

The Questions

- Are teachers experiencing **continuing** professional development?
- What will ensure **career long** engagement in CPD?

Teachers Leading Change



Revision March 2009

Note:-
Requiring
Awarding Body
communication
(and ultimately
other groups) to be
directed via an
online knowledge
management tool
will ensure
teachers access
the tool on a
regular basis.

Teachers Sharing Practice

Earning autonomy

Teacher online activity

Career CPD 'Portfolio'

Sharing tacit knowledge

Innovating in a mutually supportive environment

Masters and Doctorates using 'Winters patchwork'
small cluster, global groups and public exhibition

Independent facilitation by HEI - seeding dialogue
and maintaining a global perspective.

HEI also oversee action inquiry and methodological rigour

Higher Education

Accreditation
Action Inquiry
Qualification

Trainee /
Inductee

Higher Education offers:

Independent facilitation of dialogue
Accreditation of professional achievement
Research - publication and viral distribution
Mentoring

Action inquiry methodology support
Maintenance of global perspective
Technical support and development
HE gains authenticity, immediacy of research and
increased agility in implementation of 'next practice' and
revision of legislation

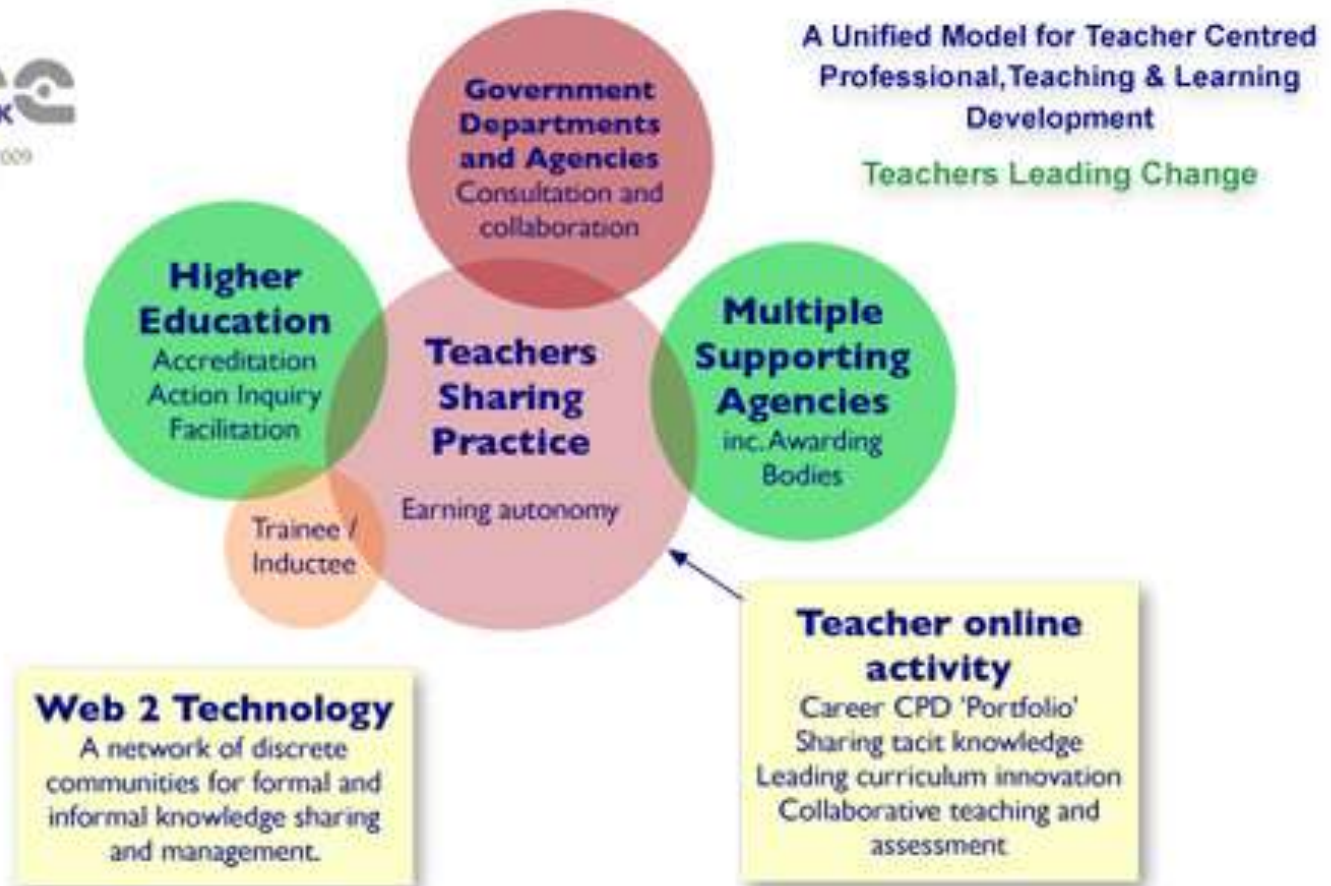
Trainee teachers with a direct link to schools and active
research throughout their training

