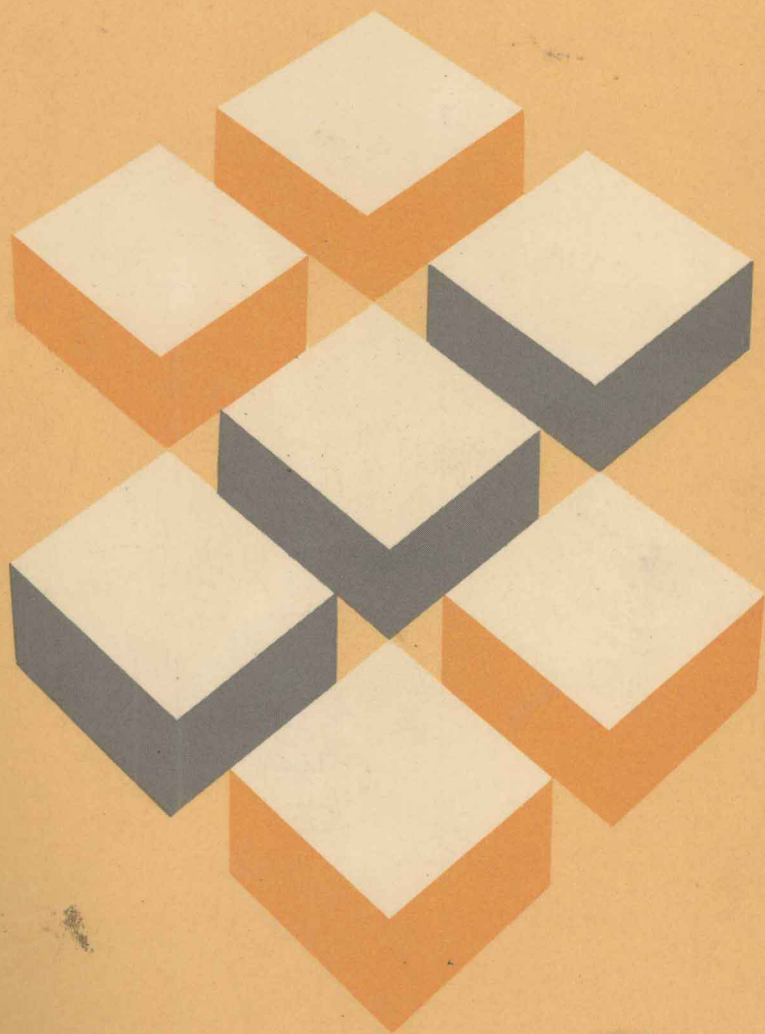


PERSPECTIVES ON TEACHER PROFESSIONAL DEVELOPMENT



EDITED BY
MARY LOUISE HOLLY & CAVEN S McLOUGHLIN



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Dedication

This book is dedicated to teachers, and in particular to Helen Hulbert and Louise Sause.

Preface

Teacher professional development, at both pre- and in-service education levels, stands as a major challenge facing contemporary education. Teacher education and continuing teacher education have changed relatively little over the last several decades. Most modern classrooms look surprisingly like they did when this book's authors attended schools as students. Yet, we are on the threshold of new images of teachers and new directions for teaching and schooling. The isolated practitioner, schooled and 'certified', ready to 'sink-or-swim' for the next 30 years is soon to be extinct. Recent pre-service preparation changes, as well as changes in continuing education for the experienced teacher, all signal the genesis of a 'new professional'. From *training* to *development* educational discourse slowly shifts from teacher-as-information dispenser to teacher-as-researcher. Scholarly and influential journals like the *Harvard Educational Review* now have sections devoted to teacher's practices written by teachers. This is in sharp contrast to the recent past when specialists from both outside and inside the field of education, designed 'teacher-proof curriculum materials'.

The field of professional education is in transition. Both broader and narrower visions of teachers and teaching are prevalent. In most states in the USA, for example, experienced teachers are 'tested' to prove their 'competence' to remain in the classroom. A national examination for educators is emerging. In the UK, school organization and national curriculum development are proceeding at what many would call 'a rapid pace'. Teachers are more highly educated than they have ever been, yet they are also more narrowly accountable for their practice. In-service education, once thought of as a major vehicle for professional development, is now addressed as only a small

part of a much larger process. It is this larger process, and the contexts which frame it, that this book is designed to address.

