

# Chapter 1 Defining teacher development

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## 1 Introduction

Development means change and growth. Teacher development is the process of becoming 'the best kind of teacher that I personally can be' (Underhill 1986 p1). To the extent that teachers are regularly asking themselves 'How can I become a better teacher?' 'How can I enjoy my teaching more?' 'How can I feel that I am helping learning?' they are thinking about ways of developing. They are acknowledging that it is possible to change the way they teach and perhaps also the preconceptions that they have about teaching and learning.

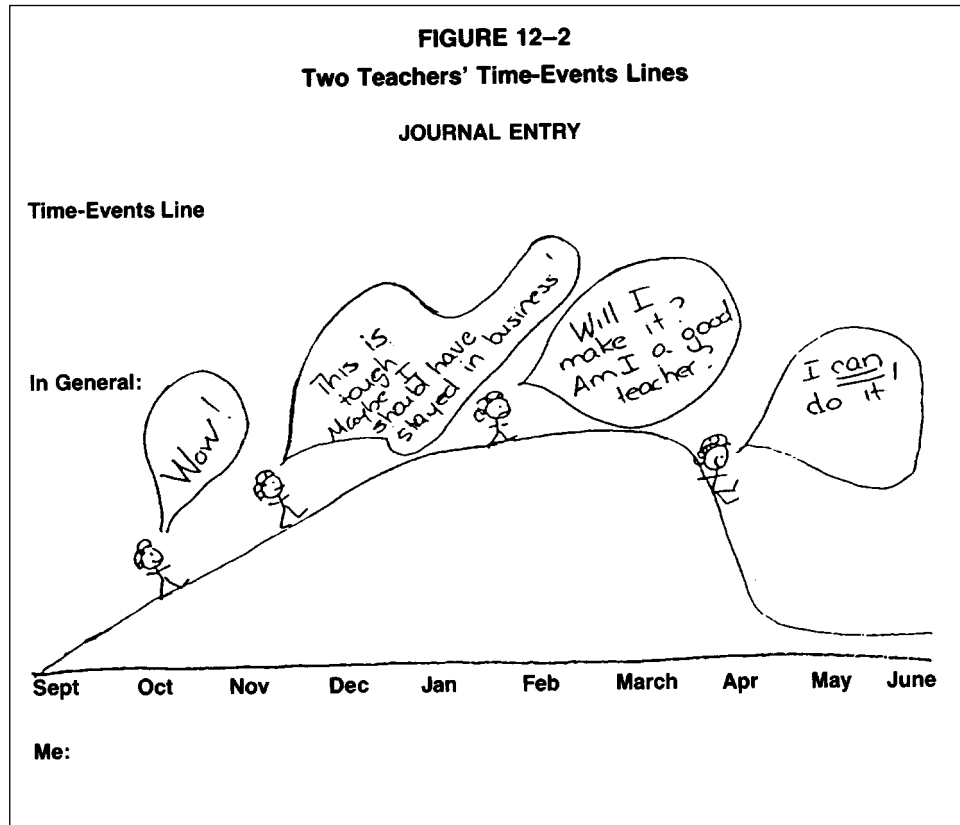
In this chapter we will look at some of the ideas that have helped to shape *development* as a distinct concept in our thinking about teachers' learning. In giving it a name we seek to define a way of learning which is complementary to *training*, and which is motivated by teachers' own questioning of who they are and what they do, rather than by any external training agenda.

Teacher development, as we understand it, draws on the teacher's own inner resource for change. It is centred on *personal awareness* of the possibilities for change, and of what influences the change process. It builds on the past, because recognizing how past experiences have or have not been developmental helps identify opportunities for change in the present and future. It also draws on the present, in encouraging a fuller awareness of the kind of teacher you are now and of other people's responses to you. It is a *self-reflective* process, because it is through questioning old habits that alternative ways of being and doing are able to emerge. Through the activity below, and those which follow later, we aim to help you experience this process.

## Activity

This activity suggests a way of thinking about your own teaching experience up to now, and of noticing the things that have particularly influenced your development.

- Can you identify the particularly important stages in your development as a teacher?
- Which of them were triggered in some way by external events, or by contact with other people?
- Which were brought about by your own accumulating experience?
- You may find it interesting to draw a time line representing the time you have been in teaching, and mark these 'significant phases' on it. Look at the following examples, drawn by two teachers at the end of their first year of teaching, to see what a time line can look like.
- Can you see any patterns or threads in your own development?



