

Professional Learning to Support Educational Reform

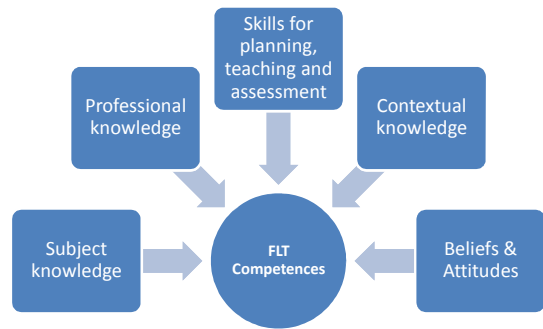
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Context

- Educational reform
- Early foreign language learning
- Professional learning

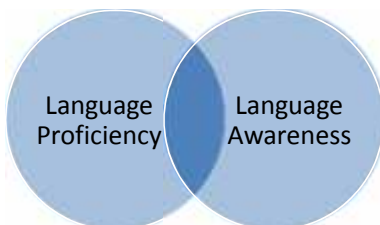
The government will allocate DKK one billion between 2014-2020 to strengthen continued development of competencies of teachers and pedagogues in the Folkeskole.

Improving the Public School. (2014). The Danish Ministry of Education. p19.



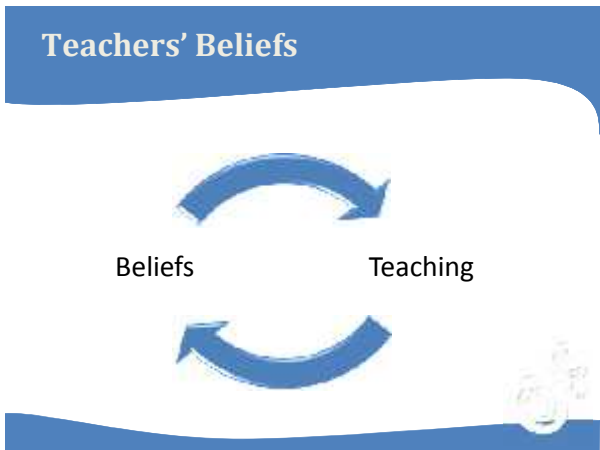
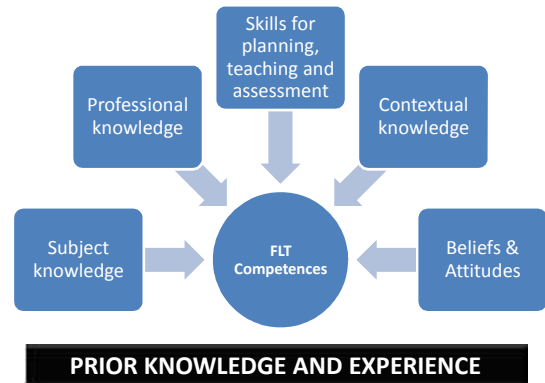
PRIOR KNOWLEDGE AND EXPERIENCE

Subject Knowledge

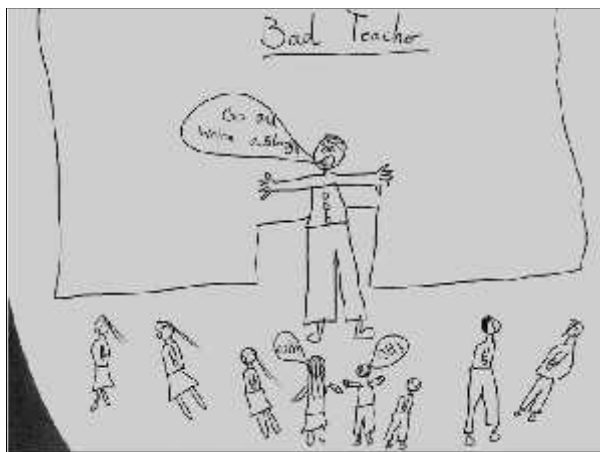
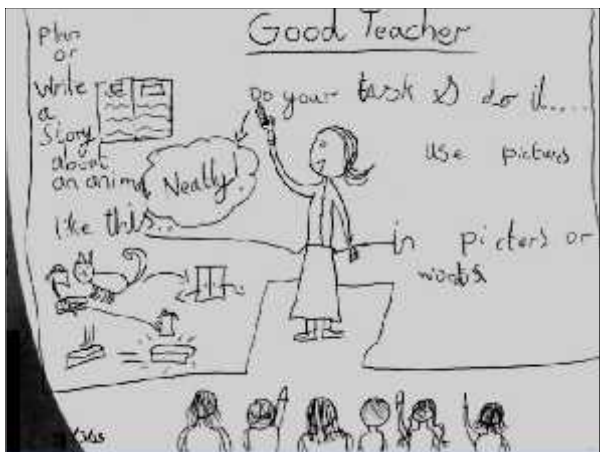


