

- Voluntary participation
- Mutual respect
- Collaboration
- Action and reflection
- Organisational setting
- Choice and change
- Social, economic and cultural factors
- Motivation
- Critical thinking
- Self-direction

Whitaker goes on to expand on how each of these principles has implications for the ways in adult learning should be promoted in an educational CPD context. The only adaptation necessary to his model in the current Scottish context is that CPD is no longer voluntary; it is an entitlement. 35 hours have to be undertaken by every teacher in addition to the 5 inservice days which every school has each year and in addition to any courses which are attended within the school day.

1. Teachers are voluntary participants in professional development; they engage in it as a result of personal choice.
2. A relationship of mutual respect needs to be established between participants and tutors if the optimum conditions for effective learning are to be established. It is also essential for tutors to recognise that they too are learners, capable of learning from the different experiences of course members.
3. Adult learning is a collaborative experience and needs to be viewed by tutors as a relationship of equals.
4. A vital feature of adult learning is the process of action and reflection – looking back on past experience in order to make decisions about the future.
5. INSET tutors need to remember that most professional activity in education takes place in an organisational setting. This adds complexities and special challenges to the process of change.
6. In adults, personal and professional change can be difficult and painful. As a result of previous experience, some adults find it very hard to accept help and guidance. Trying to change their ways of working can involve loss of confidence and self-esteem.
7. Differences in the social, economic and cultural backgrounds of course attenders need to be respected and taken account of in designing and developing INSET activities.
8. The motivation to learn is a key consideration. Professional adults bring a wide variety of needs, hopes and aspirations to their own professional development.
9. One of the most valuable contributions a tutor can make to this learning partnership is to promote and facilitate a climate of critical thinking in which course members are encouraged to lay open to examination their professional thinking and practice.
10. A key aim of those involved in adult learning is to encourage self-direction. This involves gradually reducing dependence on the tutor and supporting the learner's own aspirations, learning strategies and self-evaluation. (pp. 53/54)

If we accept these principles outlined by Whitaker, it is easy to see why simplistic models such as Postman Pat and Cascade are flawed. The business of conducting CPD with professional teachers is such that it requires not merely a set of skills different from those needed to teach pupils successfully, but it presupposes a set of attitudes and ways of working which not everyone has. Ask any teacher who has led inservice with colleagues in a school setting and s/he will tell you how daunting a prospect it is. An audience of one's peers is by far the most difficult to engage with and it is the principle that such an activity takes place in a community of equals which makes it so. The relationship among the tutor and the participants is a complex one, especially if they work together on a daily basis. The last thing a teacher wants to is to give the impression colleagues that s/he has all the answers, or is an 'expert' or somehow knows better than others.

However, Michael Fullan, (1999) in his writings on educational change, proposes a collaborative model suggests that the balance of CPD needs to shift towards in-school provision. He advances 5 characteristics of "collaborative cultures for complex times".

Collaborative culture:

Fosters diversity while trust-building

Provokes anxiety and contains it

Engages in knowledge creation (tacit to explicit, explicit to tacit)

Combines connectedness with open-endedness

Fuses the spiritual, political and intellectual

(Change Forces: the Sequel)

Fullan and Stiegelbauer (1991) go further and put teachers at the heart of the improvement process:

"Educational change depends on what teachers do and think – it's as simple and as complex as that." (p.117)

If teacher thinking is important, how does a collaborative culture promote reflection?

Reflection – with a little help from my friend?

Brown (1989) re-inforced the idea of teacher as reflective professional, but, in doing so, underlined how difficult it is for even the most experienced – and most skilled – teachers to reflect on their own teaching, even immediately after the event. In the white-hot heat of the classroom, how much of what teachers do is intuitive, derived from years of experience, with minute-to-minute decisions sometimes occurring at a sub-conscious level. Even when planning has been detailed and organisation excellent, subtle shifts in relationships, emphasis and attitudes take place in every lesson.

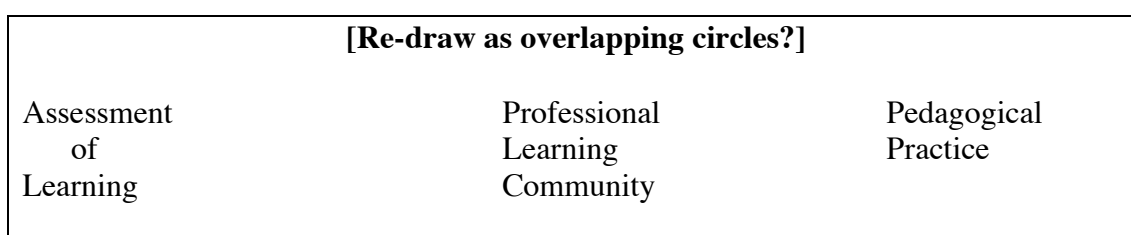
My own experience as a teacher would support this view. As a young Principal Teacher of English, I had a student from Jordanhill College of Education observing my S2 class. The class was mixed ability and had three boys in it whose behaviour could be challenging. They 'needed watching'. The lesson was part of a sequence on the theme of Animals and after an introduction, I embarked, in response to a question, on a detailed description of a bullfight (the one and only bullfight) I had watched in

Spain. Thereafter, the pupils embarked on activities which formed part of the Unit on Animals.