# JOURNAL ENTRY

## Time-Events Line

### In General:

SEPT: OPENING SCHOOL  
 EVALUATION (worries)  
 Trying to know students  
 Paperwork  
 Fears of bringing a good teacher!  
 Problems of what to teach  
 Beginning of discipline  
 STATE EVALUATIONS  
 Reading group concerns  
 CONFERENCE Fears  
 Bad evaluation  
 Learning not to compete with other professionals  
 Grades (Frustrations of report cards)  
 Wives (A lot of crying)  
 Hollis month  
 Beginning to ease tensions  
 Time management is better  
 more optimistic  
 Discipline concerns again  
 Looking forward to break  
 Family/personal  
 Children with tensions  
 realization of time has passed!  
 Tensions high (teases, parents, etc)  
 Feeling con for table teaching.

### Me:

Its funny as I reflect!  
 I still have problems in teaching  
 but I am realizing the problems  
 or challenges are different. As I  
 looked through my journal I am  
 amazed at the periods of tension.  
 It goes sort of like <sup>high</sup> <sub>low</sub>  
 January and February seem  
 to have been my best months. The high tension areas  
 are the beginning of this first year and now, at the end.  
 At least I can understand the pressures. I realize  
 they are normal. I can only hope as the years go by, I  
 learn to handle them in different ways!

- realizing full  
 when they  
 - reflecting on good I  
 have done for children.

Holly 1989 pp168-9

There have almost certainly been occasions in the past when your teaching has been strongly influenced by someone you have met, by a new approach or idea, by a change of job or a course you have attended. Perhaps you have also observed periodic shifts in your own approach, when you have decided that something is no longer working for you and that you will try doing things differently. Examples of this might be a decision to trust your learners more and encourage them to give you feedback; to manage your time differently and be more careful about what work you take home with you; or to give particular attention to a skill

or area of expertise that interests you. Thinking about the way that you have experienced change and new learning in the past could give you insight into what kind of development you would like for yourself now, and how to go about it.

## 2 What are the key characteristics of teacher development?

Although development can happen in many different ways, it seems that certain core characteristics emerge when teachers are asked what they think teacher development is. Richard Rossner was interested in finding out what these characteristics were. He conducted an informal survey among EFL teachers both in the UK and other countries. One of the questions he asked the teachers was, *'What do you personally understand by the term "teacher development"?' Their responses indicated that it has at least the following four key characteristics in teachers' minds.*

- A It is about dealing with the needs and wants of the individual teacher in ways that suit that individual. The needs may be many and diverse – from confidence-building to language awareness or technical expertise.
- B Much of TD is seen as relating to new experiences, new challenges and the opportunity for teachers to broaden their repertoire and take on new responsibilities and challenges. This helps them to fight a feeling of jadedness and also to develop their careers as well as themselves.
- C TD is not just to do with language teaching or even teaching: it's also about language development (particularly for teachers whose native language isn't English), counselling skills, assertiveness training, confidence-building, computing, meditation, cultural broadening – almost anything, in fact.
- D TD, in most teachers' opinions, has to be 'bottom-up', not dished out by managers according to their own view of what development teachers need. This doesn't mean to say that managers have no role in it ... Nor does it mean that managers should stop organising in-service or other training courses.

*Rossner 1992 p4*

Because teacher development focuses on individual needs, it takes on different specific meanings and forms depending on where you are working and what your desired direction for development is. Richard Rossner also asked the teachers to describe their *'best teacher development experience'*. Here are some of their responses:

“I was working as a 'foot-soldier' in Madrid, churning out run-of-the-mill, solid stuff. Then my Director of Studies got me involved in giving seminars on a teachers' course. My confidence sky-rocketed, ideas flooded in, I was on my way.”

“... my MA course – ... time to reflect and read/talk about my attitudes to learning, teaching, etc.”

“A series of seminars in Cairo run by two Egyptian teachers explaining Egyptian culture and particular linguistic problems ...”

"... sitting down with another teacher and planning for a class I was having problems with ..."

"... in the Philippines, I worked on teacher training workshops in the provinces – impoverished areas often caught in the middle of civil war."

"Without a doubt, the use of Total Physical Response ..."

"... a talk on 'teacher guilt' ..."

*ibid p5 (abridged)*

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## Activity

Looking back to the previous activity, it may be helpful to ask:

- What were your best development experiences? Can you identify one that was particularly significant?
- What was it about these experiences that helped you to experiment and perhaps change your teaching?
- Do your experiences confirm what Rossner found to be the key characteristics of development?
- And since you know that you can learn from experiences of this kind, can you identify any ways of using opportunities, in the present or in the future, to help you go on developing?

