

## What is the background and evidence for this model?

Joyce and Showers studied 200 In-Service Education and Training programmes for teachers and trainers, each of which was designed with the specific aim of changing classroom practice. The research findings revealed that, even though teachers and trainers were often very enthusiastic about the training they received, they rarely applied it in a sustained way that led to long-term change in practice.

Joyce and Showers concluded that, for training to be truly effective, it needs to include the following five components or stages.

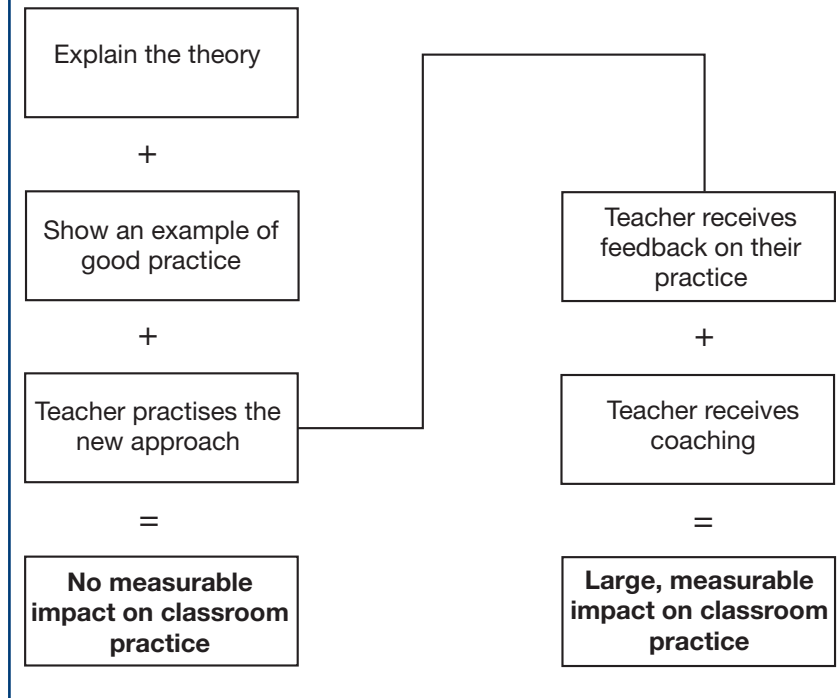
- **Theory** – where the new approach is explained and justified.
- **Demonstration** – to give a model of how this can be put into practice.
- **Practice** – so that the teacher can try out the new approach.
- **Feedback** on how well the new approach is working.
- **Coaching** – to help the teacher discuss the teaching in a supportive environment and consider how it might be improved.

Their research<sup>1</sup> shows that, without the opportunity to receive feedback and coaching, there is no measurable impact on classroom practice. However, once these two components are added, in particular the final coaching stage, there is a large and measurable impact on practice. Figure 1.1 offers a diagrammatic representation of the model.

The feedback might be provided by a colleague who observes the session. Alternatively, the teacher delivering the lesson might simply describe to colleagues what they did and what happened as a result, including things that went well and things that did not. Coaching goes one step further. It provides an opportunity for the teacher to reflect on the lesson and consider, in a supportive climate, why an approach did or did not work and how it might be changed or refined.

<sup>1</sup> Joyce, B.R. and Showers, B., *Student Achievement through Staff Development*, 3rd edition, 2002, Association for Supervision and Curriculum Development.

**Figure 1.1**



We hope that you will follow the guidance in this resource. For more information of how you can share in the professional subject networks and join in our coaching programme call 020 7297 9281 or visit [www.subjectlearningcoach.net](http://www.subjectlearningcoach.net)



## Designing and running a CPD programme

You may need to be creative in planning and implementing a CPD programme. Some possible formats – which are not mutually exclusive – are:

- half- or whole-day workshops, run off-site with participants from different institutions and perhaps facilitated by Regional Subject Leads or Subject Learning Coaches
- learning groups meeting on an ongoing basis
- departmental groups
- one-to-one coaching sessions.

If you are responsible for running a session, you will find it useful to:

- become thoroughly familiar with the activity notes and supporting material
- read the related material in Section 3: *Learning by doing*
- photocopy any sheets needed for activities
- organise the equipment needed to play the DVD
- facilitate the discussions
- keep the group to time
- record the commitments made by each participant at the end of the session
- get the agreement of the group as to the time and place for the next session and who will take responsibility for running it
- ensure that any action points, or points to be followed up, are recorded and circulated.

You will also need to assess whether participants would benefit from working through some of the activities on the CD ROM *Resources* before (or after) exploring the video material.

## Learning through CPD

Learning involves change, and change can be both painful and rewarding. It takes time to let go of long established beliefs and habits, and introduce new strategies. For some people, this can be a very risky process. It's your job to:

- create a climate in which people are eager and willing to experiment with new strategies and techniques
- encourage people to see mistakes as a positive, necessary and inevitable part of learning
- set up a process that delivers feedback and coaching
- encourage teachers and trainers to support and challenge each other, to share their experiences and to celebrate their successes.

