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Becoming Globally Professional Teacher : Practices from Teacher Professional Development

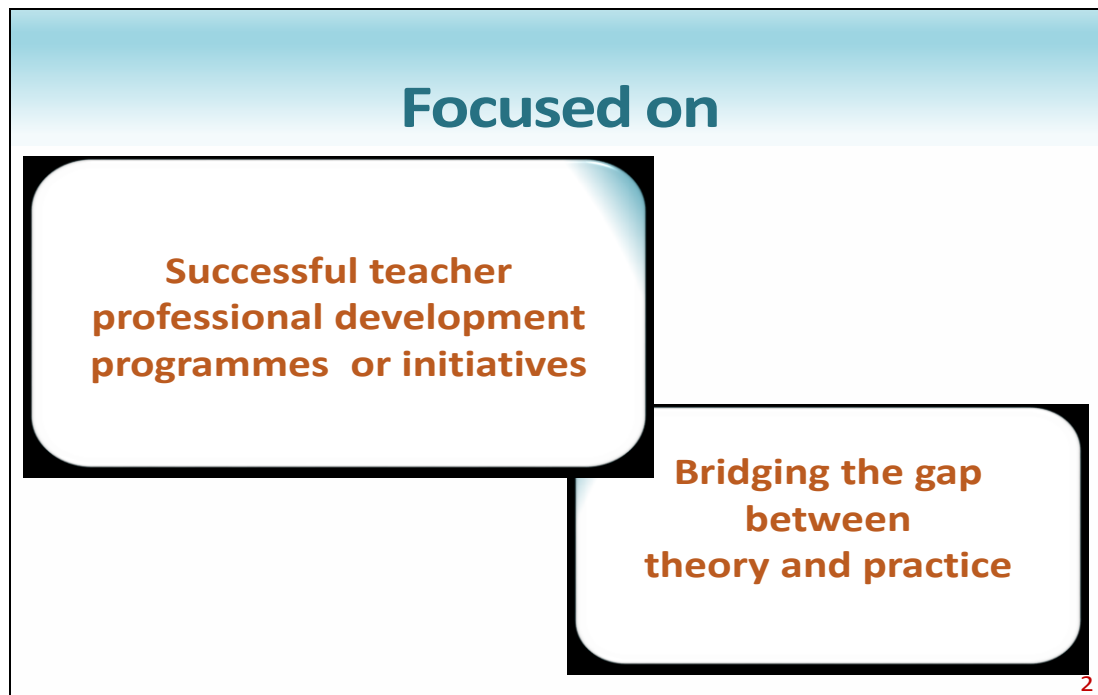
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香港教育學院

The Hong Kong Institute of Education ranked 3rd in Asia and 15th in the world in Education (QS World University Rankings by Subject 2015)

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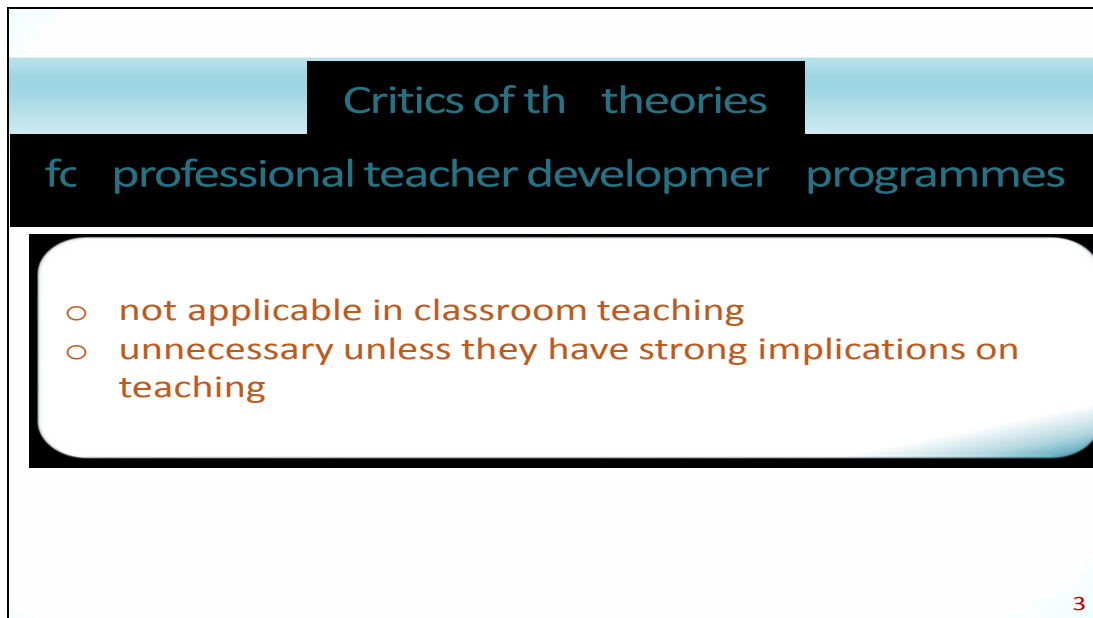
Focused on