It seems a simple question, but it is important to get to know what helps you to actualize your potential as a teacher, and to keep asking 'What does the concept of development mean to me?'

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## 3 What kinds of activities are developmental?

It is a common experience among teachers to feel, after several years of teaching, that they need a fresh impetus to encourage them to go on learning and developing. Most teachers can recognize a point in their career when they have mastered the technical skills. Some believe, having reached that point, that they have attained their own personal best and have nothing more to learn. Some decide to go on to a further course of academic study such as an advanced diploma or Master's degree, or some kind of in-service training.

Many other teachers who are keen to understand more about teaching and learning find, however, that academic courses either are not an option, or seem not to provide an appropriate way of developing themselves. The questions that motivate such teachers to go on learning come from the sense that they have the potential within themselves to become better teachers through deepening their own understanding and awareness of themselves and of their learners.

Development can mean many different things and take many different forms, as teachers find ways of responding to the inner desire that motivates them to learn. In an article written to illustrate the concept of teacher development, Alan Maley uses a series of short sketches to exemplify this variety.



### **Teacher development explained**

What is TD? Since no single definition will suffice, examples may help to characterise a 'family resemblance'.

- 1 Teacher A feels constantly under stress, is sleeping badly and is off her food. She decides to act. After reading articles/books on stress and on personal organisation she decides to set aside 30 minutes 'quiet time' daily and to use this to make lists of personal action points.
- 2 Teacher B finds a good practical idea [in a teachers' magazine]. He decides, with a colleague, to try it out for a month and to discuss progress once a week.
- 3 Ten teachers from school X decide to meet once a month to discuss a book or article all have agreed to read.
- 4 Eight teachers from school Y decide to meet once a month to talk over problems individuals have encountered. There is no agenda but the group is tolerant and mutually supportive.
- 5 Teacher C decides to take a course on a non-ELT subject, which she thinks may give new insights for her teaching. (For example, a course on counselling skills, Neuro-Linguistic Programming, photography, and so on.)
- 6 Teacher D decides to improve his qualifications. He enrolls on a RSA Dip. TEFL\* course.
- 7 Teacher E has never written for a publication. She decides to review a recent book she feels enthusiastic about. She seeks advice from more experienced colleagues on how to write it and who to submit it to.
- 8 Teachers G and H decide to implement ideas they have on learner independence. They set up a small action research project. They present their findings at the next IATEFL\*\* Conference.

*Maley 1990 p67*

\* Royal Society of Arts Diploma in Teaching English as a Foreign Language

\*\*International Association of Teachers of English as a Foreign Language

One characteristic that all these stories have in common is that the teachers themselves decide what they are going to do. They are in charge. It seems that an activity is likely not to be developmental unless it takes on a real personal value for the people involved. Setting yourself a development agenda, irrespective of whatever external constraints are operating (low pay, long hours, inadequate resources, etc) is an important way of acknowledging your own inner needs and desires and of making your experiences more worthwhile.

## **4 What do developing teachers and their students have in common?**

As a model of teacher learning, the kind of development we have described parallels the kind of learning experience that, as teachers, we want to provide for our students. Adrian Underhill sees it like this:

“ Development means ... keeping myself on the same side of the learning fence as my students. This is the only way that I can keep alive a sense of challenge and adventure in my career, and avoid getting in a rut. If I am in a rut, then so is my teaching, and then so are my students, and learning from a rut is tedious, slow and uninspiring.

*Underhill 1988 p4*

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## Activity

Are there times when you have felt that your teaching was in a rut?

- How did this feeling come about?
- How did it affect your teaching?
- How did it affect your self-image?
- How do you think this affected your students?

Are there other times when your teaching has felt fresh, inspiring, interesting?

- What causes you to feel one way or the other?
- And what is the result for you and your learners?

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It is important to notice and act on messages from your feelings as well as those which are rationalized by your mind. There is a difference between feeling OK about being where you are and being in a rut. Ruts are difficult to climb out of, because they sap your energy and limit your vision. When you are in a rut, you are not in a learning mode, and this means that you are not keeping yourself on the same side of the learning fence as your students.

## 5 What's new about teacher development?

It is sometimes claimed that teacher development is nothing new. Certainly, some of the ideas that have most influenced our current thinking about teacher development were first put forward long ago and have been much debated over the years by philosophers, psychologists and educationalists.