Overview

This book addresses teacher professional development from several perspectives, from: the practitioner's viewpoint (chaps 4, 6, 7, 8, 12, 13); broader social, and historical contexts (2, 3, 5); professional education and developmental perspectives (4, 5, 6, 7); administrative and organizational orientations (9, 10); and from philosophical and practical vantage points (7, 8, 12, 13).

In the first chapter, Charles Blackman introduces several contemporary issues which currently challenge educators involved in teacher professional development. Normand Bernier and Averil McClelland discuss the factors which make up the social context of professional development in chapter 2 which begins the section: *Contexts of Professional Development*. Martin Haberman then traces three competing cultures which hold significant sway over current practices in chapter 3.

In Part II, *Beginning Teaching and Professional Development*, Jane Applegate and Les Tickle present contemporary and heuristic conceptions and practices in the professional preparation and early socialization of teachers. (What changes in teacher preparation are underway? What do we know about the first-year teacher and how might 'induction' be consonant with professionalism?) The third section, *Teachers and Professional Development*, begins with Sharon Oja's chapter on adult developmental perspectives on teachers. What, for example, do we know about the developmental characteristics of adults and of teachers that might provide insights into professional development, and give indications of the kinds of environments that might support and contribute to lifelong development? In the next two chapters Jennifer Nias and Mary Louise Hulbert Holly explore the perceptual worlds of practicing teachers in England and the United States of America: What do we know of the evolving identity of a teacher? What do teachers have to say about their own professional development? What is perceived to be facilitating, stimulating, meaningful, and useful? To whom do teachers turn for assistance and collegueship? With whom do they identify? Part IV, *Support for Professional Development*, begins with a discussion by Roy Edelfelt of the roles of professional organizations in teacher professional develop-

ment. This is followed by a presentation, authored by John Smyth, of administrators' responsibilities in teacher professional development.

In the culminating section, *Teachers and Teaching: New Images and Directions*, directions for professional development are explored. This section begins with a description of the teacher as a professional who approaches teaching as a moral science, and thus as one who engages in continuing, 'systematic, self critical inquiry'. The next chapter builds upon these images and practices as Holly and Mcloughlin present portraits of teachers who inquire into their practice through writing and collegial discussion. In the final chapter, Holly and Carl Walley discuss teachers' theorizing, evaluation, and collaborative curriculum development as processes for perspective transformation.

This book has been designed to look at professional development from different vantage points — historical, sociological, psychological, pedagogical, and from cross-cultural perspectives, in the hope that using multiple lenses to conceptualize educator growth can enable us to integrate what has seemed disjointed, to understand what is occurring, and to shape a professional future.

Professional development, now viewed as a career-long process, is, at last, being viewed as a major factor in efforts to improve schools. Lawrence Stenhouse said: '*It is teachers who, in the end, will change the world of the school by understanding it*'. He said that this would take a generation to bring about. That was over ten years ago. Today it is happening.

**Mary Louise Holly
and Caven S. Mcloughlin**
December 1987

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Professional Development and Conceptions of the Teacher's Role

How we view professional development is a direct outgrowth of the way in which we view teacher roles (Wise, Darling-Hammond, McLaughlin and Bernstein, 1984). If we view the teacher as an applier of a craft, then we will focus professional development primarily upon the methods and techniques of teaching. If we view teachers as functioning in isolation from one another, we will focus professional development upon the activities of the classroom. If we view the teacher as a functionary, then managers of the school system will be the sources for the agendas of professional development.

If we view teachers in these ways, we are also apt to focus upon what the teacher can *do*, rather than upon what the teacher *is* and can become. On the other hand, if we view the teacher as a professional, we will address issues related to decision making, practice, and professional knowledge — about human development, learning, and school purposes, for example. If we view teachers as members of school building staffs, of school system staffs, and as members of the profession-at-large, we will address not only matters of classroom practice, but matters related to the school building and its sphere of the education program, matters related to the school system which might include questions involving long-range planning, and issues of concern to the profession-at-large.

If we view teachers as professionals, we also consider them capable of creating their own agendas for professional development. Thus, as we alter our views of the teacher's role, from that of technician to that of professional, the focus of the agenda for professional development is altered, the locus of concern is broadened, and the sources of the agenda changed. The view of the teacher as professional permits us to get beyond the technologies of teaching to gain a fuller understanding of what we seek to do in schools, and why. Debate over teacher roles has been with us for a while, as confirmed by Tickle in chapter 5, who explores contrasting views of teachers and teaching. He also draws implications for the teacher as learner depending upon the view held of teacher roles. In chapter 11, Elliott elaborates on two conflicting images of teachers which frame current debate over professional responsibilities and evaluation.