At the end of the lesson, the student informed me that he had been using a detailed observation schedule to record the progress of the lesson. Mildly surprised, I asked him what he had observed. He informed me that during the first ten minutes or so of the introduction to the lesson, had interrupted myself eleven times to say something to one or all of these three boys. I had either simply mentioned one of them by name to ensure attention or had make a specific remark ('pay attention', 'face the front' or 'can I have your full attention?'). However, he said, during the next fifteen minutes in which I gave a graphic account of the bullfight, there had been not one interruption! As I digested this information, he asked, "So, what do you conclude from that?" I said, ironically, "that I was boring for the first ten minutes?" "My thoughts entirely," he concurred.

I should say that we went on to become good friends and colleagues and that he is now a Depute Headteacher, but I was, I have to admit, taken aback. I simply would have had no idea of my own behaviour without the benefit of his, astute, observation!

The idea that teachers should engage in collaborative activity which would be part of a broader definition of CPD is not new. Fullan has adapted a range of analyses of continuing professional development into the following tripartite model:



He has suggested that we view them as overlapping circles, with Assessment of Learning and Pedagogical Practice each contributing to the goal of the Professional Learning Community. In essence, Fullan argues, the internal workings of successful schools are key because in those which are truly learning communities:

- Teachers pursue a clear purpose for all student learning
- Teachers engage in collaborative activity to achieve their purpose
- Teachers take collaborative responsibility for pupil learning.

The challenge for schools arising from Fullan's ideas is not insignificant. There are structural issues to be overcome if schools are to adopt his collaborative model, particularly with respect to CPD. In some establishments, especially pre-5 and primaries, collaborative cultures already exist. Staff share good practice, observe one another's teaching, lead CPD activities for colleagues in areas where they have expertise and, generally, take a whole-school approach to all aspects of learning and teaching. Secondary schools find this more difficult to achieve because of the departmental structure and the more hierarchical nature of the organisation. But even here, some schools have gone along way towards the kind of sharing Fullan would propose. It can be a slow process, involving imaginative timetabling arrangements to enable staff to 'shadow' a class for a day or observe (and be observed by) a colleague

for a morning. It also involves a collaborative approach to the planning and delivery of inservice days, with staff being involved in identifying the issues as well as leading the sessions or even teaching 'sample' lessons for colleagues. These are all difficult things to manage and can be expensive, if, for example, classroom observation or shadowing necessitates the buying in of a cover teacher.

The payback is, however, likely to be considerable. Newmann and Wehlage (1995) found that:

- Schoolwide teacher professional community affected the level of classroom authentic pedagogy, which in turn affected student performance
- Schoolwide teacher professional community affected the level of social support for student learning, which in turn affected student performance.

Fullan contrasts these collaborative cultures with what he calls 'balkanised' schools where departments or stage team, work in isolation from, or even in competition with, others in the school. Often they are at loggerheads with one another, refuse to share common problems or pursue common solutions and cynicism is often the prevailing attitude to the suggestion of change. Management and leadership can inhibit or enable collaboration, and a culture where department is played off against department or where 'heroes' and 'villains' are identified, is unlikely to promote collaboration.

Leadership, development planning and school culture

If time to think is a key element of successful CPD, then one of the goal of leadership must be to create opportunities from within the constraints of time, budgets and competing claims. And if leadership is not the preserve of the few within any healthy organisation but should be widely distributed among the staff, then leadership and CPD become inextricably linked. CPD must be an integral part of the development of leadership qualities and skills, while leaders must see CPD as part of their armoury in motivating others.

O'Brien, Murphy and Draper (2003) have suggested that leadership is a key issue for all staff and are moved to record their "surprise that the Chartered Teacher development in Scotland...makes no direct provision for development in leadership." They point the finger of blame at the teacher unions who, they claim, are "so suspicious of the possibility that Chartered Teachers might be used to undertake management tasks in schools" that they have blocked any Modules which had a leadership element to them. Considering that the authors of the book are all, to some extent, involved in the promotion of leadership as a subject of postgraduate study and are, indeed, providers of such programmes, it may be that they are no more neutral in their observations than the unions they berate.