There were, however, a number of quite specific reasons why, during the 1980s, English language teachers began to feel the need for some form of self-motivated professional development, and to express this in various ways, through journals, conference papers and workshops, and teachers networking informally together to share ideas.

Within IATEFL, the *Teacher Development Special Interest Group* was formed in 1985 to provide a forum for interested teachers to exchange ideas and to reach a wider audience of teachers all over the world. Adrian Underhill was its founder and first co-ordinator. The information exchange which took place in the *Teacher Development Newsletter* and in correspondence between members revealed that two things were happening: first, that some teachers were already working on their own and in groups, independently of the IATEFL movement, in a variety of ways, on similar issues; second, that many teachers were ready and eager to join in this exchange, which addressed relevant issues concerning their own

development, with the support and focus that the Special Interest Group could provide. It became clear that the concerns that led to the formation of the Special Interest Group were not confined to the context in which it was formed initially, but were already engaging very many teachers worldwide who found that personal self-awareness and reflective practice were the key to professional growth.

In an article considering the reasons for the emergence of ‘teacher development’ as a distinct concept in English language teaching, particularly in the UK, Rod Bolitho identified a number of background factors as significant. They are summarized below from his original paper:



- 1 The huge expansion of the language teaching industry, bringing large numbers of teachers into the profession, and the lack of a career structure offering opportunities for variety and promotion.
- 2 The ‘mid-life crisis’ experienced by many teachers after ten or more years in the field.
- 3 Low pay and poor conditions of service in many institutions, and many teachers working on temporary or part-time contracts, leading to low morale, low self-esteem, and often a sense of frustration and isolation among teachers.
- 4 An increasing preoccupation with qualifications. British ELT needed to professionalise itself, yet higher academic courses seldom have the kind of practical orientation that many teachers hope for, and there are no guarantees of a permanent job at the end of them.
- 5 The influence of ‘humanistic’ views of language teaching, while from a more academic base studies of second language acquisition were also beginning to focus on the learning process, spawning new ideas of a more learner-centred approach to teaching.

*Bolitho 1988 pp2–4 (summarized)*

From the demand for workshops and contributions to the newsletter Bolitho concluded that teachers need to convince both themselves and others that they are doing a job which is valued, and that they can take control of the direction of their own development. The kind of teacher development we are talking about in this book provides a conceptual framework for this to happen. Its vitality is centred in the power it gives teachers to make real choices.

## **6 How are ‘training’ and ‘development’ different?**

In what has been said up to now, an implicit distinction has been drawn between *training* and *development*. We would now like to make this more explicit.

It has become customary, among people concerned with the definition of what teacher development is *not*, to list the respective merits of training and development in terms of polar opposites. Tessa Woodward points out, however, that comparisons of this kind, while perhaps helpful in drawing attention to some differences of emphasis between types of teacher learning, can also separate and polarize approaches rather than helping to build a fuller, more complete picture.



**teacher training**

compulsory \_\_\_\_\_

competency based \_\_\_\_\_

short term \_\_\_\_\_

one-off \_\_\_\_\_

temporary \_\_\_\_\_

external agenda \_\_\_\_\_

skill/technique and knowledge based \_\_\_\_\_

compulsory for entry to the profession \_\_\_\_\_

top-down \_\_\_\_\_

product/certificate weighted \_\_\_\_\_

means you can get a job \_\_\_\_\_

done with experts \_\_\_\_\_

**teacher development**

voluntary

holistic

long term

ongoing

continual

internal agenda

awareness based, angled  
towards personal growth and  
the development of  
attitudes/insights

non-compulsory

bottom-up

process weighted

means you can stay interested  
in your job

done with peers

*(Similar to a diagram by Paul Davis in an unpublished paper: What is TD and is it really different to TT?)*

With bi-polar scales something has to be on the left and something has to be on the right. Is left dominant? We do belong to a left-to-right reading culture and the dominant or most important elements do tend to come on the left ... the mid points of scales can tend to get de-emphasised and the poles re-emphasised so that ideas and attitudes are gradually crystallised into two opposite and extreme positions ... this crystallisation *can* help us to see our own practice anew and to reflect on its assumptions, but a greater tendency is for the poles to become detached from each other, separated, and for one pole to be labelled 'better' than the other. When this happens, teacher and trainers are dumped into guilty corners or feel 'holier than thou' and the arguments start!

