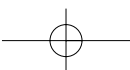
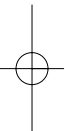
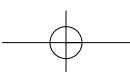
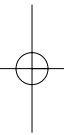
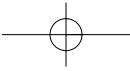


Professional Development, Reflection and Enquiry



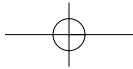


Professional Development, Reflection and Enquiry

**Christine Forde, Margery McMahon,
Alastair D. McPhee, Fiona Patrick**



Paul Chapman
Publishing



© Christine Forde, Margery McMahon, Alastair D McPhee, Fiona Patrick 2006

First published 2006

Apart from any fair dealing for the purposes of research or private study, or criticism or review, as permitted under the Copyright, Designs and Patents Act, 1988, this publication may be reproduced, stored or transmitted in any form, or by any means, only with the prior permission in writing of the publishers, or in the case of reprographic reproduction, in accordance with the terms of licences issued by the Copyright Licensing Agency. Enquiries concerning reproduction outside those terms should be sent to the publishers.



Paul Chapman Publishing
A SAGE Publications Company
1 Oliver's Yard
55 City Road
London EC1Y 1SP

SAGE Publications Inc
2455 Teller Road
Thousand Oaks, California 91320

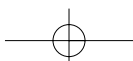
SAGE Publications India Pvt Ltd
B-42, Panchsheel Enclave
Post Box 4109
New Delhi 110 017

Library of Congress Control Number: 2005937768

A catalogue record for this book is available from the British Library

ISBN 10 1-4129-1936-3 ISBN 13 978-1-4129-1936-4
ISBN 10 1-4129-1937-1 ISBN 13 978-1-4129-1937-1 (pbk)

Typeset by Pantek Arts Ltd, Maidstone, Kent
Printed in Great Britain by T.J. International, Padstow, Cornwall
Printed on paper from sustainable resources



Contents

<i>About the authors</i>	vi
<i>Introduction</i>	vii
<i>Abbreviations</i>	xi
SECTION A TEACHER PROFESSIONALISM	1
1 Reclaiming teacher identity	3
2 Teacher professionalism: challenges and tensions	14
SECTION B EXERCISES OF PROFESSIONALISM	29
3 Forming identity: listening to beginning teachers	31
4 Teacher professionalism in an era of 'crisis'	51
5 Professional reflection: identity, agency and change	65
6 Teacher professional identity: the organizational context	80
7 Towards leadership for learning	99
SECTION C PROFESSIONAL DEVELOPMENT	119
8 Teacher professional development and progression for the twenty-first century	121
9 CPD: changing professional identities	142
CONCLUSION	155
10 Professional development, reflection and enquiry	157
<i>Bibliography</i>	170
<i>Index</i>	183

About the authors

Dr Christine Forde is a senior lecturer in the Department of Educational Studies at Glasgow University. She has been involved in the area of professional development for a number of years in the field of leadership and management and particularly working on the Scottish Qualification for Headship. She is the co-author of a book looking at the process of professional development within the field of leadership: *Performance Management in Education* (2002) as well as a number of articles. Her other research interests include gender in education and education, and utopian thought.

Dr Margery McMahon is a lecturer in the Department of Educational Studies at the University of Glasgow. She is Programme Director of the MEd Professional Development and Enquiry – the Chartered Teacher Programme. She is the author of several papers focusing on professional development for experienced classroom practitioners. Her research interests include professional development and identity, and policy process and implementation.

Dr Alastair McPhee is also a senior lecturer in the Department of Educational Studies at the University of Glasgow. He has mainly been concerned with initial and continuing teacher development, and has worked extensively in the fields of access to teacher education, the development of teachers of Music and teacher professional development. He has been the author of a number of papers in academic journals in these areas. He has particularly been engaged with Glasgow City Council in a successful project to widen the applicant pool to teacher education.

