



# Professional Learning – What Really Shifts Teacher Thinking and Practice

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What are the factors that enable or inhibit a shift in teacher practice in response to a professional learning program in a secondary school?

Overarching goals:

- Develop a model of change
- Identify the key factors that impact on professional learning programs in secondary schools

**Alexander, R.** (2006). *Towards dialogic teaching: Rethinking classroom talk*. Cambridge: Dialogos.

**Clandinin, D. J., Connelly, F. M., & Craig, C.** (1995). *Teachers' professional knowledge landscapes* (Vol. 15). New York: Teachers College Press.

**Clarke, D., & Hollingsworth, H.** (2002). Elaborating a model of teacher professional growth. *Teaching and teacher education*, 18(8), 947-967.

**Harre, R., & van Langenhove, L.** (1999). *Positioning Theory*. Blackwell Hill (UK).

**Mercer, N., Hennessy, S., & Warwick, P.** (2010). Using interactive whiteboards to orchestrate classroom dialogue. *Technology, Pedagogy and Education*, 19(2), 195-209.

**Stoll, L., Harris, A., & Handscomb, G.** (2012). Great professional development which leads to great pedagogy: nine claims from research. *Nottingham, UK: National College for School Leadership*.

**Timperley, H.** (2011). *Realizing the power of professional learning*. McGraw-Hill Education (UK).



# Teacher participants

Teacher	Learning area	Year Levels
Angela	Visual Arts	10- 12
Brian	Humanities	8
Carla	Visual Arts	7-10
Cathy	Maths and Science	7-10
James	Music and Media Studies	7-12
Joanne	Maths and Science	7-9
Sarah	Humanities	8



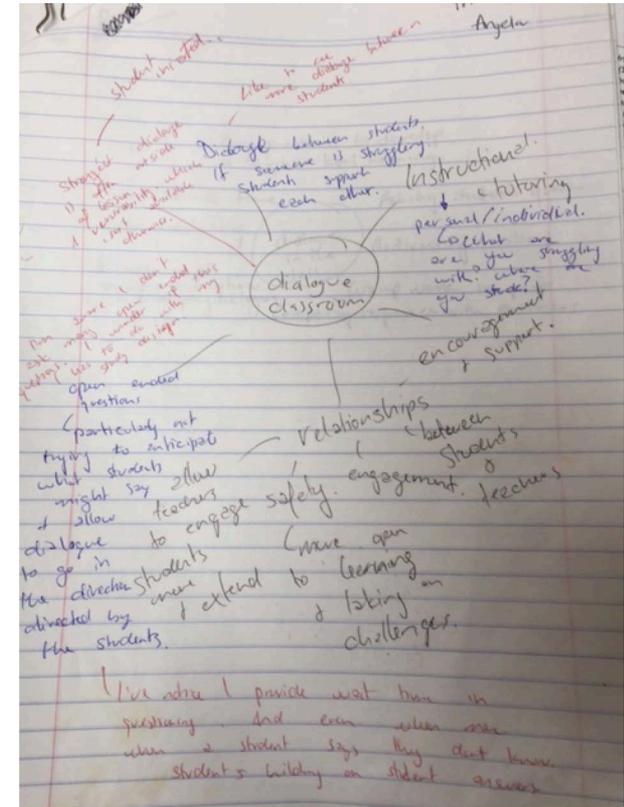
- Large secondary school
- 1450 students
- 130 teachers





Each teacher:

- Video of a lesson
- Personal Meaning Making Map (PMMM) and recorded conversation



## 4 workshops :

- Theoretical background to principles of **dialogic teaching** (DT)
- Practical strategies to implement DT into classes
- Collegial discussion