*Woodward 1991 pp147-8*

It is more useful to see training and development as two complementary components of a fully rounded teacher education. Teacher training essentially concerns knowledge of the topic to be taught, and of the methodology for teaching it. It emphasizes classroom skills and techniques. Teacher development is concerned with the learning atmosphere which is created through the effect of the teacher on the learners, and their effect on the teacher. It has to do with 'presence' and 'people skills', and being aware of how your attitudes and behaviour affect these.

Adrian Underhill has been an important influence within the EFL teaching community in identifying and naming this distinction. In the following excerpt, he defines the difference as he sees it:



The argument for training in this sense may go like this: 'I believe that my effectiveness as a teacher depends largely on my pedagogic skills, and my knowledge of the topic I am teaching, and on all the associated methodology. My teaching is only as good as the techniques or materials that I employ, and I improve by learning more about them. I acknowledge that the kind of person I am affects my teaching, but I don't really see what I can do about this other than by further training and by gaining experience.'

The part of me that argues for development may say things like: 'I believe that my effectiveness as a teacher depends largely on the way I am in the classroom, on my awareness of myself and my effect on others, and on my attitudes towards learners, learning and my own role. I value my facility with pedagogic skills and my knowledge of the topic, but it is the 'me' who operates them that primarily influences their effectiveness. I teach only as well as the atmosphere that I engender. I believe that education is change and that I will not be able to educate unless I am also able to change, otherwise my work will come to have a static quality about it that is not good for me or for my students.'

*Underhill 1988 p4*

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## Activity

It may seem artificial to make a distinction between development and training, but it may also be helpful, especially if you can identify distinctions that fit your own experience, as Underhill did in the reading above.

- How do you distinguish training from development?
- Can you make a short 'rough and ready' definition of each for yourself?
- Now, with reference to these two definitions of your own, can you find an example of a change in your teaching that has resulted from 'training', and another that fits better the definition of 'development'?

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Perhaps you can easily distinguish training and development effects in your own teaching, or perhaps not. Ideally the two influences go hand in hand, and are two aspects of the same thing – the external knowledge or skill accompanied by the internal insight. But since this often does not happen, we, and others like us who promote the ideas and activities of teacher development, feel the need to draw attention to the possible absence of development by naming it, discussing it, identifying it.

## 7 How can training and development complement each other?

Some of the dangers of too narrow an emphasis on 'training', in the sense defined above by Adrian Underhill, are examined in the following article by Rod Bolitho. While writing from his own personal perspective about teacher development, he summarizes much of what we have been saying so far. He also raises some important questions about the relationship between teacher needs and institutional needs. In the activity which follows the article, there are some questions to help you focus on a number of issues arising from it. You may find it helpful to look at them before you start reading.



## Teacher development – a personal perspective

Although teaching is a skill, the rudiments of which can be acquired by study, imitation of models, evaluation and other means, it is not an activity which can be successfully conducted in a way which is extrinsic to a person's being. The best teachers I know are all people who have achieved an integrity of personality; the best teaching I have been aware of has been at moments when the barriers between teachers and students, between the classroom and the world, have become unnoticeable or irrelevant. Conversely, I have seen technically brilliant teaching which has been devoid of any lasting significance.

These perceptions have consequences for teacher training and teacher development. Affective factors are often neglected on training courses, on the grounds that personalities represent an unwelcome variable, or that they will possibly encourage too much concentration on unpredictable fringe issues. On the other hand, maybe it is wrong to expect too much of training courses, especially initial ones. Most of them take place at a time when trainees are still squaring up to life, and most, too, have a limited amount of time available to achieve minimum stated aims. The problem is that for some teachers, these courses represent an end: 'Now that I am qualified, my professional education is over.'

An alternative view would be: 'Now that I am qualified, the door is open to a new and exciting period of personal and professional growth.' This view would at least partially relegate the initial training course to the status of a skills programme, which is, I believe, its most valuable function. The problem is what follows. Teachers may attend in-service training courses, even MAs in Applied Linguistics, in quest of external solutions and stimuli, with a sharp focus, still, on knowledge and skills. The discontent or ambition which leads them to take such a course may colour their view, preventing them from seeing other ways forward. For the training of teachers (leading to their qualification and certification), usually has very little to do with development; or if it does, the effect is all too often coincidental.