O'Brien *et al* go on to quote the official agreement on teachers' conditions of service, Annex D:

"All teachers will have the right to be fully involved in the development of the school plan and to be consulted on their contribution to the plan, and the responsibility for realising the school's development Priorities."

Given that CPD is an integral part of any such planning process, this might be one area where O'Brien and the teaching unions would agree. If taking the lead in developing aspects of the school plan, in delivering some of the CPD activities within it, in sharing good practice across subjects and stages and in collaborating in the improvement of learning and teaching, all add up to leadership, then this is indeed common ground. The difference exists only in the means to that end. O'Brien and his colleagues want leadership to be developed through postgraduate programmes, as in the Chartered Teacher programme, while Fullan might suggest that it is in how schools operate as organisations which will have the greatest impact. Ideally, it would be a mix of both.

In *The Empowered School (1993)*, Hargreaves and Hopkins extol the virtues of school development planning as a collaborative process. They argue that development planning is a “process of *learning*” (original emphasis). They cite three main gains from this learning:

- Outcomes of planning
- The enhancement of expertise
- The revitalisation of the school's culture (p. 79/79)

They argue that “better staff development, which links individual professional development with institutional improvement” is one of the outcomes of the planning process, while the enhancement of expertise manifests itself in an increased capacity to “deploy the talents and dedication of all involved through collaboration”. It is the culture of the school which is transformed most dramatically by a collaborative approach to development planning in their view:

- “Promoting a shared vision for the school;
 - Creating management arrangements that empower;
 - Providing for every teacher a role in the management of the school and opportunities for leadership;
 - Encouraging everyone involved to have a stake in the school's continuing improvement;
 - Generating the commitment and confidence which springs from success.”
- (p. 79)

CPD, in many ways, is the linchpin of school improvement according most recent research. It is at the heart of development planning, of a collaborative culture and is the means whereby staff at all levels can develop leadership skills. Ironically, it is only very recently in Scotland that CPD has been recognised formally by the system. Given that practice at a local school level takes time to catch up with the ideal which is promoted by educational thinkers, it is safe to say that a lot of work still remains to be done to put CPD at the heart of the matter. It may have become an entitlement for all teachers, but it has not yet been embraced enthusiastically all members of the profession.

Becoming a better teacher

Ultimately, the point of all CPD is to help teachers to become better at what they do. This begs two important questions; “What makes a good teacher?” and “How do you become a better teacher?” These are not easy questions to answer. For many years,

when I did inservice with teachers someone would inevitably ask the question, “Are good teachers born, or are they made?” It was, almost invariably, posed as a challenge, and I always felt that my answers were unconvincing. However, more recently, having given the matter more thought, I have arrived at an answer which I think comes closer to the truth – “They have to be born first!” In other words, no-one is born a teacher. We all have to learn to become a teacher and that learning never stops throughout our careers. We never reach that day when we wake up and say, “I’m now the perfect teacher. I can teach any and every class successfully.” Some people might have skills, attributes or even personality traits which predispose them to be more naturally good teachers, but they may not, in the longer term, be the most effective teachers. The outgoing, gregarious extrovert may not be as effective as the quiet, reserved, low-key introvert.

Part of the difficulty lies in the multi-faceted role of the teacher. Teacher as “blackboard artist, show-off, comedian, ring-master, clown” was one 1970s definition, but this has to be placed alongside teacher as “patient, sensitive helper of individuals.” In truth, we want our best teachers to be both, when the situation demands it.

There are many sources of advice on the characteristics of a good teacher. In Scotland in recent years we have had the development of “competences” at various levels. Firstly, there is a set of competences for the emerging teacher. All those who seek to become teachers, primary or secondary, via the Bed degree or the one-year postgraduate course, have to meet the standard as set out *Quality Assurance in Initial Teacher Education (2000)* This consists of a set Standards, each one of which has a number Benchmarks and Expected Features.

