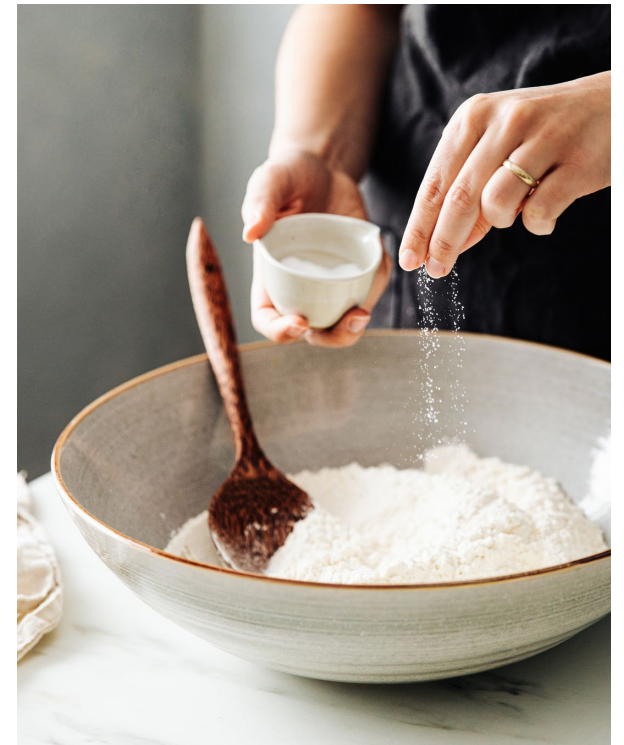
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Ingredients for teacher learning

Ingredients for teacher learning

- 2 classrooms (with students)
- A pinch of expert input
- Local flavourings

And if possible... some assistants
(e.g. peers, a mentor or trainer)





Ingredients: A classroom and students

For seeing teaching:

- Demo class
- Colleague's class
- Class on video

For practising teaching:

- Microteaching
- Teaching practice
- Your own class

PRACTICAL



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Ingredients: Expert input

- Teaching terminology
- Theories of learning
- Research findings

PROFESSIONAL

Why expert input?

- To get the best results for learners
- To be able to access resources independently and develop further
- To learn from teaching professionals in other contexts / with other perspectives
- To understand how / when to adapt things



Ingredients: Local flavourings

- Needs of the teaching context
- Needs, beliefs, experiences of the individual teacher
- Bridging the gap between training and the classroom

PERSONAL

Ingredients for teacher learning

- 2 classrooms (with students)
- A pinch of expert input
- Local flavourings

PRACTICAL

PROFESSIONAL

PERSONAL

And if possible... some assistants (e.g. peers, a mentor or trainer)



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Method

Step one

- Combine the ingredients in any order
- Mix well until awareness has been raised

Example session: Concept-checking questions

What are the aims of *each stage* in this session?

STAGE	PROCEDURE
1	Discuss how many teachers already use concept-checking questions, in what circumstances, and why .
2	Explain why CCQs are so important. Provide some examples of when to use them and how to put them together.
3	Teachers work alone to prepare some CCQs as part of a short presentation in a grammar lesson. Then they peer teach.

Find out what teachers already know / context

Help teachers understand theory

Let teachers practise applying the theory

Example session: Concept-checking questions

What are the aims of *each stage* in this session?

STAGE	PROCEDURE
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PERSONAL

PROFESSIONAL

PRACTICAL



Example session: Feedback on writing

Session: Giving feedback on writing		Prac, Pers, Prof
STAGE	PROCEDURE	
1	Trainees evaluate a teacher's feedback on student writing	
2	Trainer presents key principles from research into techniques for giving feedback on writing	
3	Based on that, trainees mark a sample of student texts	
4	Trainees compare results and reflect	



Step two

- Make plans to implement changes in the classroom
- What will happen? When?
- What problems might come up?
How will you solve them?



Example: Implementing CCQs

- *I will write CCQs in my lesson plans for the vocabulary I teach*
- *Anticipated problem: unplanned vocabulary comes up in class*
- *Solution: I will ask CCQs based on grammatical form*



Step three

- Make changes to teaching
- Simmer for a week or two
- Allow repeated opportunities to see how changes in teaching practice work out



Step four

- Use a range of checks to evaluate impact
- Make changes as necessary
- Repeat step 3



Checking for impact

- Ask peers to observe your lessons
- Ask students for their feedback, eg with questionnaires
- Get samples of student work
- Keep a journal





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Serving suggestions

Armando: One-off session

- Attends training session on CCQs
- Makes a plan to implement CCQs in his teaching
- Invites a colleague to observe his class after two months





Denise: Delta course

- Takes course over 9 months
- Is implementing changes and getting regular feedback from tutors
- Needs to regularly reflect on her learning for assignments



The gang: Reading group

- Hold a monthly reading group
- Make joint plans to implement new ideas
- Help each other with lesson plans and observations





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Summary



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Summary

- The aim is better student learning
- For best results, prepare the ground
- Three ingredients, four-step method
- Check for impact as you go
- Allow time for improvements to solidify

References

- [Cordingley et al., 2015](#)
- [Johnson, Kraft and Papay, 2012](#)
- [Kraft and Papay, 2014](#)
- Parrott, M. (1991). Teacher education: Factors relating to programme design. In R. Bowers, & C. Brumfit, *Applied linguistics and English language teaching* (pp. 36–46). London: Macmillan.
- [Richardson and Diaz Maggioli, 2018](#)



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Any questions?



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Thank you

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