This is not to say that development cannot be planned or budgeted for. In all the debate about quality in education, we often overlook the fact that initial training is massively funded, that in-service training and the acquisition of qualifications are well institutionalised, but that teacher development opportunities are rarely supported. Stale or narrowly subject-bound teachers are a menace to the profession, yet a career structure which emphasises training at the expense of development means that such teachers proliferate. Just how do teachers grow and develop? Some, of course, don't. Some do benefit from further training, though I suspect that the thinking time afforded by a break in routine is at least as valuable as the specialist input. But what about the others? Several teachers I know have benefited enormously from taking yoga courses: the increasing physical confidence and awareness acquired on the courses helped them to combat stress and cope more effectively with their students' demands. Others have attended drama courses, not only to 'add a string to their bow' but also to learn more about themselves. Many 'related disciplines' have a lot to offer teachers in terms of perspective, self-discovery and sensitivity to others.

Others still have job-swapped or taken leave of absence to work on an overseas contract, bringing them into touch with fresh personal and professional influences ... Paid sabbaticals seem to be a luxury in our cost-conscious age, but a teacher needs breathing space, time to consider fresh ideas, an escape from the downward spiral of weekly routine, for his students' sake as much as his own.

Growth implies space to grow into. As we all know only too well, growth cannot take place if such space is constantly cluttered with aids, materials, demanding students, examinations ... the list is endless. [We need] to examine ways in which the space needed for growth can be offered to teachers, thus helping to redress the balance between training and development.

*Bolitho 1986 p2*

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## Activity

Rod Bolitho's article raises some interesting questions that you may like to reflect on in relation to your own experience:

- What aspects of your present job did your initial training not prepare you for?
  - What did you do/have you done about this?
  - What else would have been helpful in your initial training?
  - What kind of in-service training would be most helpful to you now?
  - What can you do to help bring this about?
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Thinking about these questions is likely to raise other questions about how much responsibility you can take upon yourself for initiating change. As Rod Bolitho points out, the best way forward is not always the most obvious one, and there can be risk involved in setting your own development agenda. Questions that are raised include these two: What do I need to change in my teaching/school environment? What do I need to change in myself?

## 8 Why is development an important concept in teacher education?

Teacher development has sometimes been unhelpfully identified as a further step beyond training, and as being particularly concerned with the needs of experienced teachers as opposed to those in initial training. By keeping it separate from training, we imply that development is something distinct and unusual, and that people who have little or no experience of teaching are not ready to deal with the issues it raises. Yet this is to misrepresent the essential nature of teacher development, which is a reflective way of approaching whatever it is that we are doing as teachers, and at whatever level of experience we are doing it. When better to learn the attitudes and intentions of a developmental outlook, than when we are starting out?

The focus of teacher education is already being extended from a narrowly based training model towards a broader approach in which developmental insights are

learned alongside classroom teaching skills. The implications for ‘teacher educators’ (ie the people who design and implement teacher education programmes both at pre-service and in-service levels) are discussed in the excerpt below by Martha Pennington, a lecturer in teacher education in the US. She argues that viewing teaching as a profession provides a motivation for continuous career growth, and that teacher educators have a responsibility to prepare teachers right from the start to adopt a developmental perspective.

“ Within the framework of teaching as a profession, teacher preparation aims at the development of competency standards for the field and for the attainment of a certain level of competency for all individuals, while underscoring the importance of individualized professional growth throughout the teaching career. Professional teacher preparation programs will have as goals the development of an extensive repertoire of classroom skills and the judgement to apply these skills as needed. In this way, teacher preparation moves beyond ‘training’ in the narrow sense to enabling an individual to function in any situation, rather than training for a specific situation ...

For long-term professional development, education can provide the confidence and the knowledge to continue to reach and to grow, while a practicum\* or prepracticum\* course can, for example, provide experience in accepting feedback and implementing suggestions offered as feedback by another professional – a colleague or supervisor. Education provides the background for helping the teacher to understand what type of feedback is appropriate in different situations; training can teach the candidate how to give that feedback, both to students and to colleagues, in a way that will be most beneficial. Education also aims to build tolerance in future teachers and teacher supervisors, reminding them that there are many different perspectives on teaching, all of which may be equally valid. Practical training experiences can also assist in the development of attitudes that are open to differing perspectives and to modification through experience.

*Pennington 1990 pp134–5*

\*American English terminology for in-service and pre-service training

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## Activity

Martha Pennington draws attention to the importance for teachers of becoming competent in these areas:

- 1 Individualized professional growth throughout their career
- 2 Ability to exercise judgement and make choices appropriate to the situation
- 3 Confidence to reach out towards new goals and objectives
- 4 Feedback skills
- 5 Tolerance towards a variety of perspectives on teaching

Think back to your own education as a teacher.

- How far did your teacher education provide you with preparation in each of these five areas?