Professional knowledge	fluency	accuracy	authenticity
	drill	extensive reading	information gap
	task-based	communicative	acquisition

CLOTHES / OBLAČILA

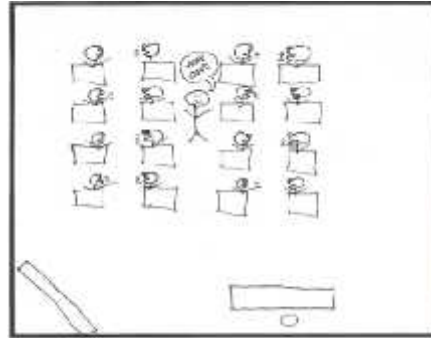


- ### Beliefs about
- the purpose of FL learning
 - how to respond to FL errors
 - which FL skills matter most
 - what good FL teaching looks like





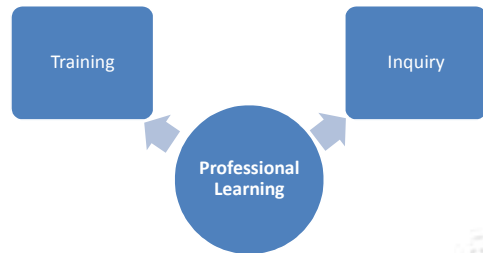
Borg, S., Birello, M., Civera, I., & Zanatta, T. (2014). *The impact of teacher education on pre-service primary English language teachers*. London: British Council. Available at <http://tinyurl.com/p9cujul>



Kalaja, P., Dufva, H., & Alanen, R. (2013). Experimenting with visual narratives. In G. Barkhuizen (Ed.), *Narrative research in applied linguistics* (pp. 105–131). Cambridge: Cambridge University Press.

Summary

- Extensive prior knowledge
- Subject-specific competences
- Knowledge and skills
- Beliefs and attitudes



Workshops

Lectures



Courses

Seminars

TRAINING

Short-term

Off-site

Input-based

Theory-driven

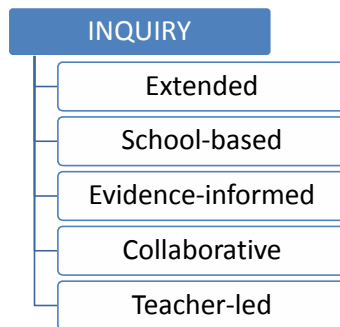
External ownership

Training Models

the need to know something new is identified by someone external to the group of teachers ... without the participating teachers necessarily understanding the reason why it is important to know it or being committed to doing so (Muijs et al. 2014: 247)

Students

The primary purpose for participating in professional learning is to enhance those student outcomes that are valued by the community in which students live and learn. (Timperley 2011: 25)

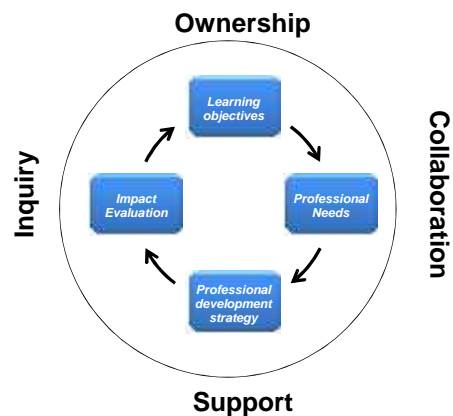


Professional Learning

Reading groups	Lesson study	Support groups
Teacher research	Exploratory practice	Peer observation
Curriculum study	Mentoring schemes	Workshops

Collaborative Teacher Learning

... teaching improves most in collegial settings where common goals are set ... and expertise is shared. In fact, research shows that student gains are most pronounced where teachers ... work as a team. (Darling-Hammond 2013: 150)



Narratives of Teacher Development -
<http://www.emse.com.my/1eldtp.aspx>