Dr Fiona Patrick is a lecturer in the Department of Educational Studies at the University of Glasgow. She teaches on a variety of courses in initial teacher education and undergraduate education. Her main research interest is in teacher professionalism, but she has a background in the history of education, which informs her other interests (the early development of educational psychology; the growth of educational provision in Britain and Europe).

Introduction

This text is designed to provide teachers with a critique of teacher professionalism. It deals with key issues associated with the current debate on professionalism in teaching and what constitutes teacher professional identity. In doing this it recognizes a number of different perspectives: teacher professional formation, research, organizational contexts, learning, continuing professional development and teacher identity. It is important that these perspectives are considered, in a world where ‘official’ and governmental pronouncements are often more strident than the voices of teachers themselves.

There is another dimension to this book, in that it looks at the English and Scottish education systems and tries to recognize that, in post-devolution contexts, the systemic needs and sociocultural considerations of the educational structures of these systems are different. We also draw upon sources located in Wales and Northern Ireland in our attempt to obtain a more rounded view of what is happening in sometimes very different contexts.

The position from which we start is this: a process of de-professionalization has occurred within the UK education systems over the recent past. Teachers have lost much of their autonomy and agency. This process, we argue, has been introduced with the intention of achieving standardization, benchmarking and performance management. These may have some credibility from the perspectives of systems operation, political imperative and the demands of the standards agenda. But the results have been, in our view, a lessening of the abilities of teachers to control their own destinies and to retain ownership of their own profession. While the rhetoric has been of enhancement of the profession and its image, the effects have been somewhat different.

■ Overview of the Book

Chapter 1 examines the key questions of professionalism and identity, which shape the whole book. It then considers why teachers need to forge new identities in the current climate, examining ways in which teachers shape their

identities in different contexts. The concept of teacher professionalism itself and the problems associated with it are then examined in terms of the impact the problems may have on professional identity. Chapter 1 also makes comparisons with other countries outside the UK and with other professions, especially nursing.

Chapter 2 continues the exploration of teacher professionalism, and the way in which the concept is interpreted by different agencies and communities, including that of government. In a world of ever-increasing complexity, the extent to which teachers can be in control of their own profession has altered, and the chapter looks at the nature of this challenge. It considers whether teaching is unique in this respect, or whether a similar situation can be observed in other countries and professions.

Chapter 3 is research based and investigates teachers' views concerning their professional identity. It relates this to aspects such as professional community, self-image and emotion. These are developed and in turn related to confidence levels, well-being and a commitment to professional practice. The chapter concludes that strong senses of self-efficacy and professional identity are vital in meeting the challenges of the changing nature of the profession.

Chapter 4 discusses the concept of the 'discourse of derision' (Ball, 1990) and how this discourse has affected teachers who have to work within the constraints it imposes. The notion of 'crisis' in education in the UK is explored within the argument that the crisis is neither new nor unique to the systems of the UK, but that it has had an effect on how education and teachers are represented to the public.

Chapter 5 examines a concept which has become embedded in the discourse concerning teacher formation and development: that of 'reflection'. The chapter argues that while personal reflection is a very useful tool for personal learning, the impact it actually has on change is limited, and much more sophisticated models of reflection are required if change is to be effective. The Scottish Qualification for Headship is used as an exemplar for this. The chapter looks at the idea that a culture of reflective practice places responsibility for change on the individual teacher, rather than examining the teacher within the context of the policy and institutional environments within which she has to work.

Chapter 6 focuses on organizational contexts within which professionalism and identity are developed. The environments which impinge on the teacher's work are examined, and the tensions which exist between the right of teachers to exercise their professional learning and judgements and the

demands of the policies and structures of the organizations within which they operate are discussed.

Chapter 7 deals with the changing role of the teacher within the developing context of the school. This context is defined, in turn, within a range of policy contexts in the UK. The impact of inclusive education and diversity, the development of citizenship, the potential of e-learning and the nature of the learning process are discussed. The chapter ends with a review of the concept of leadership and the location of classroom assistants and para-professionals within the school context, and what these mean for teacher professionalism.