- If you are a teacher trainer, or someone with responsibility for the development or professional well-being of other teachers, how are you building or would you build such preparation into your work?
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## **9 How can development be built into initial teacher training programmes?**

Jonathan Marks, an EFL teacher and teacher trainer, proposes some concrete steps that can be taken by those who implement initial training programmes. While they are based on his experience of running courses for native speaker teachers of EFL, he believes that they can be applied to any training context where the trainees have little, or no, previous training or teaching experience. Trainees who are encouraged to adopt a developmental perspective will take away from the course learning which will inform not only their teaching, but also their social skills and attitudes generally.

The following is a summary of the suggestions contained in Jonathan Marks' paper.



### **Teacher development – right from the start**

#### *Teaching practice*

- 1 Allow plenty of time to prepare for and give feedback on teaching practice, if necessary at the expense of reduced seminar time.
- 2 Encourage trainees to make their own suggestions about lesson content and procedures.
- 3 Get the trainees to specify lesson aims for themselves as well as for the learners, eg to give equal attention to all the learners in the class, or to ask questions only once and avoid repeating or reformulating them.

#### *Seminars*

- 1 Avoid giving models of 'correct' teaching, as they can be threatening.
- 2 Use seminars to discuss and review different types of lesson observed or taught by trainees, and guide the discussion towards a typology of appropriate procedures based on the trainees' own observations.
- 3 Devote some seminar time to discussing ways of developing after the course finishes, eg peer observation, self-observation using video or audio recording, teaching diaries, teachers' groups, professional conferences, etc.
- 4 Devote some seminar time to 'process reviews' which look at the trainees' feelings and reactions to being a course participant: topics such as coping with tiredness, confusion, what's happening in the group, etc.

#### *Observation*

- 1 Make space for the tutors to teach the learners with the trainees observing. Trainees can use the same procedure for observation and feedback that the tutors are using when they observe a trainee. In this way it can be seen that the tutors, too, acknowledge the value of exploring and developing their own role as teachers and trainers.

- 2 Give the trainees practice in observing and describing, not only evaluating, what they see, and learning not to mistake the one for the other.

### *Feedback and assessment*

- 1 Encourage trainees to self-assess their teaching right from the start.
- 2 Set up a framework for the trainees to get feedback from the learners as well as from other trainees and the tutors.
- 3 Learn to use good counselling and feedback skills, such as Six Category Intervention Analysis\*.
- 4 Focus on the developmental process happening as the course progresses, rather than getting too distracted by the product of an individual lesson.

### *Personal support*

- 1 Allow some space on the course for unstructured time when trainees can just be together, eg during coffee breaks, so that they can talk about whatever they need to talk about, and be mutually supportive.
- 2 Invite teachers with around one year's experience to visit and discuss with the trainees how they have fared, and how they have dealt with the challenges of their first year of teaching.
- 3 Realise that some trainees will need more help than others, and try to treat each one as an individual.

### *Marks 1990 pp9–10 (summarized)*

\*Six Category Intervention Analysis is an interpersonal skills training model designed for professional people whose job requires them to listen, support, guide and give feedback in ways that are honest, direct and supportive. It was developed by John Heron. For a fuller description see Chapter 4.

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## **Activity**

With reference to the strategies suggested by Jonathan Marks:

- Which of them were part of your own initial training?
- Which of them were not, but would have helped you if they had been?
- Are there any suggestions in his list which would not have helped you?
- Are there any suggestions in the list which can be helpful to you now?
- Which of these strategies are you already using?

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Whether you are involved in teaching or teacher training, you will probably find that Marks' suggestions are worth bearing in mind whenever you are helping a group of learners. All learners bring with them an expectation of what they will be taught and how they will be taught, based on previous learning experience. By encouraging them to reflect on what is going on for them, and to describe precisely and concretely what this experience is, you help them to acquire new learning and integrate it into their way of working.

## 10 How can outside change become a spur to personal development?

Change is inevitable in the life of any group or institution. Adopting a developmental outlook helps teachers to cope better when they are facing change within and around their work environment. It is important for people to retain a sense of personal control over the extent to which outside change affects them personally.

Michael Fullan has written a number of books based on studies of the effects of educational change on institutions and the people who work in them. He believes that it is essential for teachers to find ways of managing and responding positively to change, not only so that they themselves are not left behind as the world moves on, but also because they have a responsibility to prepare their students to cope with a world in which change is the norm. He writes:



... the secret of growth and development is learning how to contend with the forces of change – turning positive forces to our advantage, while blunting negative ones ... It is not possible to solve ‘the change problem’, but we can learn to live with it more proactively and more productively ... Teachers’ capacities to deal with change, learn from it, and help students learn from it will be critical for the future development of societies.