Bernier and McClelland (chap. 2) make reference to Broudy (1973) and his observation that 'the difference between technicians who can merely implement a guide to activity and an educator who can utilize

and interpret policies according to the needs of learners and the realities of the school setting is a significant one'. Significant indeed! *This* difference can guide our rethinking of what we mean by professional development. But even more importantly, this difference can be the focus of teachers as they re-examine their roles.

The Teacher as Person: Implications for the School's Curriculum and for Professional Development

The teacher brings both a conception of role *and* a view of herself or himself *as person* to the classroom, school, and school system. The teacher is not only a professional, but a professional *person* with a unique life history and psychological being. Teachers are persons living and working in specific settings: settings with historical, social and cultural qualities which influence teaching, learning and professional development. For example, those with whom teachers are able to (and chose to) communicate professionally influence their personal identities as teachers, as Nias discusses in chapter 7. She makes the observation that '*who and what people perceive themselves to be* matters as much as *what they can do*'. Teachers are subject to the same characteristics of adult development as other professionals, yet there are also unique considerations related to teacher development and learning. Oja addresses teachers from a developmental perspective in chapter 6. This *person-as-professional* brings values, beliefs, knowledge, attitudes, and insights to whatever professional role he or she may play. Thus, any significant change in what the school means to learners has been influenced by changes, not only in professional understandings of the teacher, but by changes in the teacher-as-person as well. Whether or not one subscribes to the idea that 'the teacher is curriculum' or as Nias (chap. 7) writes 'that which gets taught is the teacher', the central role of teachers and teaching to the quality of the lived curriculum is apparent (see, for example, Woods, 1983).

Accepting the interrelationship of teaching and curriculum to learning leads us to view curriculum development as much more than *product* development, much more than a set of agreements about what should be taught. Curriculum development is, in many respects, *people development* — or, as we are describing it here, professional development. Another challenge, then, on our continuing agenda will be to so reconceptualize the processes of curriculum review and de-

velopment that these become facilitators of personal-professional growth and staff development.

New Dimensions of Professional Responsibility: Multiple Roles for Teachers

How the teacher-as-person feels about her or his professional contribution can be a key factor in determining the satisfactions derived from teaching. As a teacher becomes more comfortable with the management of teaching, there may well be a desire to contribute beyond the classroom. The importance of a sense of personal fulfillment is a factor to keep in mind as we think about staff roles and opportunities for continued professional development.

Multiple or extended roles for teachers can be a means through which experienced and mature teachers can extend and develop their professional expertise. Multiple roles can take many forms:

- A half day teaching and a half day assigned to a curriculum or staff development activity (or some other division of roles);
- an extended year contract which would provide similar opportunities, but after a regular full-year teaching assignment;
- a full-year non-teaching assignment to provide leadership for program or curriculum development in a teaching field or at the school level (similar to practices in British schools such as 'secondment' described by Holly in chapter 8);
- an extra duty assignment for which additional compensation (salary or professional travel reimbursement, for example) is provided; or
- the voluntary assumption of a leadership role in curriculum or staff development.

Recent discussions with teachers while conducting a study in Michigan (Hatfield, Blackman, Claypool and Mester, 1985) confirm that there is a significant number of teachers who do not wish to leave teaching to follow the traditional path of 'promotion' to administration, but who would like both the stimulation and the sense of contribution which accrues from professional activities beyond the classroom. From this research, it is estimated that between 10 and 15 per cent of teachers in Michigan are now involved in some type of beyond-the-classroom role. This number does not include those in

athletic coaching. Eight categories were identified within which these multiple or extended roles fell: grade-level chair, department chair, coordinator, consultant, staff developer, teacher trainer, committee chair, and master teacher. While several of these roles have been with us for some time and may be heavily focused upon maintenance or administrative support tasks, the potential is there for these — particularly department and grade-level chairs — to increase in significance. People in these roles can contribute to a growing professionalism through curriculum development, professional development or staff support dimensions which could help to integrate and coordinate functions which have been disparate and limited operations before.

There is further evidence from the Michigan data (and consistent with Lortie, 1975) that financial reward is viewed as much less significant for the teacher participating in a multiple role assignment than are the psychic or intrinsic rewards. There is also increasing evidence which suggests a wealth of untapped talent among teaching staffs. For many persons there is considerable interest in a greater sense of efficacy, and professional contribution to schooling and education.