## 5 principles of Dialogic Teaching:

collective, reciprocal, supportive, cumulative,  
purposeful

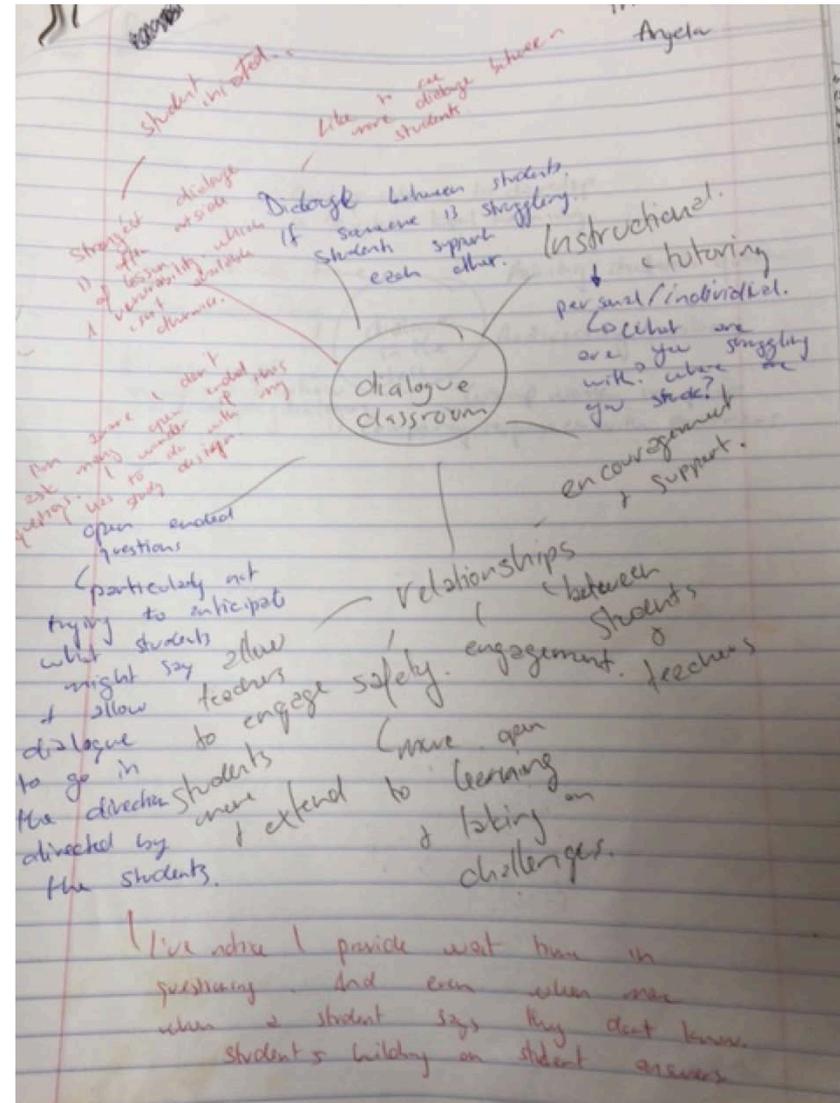
## **3 cycles of inquiry, each cycle involved:**

- Professional learning workshops (using DT)
- Opportunity to try out strategies in classes (video)
- Teachers observe and review the lesson video
- Converse with researcher (me)

- Collaborative Interactive Discussions (CIDs)
- Personal Meaning Making Maps (PMMM)
- Conversations - transcriptions
- Videos of classes (baseline + 3 lessons)
- Conversational style interviews at 6 months and 12 months (recently completed)



## Personal Meaning Making Map (PMMM)







## Collaborative Interactive Discussion (CID)

**Collaborative Interactive Discussion**

- Read the Focus Statement and Question
- You have 1-2 minutes to respond
- Pass the completed sheet to the left.
- Allow time to read comments, respond and pass again.
- Continue until each participant in the group has written and read responses.

	<b>Focus statement:</b> One factor that has been shown to improve learning outcomes for students of all ages is classroom dialogue. However, an analysis classroom interaction data indicates that the teacher continues to be the controller of most of the talk in the classroom (Alexander 2008)
Quick comments	<b>Focus question:</b> How did using "cold calling" (e.g icy pole sticks) strategies have an impact on the learning in your classroom?
haven't tried it but have a go	Boys were motivated, sometimes a little over excited but were engaged in the answering of questions, although many <del>boys</del> had to be made to prompt the boys in responding to each question. I will give a go in an upcoming lesson.
works in all levels!	Worked well with yr. 2 students. Boys were more attentive. <u>Some problems with boys calling out or pulling out the one I selected.</u>
math progress	Boys were definitely paying attention to every word of the questions.
Love it!!	Not used yet!
↓	Boys really liked it as well. All boys were far more attentive & switched on

Strong modality indicating the positive impact of dialogic teaching strategies on the ~~class~~