(<http://www.qaa.ac.uk/crntwork/benchmark/ITEScot/teachereducation.pdf>)

When student teachers are assessed by tutors or by staff within the school where they are placed, it is against this standard that they are judged. Christie has argued that “course planners have in general been comfortable with these guidelines since the definition given of competence is not a narrow one.” (p. 936)

There are other competences which relate to the school situation. The current standard which applies to ‘full registration’ (*Achieving the Standard for Full Registration, 2003*) ought to articulate with the initial teacher education competences. Indeed, there is a section within the document which lays out “How the SFR Links to the Standard for ITE. (<http://www.gtcs.org.uk/probation.aspx?MenuItemID=71&ID=&selection=3>)

The *Standard for Chartered Teacher (2002)* has a different, more discursive format, which expands on each of four “central professional values and commitments:

- Effectiveness in promoting learning in the classroom;
- Critical-self-evaluation and development;
- Collaboration and influence;
- Educational and social value. (p.1)

<http://www.scotland.gov.uk/library5/education/sfct.pdf>

Management competences, derived at least in part from the world of business and commerce, were the precursor of the Scottish Qualification for Headship. The *Standard for Headship in Scotland* sets out a Key Purpose for Headship, a set of three

Professional Values (around Values, Learning and Knowledge), four Management Functions (Managing Learning and Teaching, Managing People, Managing Policy and Planning and Managing Resources and Finance) and, finally, a set of Professional Abilities, Interpersonal and Intellectual.

<http://www.scotland.gov.uk/library5/education/sqhmp.pdf>

Theoretically, there should be progression throughout the professional life of teachers. The value of such an approach is often stated in terms of consistency and coherence. The competences are the fruits of the deliberations of some of the most experienced educationists in Scotland and have been the subject of consultation. They represent, in theory at least, the accumulated wisdom of the educational community.

However, there have been dissenters. Some commentators have been sceptical of the competence-based approach. They argue that it is instrumental, mechanistic and utilitarian. It does not reflect the complexity of the teaching process and does not sufficiently recognise the importance of values and philosophy. Not only that, it limits the possibilities, reduces the scope for inventiveness and militates against risk-taking. Far from being an enabling framework, the competences become, at worst, a straitjacket, trying to define and confine the roles which teachers play. Perhaps the problem lies less with any individual *Standard* than the inflexibility of any such list of characteristics. What is needed is a dynamic tool, one which, in the teacher can use, in collaboration with colleagues to help her/him move towards a greater level of professional confidence. However, it is also inescapable that *Standards* also fulfil a benchmarking function, and can be used when issues of *incompetence* arise. The question is whether the same *Standard* can fulfil both functions.

Perspectives on teacher competence: listening to pupils?

Research into pupils' perspectives on teachers and on schools has a proud history in Scotland and in the UK as a whole. Gow and McPherson published the ground breaking *Tell them from me* in 1980. Derived from the School Leavers' Survey, it told a divided story of pupils' experience of schooling. The last survey of its kind before the abolition of "O" Grades, it demonstrated that non-academic, non-certificate pupils in Scottish secondary schools felt that they had had a raw deal, getting the worst teachers, being the first to be sent home if there was a teacher shortage and being 'sacrificed' in favour of the more prestigious, academic pupils. The book was explosive and caused shock waves throughout the system.

In England and Wales, Rudduck and others were exploring the pupil perspective on schooling. She argued that:

"We would go so far as to argue that there is an educational pay-off for young people, as well as for their schools, in providing opportunities for dialogue about learning – not just dialogue about personal problems and patterns of progress but also about school structures and issues in teaching and learning." (p. 9)

More recently, a number of Scottish studies (Hamill and Boyd, 2000; Boyd and Lawson, 2003) have demonstrated that pupils' views on education are worth listening to. In particular, they have insightful things to say about the characteristics of an effective teacher. In *Schools Speak for Themselves* (MacBeath *et al* 1986), the views of primary, secondary and special school pupils on what makes a good teacher were

collated into what became known as the Mother Theresa Charter; no teacher could aspire to have all of these characteristics all of the time:

The good teacher:

Is kind
Is generous
Listens to you
Encourages you
Has faith in you
Has time for you
Keeps confidences
Likes teaching children
Likes teaching their subject
Takes time to explain things
Helps you when you're stuck
Tells you how you're doing
Allows you to have your say
Makes sure you understand
Helps people who are slow
Doesn't give up on you
Cares for your opinion
Makes you feel clever
Treats people equally
Stands up for you
Makes allowances
Tells the truth
Is forgiving

These views of pupils were reiterated in the study of pupils' views on Guidance commissioned by Inverclyde Council (Boyd and Lawson). Here pupils in secondary pupils were asked what makes a good Guidance teacher. Their views were remarkably consistent across the four schools:

Someone:

- Who talks to you
- to whom you can talk freely
- who listens*
- who is about the place
- who is happy not grumpy
- who knows what is going on
- who trusts you
- who keeps confidences
- who does not interfere unnecessarily.