The Barriers

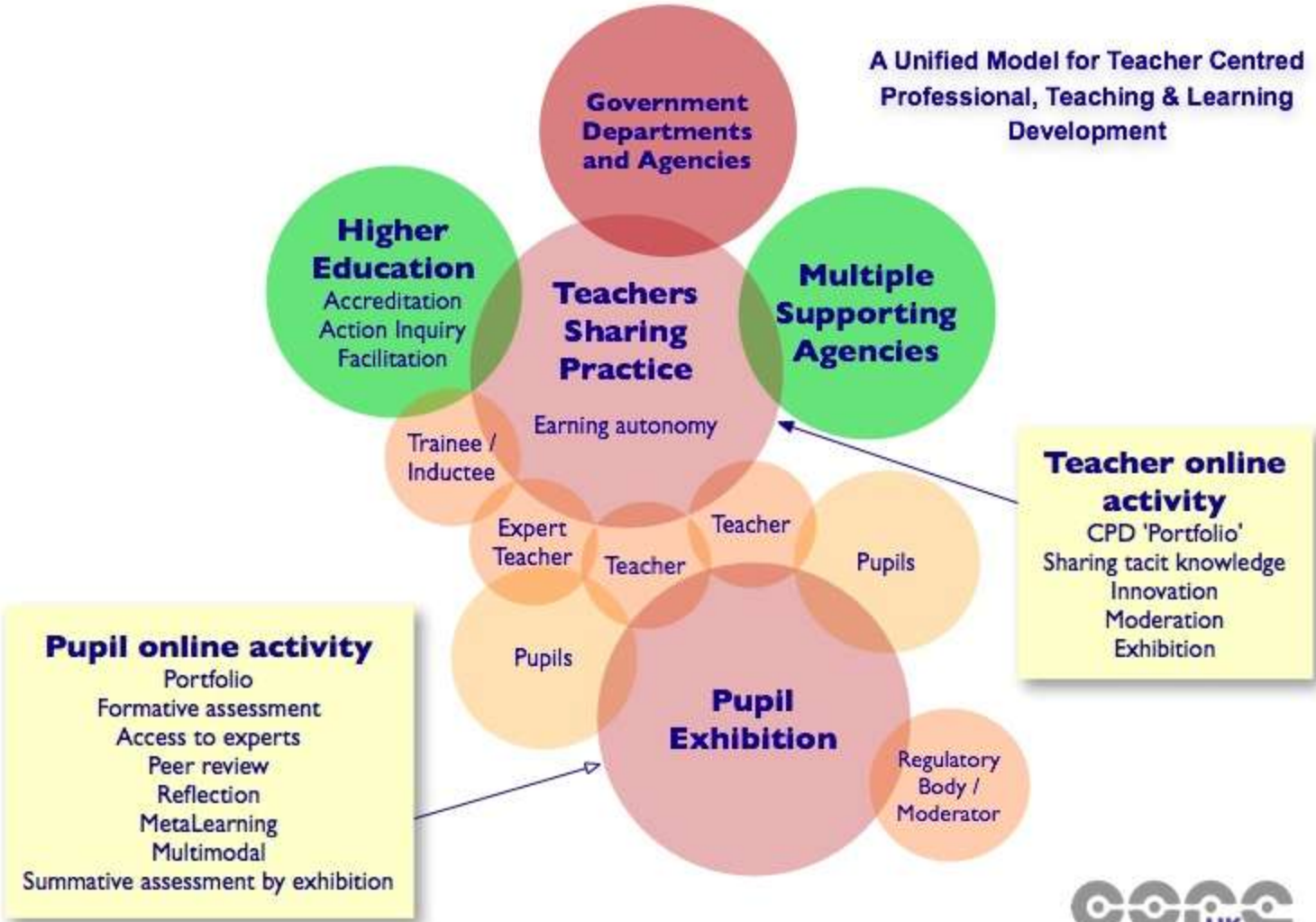
- Lack of a common **knowledge management** 'utility'
- A **fragmented** education service
- There is little **imperative to use ICT**
- **Awarding bodies** are slow or reluctant to change.
- Teachers are **not trusted**



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A Unified Model for Teacher Centred Professional, Teaching & Learning Development



How the world's
best-performing
school systems
come out on top

September 2007

McKinsey & Company

Developing effective instructors

• What is the total amount of coaching new teachers receive in schools?	>20 weeks
★ What proportion of each teachers time is spent on professional development?	10% of working time is used for professional development
• Does each teacher have an exact knowledge of specific weaknesses in their practice?	Yes, as a result of everyday activities occurring in schools
• Can teachers observe and understand better teaching practice in a school setting?	Yes, teachers regularly invite each other into each other's classrooms to observe and coach
★ Do teachers reflect on and discuss practice?	Yes, through both formal and informal processes in schools
• What role do school leaders play in developing effective instructors?	The best coaches and instructors are selected as leaders
★ How much focused, systematic research is conducted into effective instruction and then fed back into policy and classroom practice?	Research budget equivalent to \$50 per student each year focused on improving instruction

Mc Kinsey Report 2007, Conclusions - Exhibit 26

In my view it is impossible to effectively and efficiently address the points starred above without a unified, online, knowledge management tool.

Teachers will not take up attractive sounding ideas, albeit based on extensive research, if these are presented as general principles which leave entirely to them the task of translating them into everyday practice—their classroom lives are too busy and too fragile for this to be possible for all but an outstanding few.

What they need is a variety of living examples of implementation, by teachers with whom they can identify and from whom they can both derive conviction and confidence that they can do better, and see concrete examples of what doing better means in practice.

Inside the Black Box, Raising Standards Through Classroom Assessment, Paul Black and Dylan Wiliam

Teachers often receive little or no subsequent training which, given the pace at which IT develops, means their knowledge soon becomes outdated. And because **there is no mechanism by which teachers can continuously learn and communicate with one another**, it is hard – except perhaps within the largest schools – for teachers to share experience and ideas.

*THE FUTURE OF INFORMATION TECHNOLOGY IN UK SCHOOLS,
McKinsey & Company, **March 1997***

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