Chapter 8 deals with the changes which have recently evolved in terms of the career pathways available for teachers, especially those who are experienced professionals. The development of the 'expert teacher' concept is of particular relevance in this context. The different ways in which this concept has evolved in the varying educational systems of the UK may shed light upon differing models, and the pathways which have been developed have differing purposes and policies underpinning them. The chapter offers a critique of how these pathways are having an impact as they pass through the initial phase of their development.

Chapter 9 extends the critique offered in the previous chapter by interrogating ways in which continuing professional development (CPD) can help to enhance professionalism and redefine identity. Policy initiatives relating to new CPD pathways in the varying UK systems are examined and the relationships between these and teacher identity are discussed. The chapter looks specifically at how teacher identity is enhanced by these initiatives or how they represent a barrier to teachers reclaiming ownership of their profession.

Chapter 10 is the conclusion and deals with the key aspects of professional development, reflection and enquiry. We argue that these are essential if teachers are to fulfil their roles in a meaningful manner in educational and societal environments which are constantly changing. We propose a model of the 'engaged teacher-educator' which seeks to challenge and to extend existing models. We argue that through this model of development, reflection and enquiry, teachers will be able to prepare young people to be learners in an increasingly complex world, and to lead schools and learning in more effective ways.

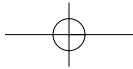
This text is intended to be of use to several communities of readership. Firstly, it will be valuable to teachers engaging in various levels of continuing professional development, but particularly to those involved in courses or programmes leading to the status of Advanced Skills Teacher (AST),

x ■ Introduction

Excellent Teacher (ET) or Chartered Teacher (CT) where it engages with core concepts. Secondly, the text may be of use to teachers taking professional doctorates, where it will complement other reading which encourages professional learning and development of professional practice. Thirdly, the book may be used by those returning to teaching after a career break and who wish to understand and interpret vital changes within the teaching profession in recent years. Fourthly, the text offers material of use to students in the final year of their undergraduate studies in education, where they will wish to consider the implications of professional formation and entry into the profession itself. It will also offer an opportunity for students taking courses in complementary disciplines such as sociology to consider the relationships between that discipline and education. Fifthly, education managers may find the text useful in providing an analysis of professionalism where the management of teachers and schools is concerned. Those with aspirations for Head Teacher status and who are undertaking courses for that purpose will find it useful in this context. Finally, there are opportunities for work in comparative professionalism.

List of abbreviations

AST	Advanced Skills Teacher
BEd	Bachelor of Education
CLT	Chartered London Teacher
CPD	continuing professional development
CSE	Certificate of Secondary Education
CT	Chartered Teacher
DfES	Department for Education and Skills
ET	Excellent Teacher
ETS	Excellent Teacher Scheme
GCSE	General Certificate of Secondary Education
GTCE	General Teaching Council for England
GTCNI	General Teaching Council for Northern Ireland
GTCS	General Teaching Council for Scotland
HEI	higher education institution
ICT	information and communications technology
INSET	in-service training
ITE	initial teacher education
LEA	local education authority
NI	Northern Ireland
NMC	Nursing and Midwifery Council
NPQH	National Professional Qualification for Headship
NQT	Newly Qualified Teacher
O level	ordinary level
OECD	Organisation for Economic Co-operation and Development
OFSTED	Office for Standards in Education (England and Wales)
PGCE	Postgraduate Certificate in Education
PGDE	Professional Graduate Diploma in Education
PISA	Programme for International Student Assessment
PPA	planning, preparation and assessment



xii ■ List of abbreviations

PRD	personal development review
SCT	Standard for Chartered Teacher
SMT	senior management team
SQH	Scottish Qualification for Headship
TACT	Teachers' Agreement Communications Team
TDA	Training and Development Agency for Schools
TEI	teacher education institution
<i>TES</i>	<i>Times Educational Supplement</i>
TIMSS	Trends in Mathematics and Science Study
TSW	Transforming the School Workforce
TTA	Teacher Training Agency
USDofE	United States Department of Education