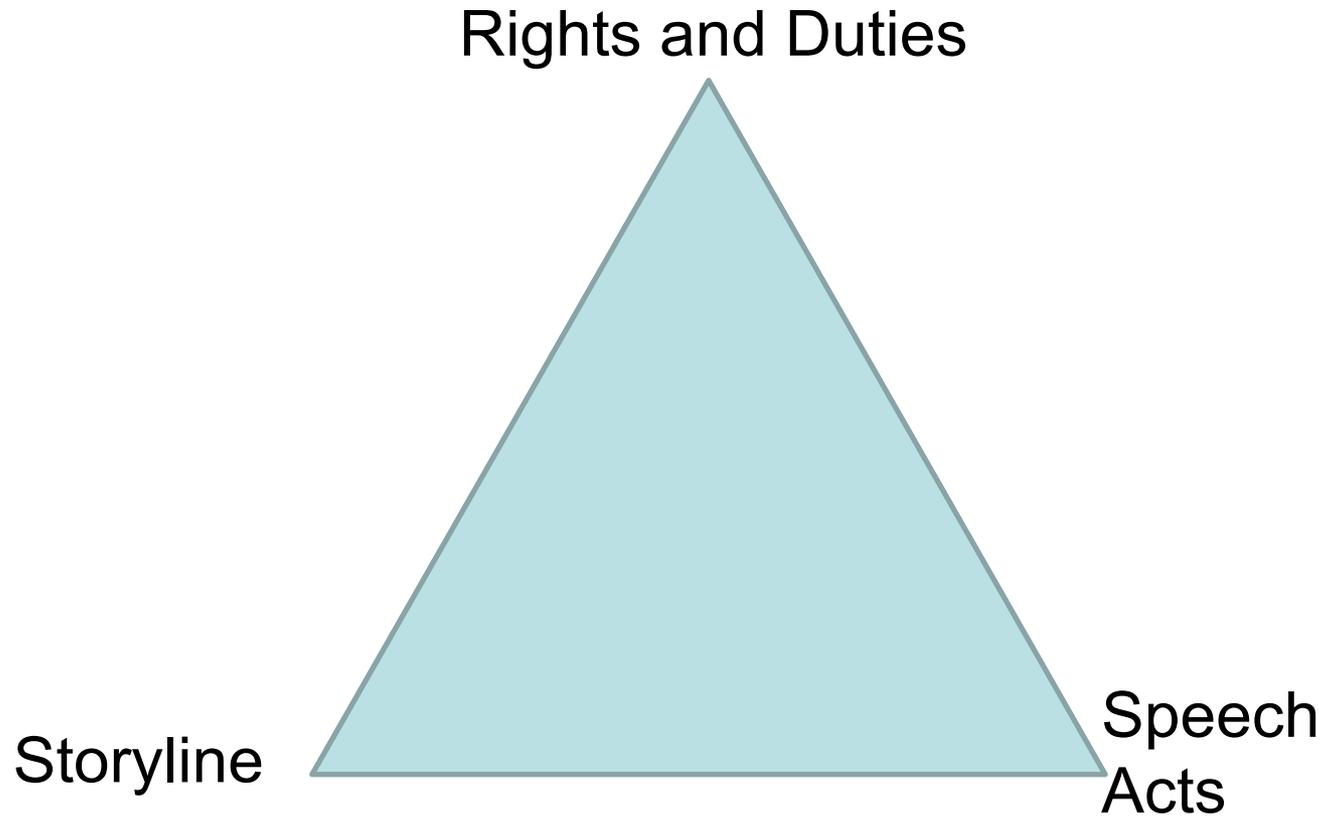
- The role of dialogue in professional learning
- The rights and duties of teachers and how this impacts on teacher practice
- Video as a tool for teacher reflection

Positioning Theory is the lens utilised to analyse conversations to better understand the factors that might underpin any shifts in teacher practice

When people interactively engage in deliberate authentic dialogues they do so from a position (Davies and Harré, 1990; Harré, and van Langenhove, 1991)



# Positioning Theory





Duty to uphold the rights of the students in regard to their learning

Storyline of the classroom changed

Revealed through language

## 4 areas of teacher identity emerging:

- Care for subject area
- Care for students
- Care for school
- Care for personal identity



- The relationship of the teacher to ‘change’
- Teacher agency when the opportunity to modify their practice arises
- Research as an ‘insider’

## Joanne at 12 months:

“it’s good yeah, I think that **one on one time with us** as teachers was good, not to be spoken at but **actually participate and discuss** and the **constant reference back** makes us shift, a **permanent shift...**”

**Seeing it** (the videos) that’s a whole part of the process”

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