- who has a sense of humour
- who is nice
- who is helpful*
- who is there when you need them
- who is smart
- who is confident
- who is normal
- who is approachable*
- who is friendly*
- who is male/female - as appropriate
- who is trustworthy
- who is non-judgmental
- who does not put you under pressure
- who can offer good advice
- who understands people of our age
- who talks to you like a person
- who doesn't shout at you
- who lays it on the line when necessary
- who helps you to understand
- who follows through

When asked what characteristics some teachers lacked which would debar them from being Guidance staff, their views were no less consistent:

- Lack of patience
- Uncaring
- Unfriendly
- Shouts
- Aggressive
- Hygiene
- Unable to relate to pupils
- Not approachable
- Unqualified
- Uncaring
- Poor communicator
- Sarcastic
- Unwilling to weigh up evidence
- Unwilling to take on extra responsibility

The question is whether these views which pupils have to offer can be fed into teachers' CPD? Confident teachers would have no real problem in doing so, not least because the overwhelming majority of school pupils in Scotland, even a substantial proportion of the 'disaffected', like school and are positive about their experiences (cf. Young Leavers Surveys). The *Ethos Indicators* produced by HMI in the early 1990s, were predicated on the assumption that teachers', parents' and pupils' views of what a school was trying to do were all important and that schools should be aware of the

perceptions of all of its 'stakeholders'. In chapter 9 we will look at some examples of how schools are developing their approach to CPD, and how some of them are building into that process regular surveys of the views of their key stakeholders. The rise of 'citizenship' as an issue for schools suggests that pupils should be more involved in decision-making and the concept of the 'democratic school' and the 'democratic classroom' are regarded by their proponents as an important way of producing citizen for the 21st century who actively promote democracy.

Summary

Most writers on the subject of reflective teacher put CPD at the heart of what they do. Indeed, just as there is *pedagogy* relating to learning and teaching of pupils and students, *androgogy* sets out the principles which should underpin adult learn and should, therefore, inform CPD. Many writers, most notably Michael Fullan, have argued that CPD should be a collaborative process and should contribute to a collaborative culture throughout the school. In recent years, there has been an increasing focus on *leadership* in education, either at headteacher level or more widely distributed across the school. One common factor is the promotion of a *shared vision* within the establishment. A key focus of CPD is to help teachers to become better at what they do. To this end, *standards* or sets of competences have been devised from Initial Teacher Education through Full Registration, Chartered Teacher and on to Headteacher in an attempt, not without controversy, to define the skills, qualities, values and dispositions of teachers at different stages in their careers. As a counterbalance to these official pronouncements on the qualities of teachers, there is growing evidence that listening to pupils' voices is important if school improvement is the aim of CPD

Points for Reflection

1. What is your understanding of the term "reflective professional"?
2. How would Whitaker's principles of adult learning fit with conventional approaches to CPD, in your experience?
3. What do you see as the potential benefits and problems associated with a more collaborative approach to CPD?
4. In what ways can experienced teachers become better at what they do?

References

- Brown, S. (1989) How do teachers talk about and evaluate their own teaching? *Spotlight 12* Edinburgh Scottish Council for Research in Education
- Christie, D. (2003) Competences, Benchmarks and Standards in Teaching in T.G.K. Bryce and W.M. Humes (Eds) *Scottish Education: Second Edition Post-Devolution* Edinburgh Edinburgh University Press
- General Teaching Council for Scotland (2000) *Quality Assurance in Initial Teacher Education* Edinburgh
- GTCS (2003) *Achieving the Standard for Full Registration* Edinburgh
- Gow, L. and McPherson, A. (1980) *Tell them from me* Aberdeen Aberdeen University Press
- Fullan, M.G. (1999) *Change Forces: the Sequel* London The Falmer Press
- Hargreaves, A. and Hopkins, D. (1993), *The Empowered School* London Cassell
- MacBeath, J., Boyd, B., Rand, J. and Bell, S. (1986) *Schools Speak for Themselves* Glasgow Quality in Education Centre University of Strathclyde

O'Brien, J., Murphy, D. and Draper, J. (2003) *School Leadership Policy and Practice in Education* series Edinburgh Dunedin Press
Scottish Executive Education Department (2002) *Standard for Chartered Teacher* Edinburgh
SEED (2000) *Standard for Headship in Scotland* Edinburgh
Schon, D.A. (1983) *The Reflective Practitioner* New York Basic Books
Whitaker, P. (1993) *Communication in Schools* Harlow Longman

<http://www.qaa.ac.uk/crntwork/benchmark/ITEScot/teachereducation.pdf>

<http://www.gtcs.org.uk/probation.aspx?MenuItemID=71&ID=&selection=3>

<http://www.scotland.gov.uk/library5/education/sfct.pdf>

<http://www.scotland.gov.uk/library5/education/sqhmp.pdf>