*Fullan 1993 pp vii–ix*

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### Activity

Consider an occasion when you have had to respond to a change introduced in your workplace.

- How was the change introduced?
- How did you respond to it? Did you welcome it, or did you resist it? Why?
- What are the factors that have an important effect on your response to change?
- Would you like to improve your capacity to cope with change?

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Chapter 7 of this book deals more fully with the topic of *change*, and suggests ways of developing your capacity to manage it.

## 11 Why is it helpful for learners to see that their teachers are capable of developing?

Teachers who have the capacity to go on seeing and doing things in new ways are a powerful example to their students of how it is possible to embrace the opportunities that change brings with it. Michael Fullan sees this as an important role for teachers. He suggests that there are four core capacities which are necessary for dealing positively with change. These are *personal vision-building*, *inquiry*, *mastery* and *collaboration*.





## Capacities for managing change

### *Personal vision-building*

It is not a good idea to borrow someone else's vision. Working on vision means examining and re-examining, and making explicit to ourselves why we came into teaching. Asking 'What difference am I trying to make personally?' is a good place to start ... To articulate our vision of the future ... forces us to come out of the closet with doubts about ourselves and what we are doing ... It comes from within, it gives meaning to work, and it exists independently of the particular organization or group we happen to be in ... Once it gets going, personal purpose is not as private as it sounds ... The more one takes the risk to express personal purpose, the more kindred spirits one will find ... Individuals will find that they can convert their own desires into social agendas with others ... When personal purpose is present in numbers it provides the power for deeper change.

### *Inquiry*

Inquiry is necessary at the outset for forming personal purpose. While the latter comes from within, it must be fuelled by information, ideas, dilemmas and other contentions in our environment ... Reflective practice, personal journals, action research, working in innovative mentoring and peer settings are some of the strategies currently available. Inquiry means internalizing norms, habits and techniques for continuous learning.

### *Mastery*

The capacity of mastery is another crucial ingredient. People must behave their way into new ideas and skills, not just think their way into them. Mastery and competence are obviously necessary for effectiveness, but they are also means (not just outcomes) for achieving deeper understanding. New mindsets arise from new mastery as much as the other way around ...

### *Collaboration*

Collaboration is the fourth capacity ... There is a ceiling effect to how much we can learn if we keep to ourselves ... People need one another to learn and to accomplish things. Small-scale collaboration involves the attitude and capacity to form productive mentoring and peer relationships, team building and the like. On a larger scale, it consists of the ability to work in organizations that form cross-institutional partnerships such as school district, university and school-community and business agency alliances, as well as global relationships with individuals and organizations from other cultures ...

We need to go public with a new rationale for why teaching and teacher development is so fundamental to the future of society ... To do so we need the capacities of change agency.

*ibid pp12-18 (headings added)*

## Activity

Teachers sometimes ask their learners to complete sentences in a way that is true for them. Here are some sentences for you to think about and complete for yourself.

- The difference I am trying to make through my teaching is  
.....
- The kinds of inquiry I use for my continuous learning are  
.....
- The new ideas and skills I am working on mastering are  
.....
- Opportunities that exist for me to work collaboratively with other teachers are  
.....

(They might include setting up peer activities with your colleagues, joining a local or national network of teachers, writing newsletter articles, etc.)

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Michael Fullan makes the point that when you begin to communicate your personal vision, you might be surprised to find that other people want to share and extend it. If you keep your ideas to yourself, you are unlikely to be able to push them to the limits of their potential. Working with other people provides the power to accomplish things and to convert your vision into reality.

## 12 Conclusion

This chapter has looked at what *teacher development* means, in terms of teachers' own understandings of how they go on learning and becoming better at what they are doing. We have presented a view of development which is distinct from training, and which is centred on the teacher's own awareness of himself or herself as a person as well as a teacher. This kind of development involves the teacher in a process of reflecting on experience, exploring the options for change, deciding what can be achieved through personal effort, and setting appropriate goals. It is based on a positive belief in the possibility of change. Development is not only a way forward for experienced teachers who believe that they have unfulfilled potential and who want to go on learning. If its attitudes and beliefs can begin in pre-service training, where trainees can be encouraged to learn from their own developing awareness and reflection alongside feedback from tutors and fellow trainees, then it can continue as a basis for career-long learning.