Both the disposition to continue professional growth, and to contribute to the growth of others, could be supported through appropriate institutional structures. Opportunities for multiple, extended or re-structured role assignments could provide means to contribute to learning from working with colleagues (Devaney, 1987).

Professional Development: Who is Responsible for Agendas and for Support?

If we start with the proposition that continuing professional development is a life-long endeavor, where does the responsibility rest for its design and support? Typically, we have assumed that attributes of continued learning which accrue to the individual teacher — graduate degrees, meeting certification requirements, preparation for other roles in education — fall to the teacher for planning and support. In turn, activities which address institutional agendas — curriculum development, instructional improvement, school improvement — fall to the lot of the school system. This may be too simplistic a division.

In each case our measures or indicators of responsibility are based on *products* — degrees, entry credentials, curriculum guides, instructional procedures. This focus may have kept us from looking at qualities, dispositions, risk-taking, emotional support — at those mat-

ters which defy quantification, but which may be among the most important determiners of the quality of learning opportunities for all. In the United States, this division has also led us to teacher contracts in which the number and length of staff meetings are clearly specified, and in which a number of additional components appear which are based upon unstated assumptions about teacher roles. Again, *who is the responsible agent* becomes inextricably linked with our conceptions of teacher's role.

Our investment — and it is just that — in professional development is a fraction of what it needs to be. In the United States, for example, a district which approaches 1 per cent of its budget expended for staff and school improvement is lauded. For most, the amount is only a portion of that. A few states have now made support for professional development a line-item in state funding of schools. Increased support from whatever source will come about only when professional development is recognized and acted upon as *the* key ingredient to the maintenance of a vital and dynamic school.

Who is responsible for professional development? Rather than to respond by dividing up tasks, which Lortie (1975) and others (Little, 1982; Nias, 1984) might suggest would contribute to isolation rather than collegueship and collaboration, perhaps the response should be a corporate one for which staffs have collective responsibility. One possibility lies in the extended contractual year (10 per cent longer?) — within which there is corporate time for long-range planning, curriculum development, and instructional improvement. These endeavors could be jointly planned with recognition that they *all* have significant professional development outcomes. One measure of the quality of our school's program can be found in the items we talk about — that is, what our agendas include. In chapter 9 Edelfelt describes ways that professional organizations contribute to teacher professional development, not the least of which are the ways in which teachers work and learn together, and their engagement with political questions and processes outside their immediate environments.

Contexts for Professional Development

Contexts for professional development relate both to locale and to qualities which characterize the environments, whatever the locale, in which professional development occurs. Researchers who study the

culture of schools and the complexity of social interactions and constructions of reality within them, are slowly changing our understandings of educational change and the meaning of school life to participants (Sarason, 1971; Woods, 1983).

Much has been reported about the desirability of making the individual school building the primary unit for both staff and curricular development (Goodlad, 1984). The principal has often been identified as a key to the quality of both types of development efforts. The case can easily be made that the personalization of staff or professional development activities is best accomplished closest to the individuals involved. Mounting evidence suggests that the quality of the relationships among and between staff members is a major factor in school program success (Little, 1982). Collaboration and collegueship in developing ways of working as a staff, and in creating agendas for discussion and action are associated with successful schools. Commitment to creating agendas is part of viewing the school-as-laboratory, as a place in which there is constant re-examination of 'how well we're doing' and 'whether we're doing what we aim to be doing'. As Stenhouse (1975, p. 142) put it, 'each classroom is a laboratory, each teacher a member of a scientific community'. This searching behavior can pervade the classroom and contribute to an environment for all learners which makes *questioning* central to learning.

The school system context for professional development can be characterized by resources allocated — both time and money — as well as by agendas which provide a total system focus. The delicate management of individual, individual building, and school system concerns and needs is a challenging task.

More broadly, there are both the school community and the professional community which provide the backdrop for current foci of professional development. One major challenge is to help community members to understand the centrality of strong professional development programs to the quality of education offered in schools. Unfortunately, we often perceive teachers' roles as limited to the institutional activities of the classroom. Somehow, we must foster within the community images of the teacher as a professional person who is constantly searching for more appropriate and effective ways to teach, a person for whom professional development is not a luxury but a necessity.

The profession-at-large provides a major context within which issues that transcend the local school are identified. These issues combine with those at the district and building levels, with those of the