Successful teacher professional development programmes or initiatives

Bridging the gap between theory and practice

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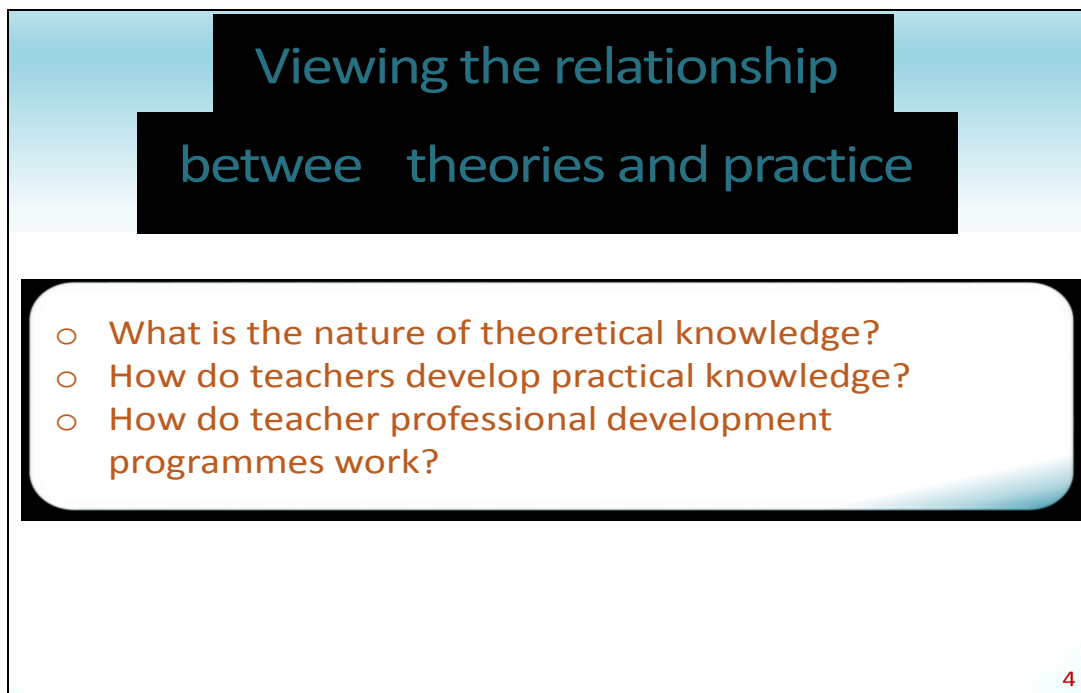


Critics of the theories for professional teacher development programmes

- not applicable in classroom teaching
- unnecessary unless they have strong implications on teaching

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Viewing the relationship between theories and practice

- What is the nature of theoretical knowledge?
- How do teachers develop practical knowledge?
- How do teacher professional development programmes work?

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To answer these questions

- Nature of theoretical knowledge**
- Development of practical/teachers' knowledge**
- Successful teacher professional development programmes and initiatives**

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Nature of theoretical knowledge

“Craft” knowledge (teachers’ knowledge)
vs.
knowledge produced by educational research
(Cochran-Smith & Lytle, 1990, 1993;
Doyle, 1997; Kennedy, 1999)

Question:
Is “craft” knowledge referred to as practice whereas
educational research is referred to as theory?

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Phronesis v. episteme
Korthage & Kesse (2015):

- **Knowledge/Theory built is phronesis rather than episteme**
Epistemic knowledge refers to general conceptions, 'objective' and applicable to a wide range of situations.
Phronesis knowledge refers to situation specific, subjective, and perceptual.
- **Three Level Process explaining the learning to teach**
Level 1: Start with experiences with concrete examples, leading to Gestalt formation when there is a complex interplay of factors influencing their teaching.
Level 2: Through reflection and schematization, a schema or network of elements and relations is built.
Level 3: With further reflection, theory which is a logical ordering of the relations in the schema is formed.

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Creation of practitioner knowledge
Hiebert, Gillmor & Stigler (2000):

- Concurred that theory is built with the support of concrete examples or experiences
- Advocated the creation of practitioner knowledge which is linked with practice and addresses problems of practice
- Suggested that teachers are involved in elaborating the problem, analyzing classroom practice, considering alternatives, testing and recording new knowledge which is then to be shared

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Teaching is:

- a process of progressive **problem solving** (Bereiter & Scardamalia, 1993)
- a **sustained design process** (Hong, Zhang, Teo, & Scardamalia, 2009)
- to problematise teaching and a continual, **evidence-based** and design process
- a **knowledge-building** process as illustrated by related concepts for example (Hargreaves, 1999; Scardamalia, 2002)

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Problem solving, evidence based design, research Biest (2005)

- On problem solving process:
 - requires deliberation and judgment about the means and ends of education.
 - Educational professionals are to make problem solving more intelligent with the use of research findings.
- On evidence based design:
 - 'The focus on "what works" makes it difficult if not impossible to ask the question of what it should work for and who have a say in determining the latter' (p.5).
- On research:
 - inform us what works in a particular situation but not for future situations
 - provide understanding of the education reality and different ways of imagining a possible future
 - play both a cultural and technical role

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Development of practical/teachers' knowledge

Difficultie i transferring researc based knowledge into teaching

- Previous learning experience may influence how teachers design their teaching.
- Practical/teachers' knowledge may be learnt neither from theories in teacher education programme or from classroom practice.
- Teachers, even experienced ones may have their own preferred ways of teaching which is related to their personal ways of learning (Hubregtse, Korthagen, & Wubbels, 1994).
- Teachers may also project their views or ways of learning onto the learning of their students.

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Reasons:

- Teachers implement it half-heartedly because they are not convinced of new teaching innovations.
- Teachers may feel disrespectful and inflexible of their craft knowledge when fidelity of treatment implementation is used to indicate the willingness and ability of implementation (Kearns et al., 2010).
- Lack of good communication between researchers and teachers caused the gap between the theory and practice gap (De Corte, 2000).
- Providing digestible evidence-based information and novel concepts may not guarantee improved practice because of a resistance from their prior knowledge/conceptions of teaching (De Corte, 2000).
- Excessive adaptations may cause a gap between research novel concepts and classroom practices although adaptations are essential for successful implementation in different classroom (Datnow & Stringfield, 2000; Desimone, 2003).

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