Feedback and coaching are essential. Petty (see below) believes change is unlikely without them.

## Using these resources to make things happen

These resources will support a process that:

- starts with an analysis of current practice
- explores new possibilities, using activities and video footage to stimulate debate
- invites experimentation with new strategies and activities

### **Teachers and trainers need support while they are experimenting**

Reviews of research on in-service staff training show that training often does not change teaching. Some teachers, even though they find the training inspiring, do not try the new approach. Others will experiment but get dispirited if it doesn't work well the first time. People see the disadvantages of a new approach much more clearly than (the disadvantages) of their usual practice, and all but the most intrepid minority soon retreat back into their comfort zone.

But teachers and trainers CAN change their practice. The same research shows that teachers will change how they teach if they experiment and get feedback and coaching on this experiment: that is, feedback on whether they are making good use of the new or improved teaching strategy, and coaching on how to improve their use of it, including any help they might need to overcome the inevitable difficulties.

Geoff Petty, teacher educator and writer  
[www.geoffpetty.com](http://www.geoffpetty.com) (March 2003)

## Helping teachers and trainers to develop their skills

The more you can reveal the bits you are shaky about, the better it is that you're going to learn.

Christine Harrison  
King's College  
University of London

- provides feedback and coaching on the outcomes
- encourages participants to revise their schemes of work and session plans.

For many teachers and trainers, making the shift to a more learner-centred style of teaching can trigger a lot of uncertainty and anxiety. For example, they may:

- believe that the new ways will take longer than the ones they are familiar with and that they will not be able to cover the syllabus
- expect that the new ways will take more preparation time than they might have available
- feel anxious about how they will cope with the uncertainty
- fear that learners won't be willing to engage in active learning
- be reluctant to try out new ideas, for fear of things going wrong in the classroom.

These fears and anxieties are very real, and need discussing in a supportive way. Talk to them about the model describing 'The four stages of learning':

- unconscious incompetence (we don't know what we don't know)
- conscious incompetence (we know we could do better)
- conscious competence (we can do things if we concentrate hard)
- unconscious competence (we can do things with ease)

See Sheet 2.1, page 2.7.

If teachers and trainers are seeking further reassurance, then you could:

- refer them to the experiences of teachers described in Section 3: *Learning by doing* of this resource
- agree that initial preparation may take longer and suggest that the investment of time pays dividends in the longer term
- reassure participants that making the change is a question of building up skills over a period of time and

that the CPD sessions are intended to support this process

- offer the reassurance that when learners are more actively engaged, their enthusiasm and commitment increases. Their learning is deeper, more thorough and longer lasting. The likelihood of them passing their exams increases.

In at least one respect, the teachers and trainers in your session are the same as the learners in their classroom: they will all learn more quickly, easily and deeply when they feel safe. Safety in this context means trusting that they will be heard with respect, that their struggles matter, and that they will get the support they need. Have a look at the suggested 'ground rules' for group work on Sheet 2.11, page 2.61 of this section. How might they apply in the sessions you run?

## The GROW model of coaching

GROW<sup>2</sup> is a non-directive model of coaching. It stands for:

- **G**oals – what you want to achieve
- **R**eality – where you are right now in relation to your goals
- **O**ptions – how you might try to achieve your goals
- **W**ill – what it will take to implement the options

When you use this approach, it is not up to you to give advice or provide answers to the person you are coaching. Instead, your role is to ask questions that stimulate your colleagues to think more deeply about the challenges and issues they are facing and to help them work out their own way forward.

You'll find some examples of powerful, thought-provoking questions in Sheet 2.2

<sup>2</sup> Whitmore, J. *Coaching for Performance*. Nicholas Brealey Publishing, 1992.

# Sheet 2.1

## The four stages of learning

**Stage 4**  
**Unconscious competence**  
Our new skills have been practised and refined to the extent that we can use them with ease. We are confident about what we're doing.

**At this stage, we are ready for a new challenge. This calls for celebration!**

**Stage 3**  
**Conscious competence**  
We have learned new things, and so long as we concentrate, we can now do things differently. But we still need practise in order for them to become second nature.

**Stage 2**  
**Conscious incompetence**  
We realise that there are things we could do better, but we don't yet have the skills or knowledge to do them. We need to practise. Initially, we may not succeed, but this is an inevitable part of learning, and should not be regarded as failure.

**Stage 1**  
**Unconscious incompetence**  
We don't know what we don't know. We may be working within our comfort zone, unaware that we could be getting different results by doing different things.

## Finding the right starting point

Each participant in a CPD programme will have different levels of skills and experience. Some might benefit from revisiting fundamental aspects of teaching such as session planning, setting precise learning objectives, and using questioning techniques that both support and challenge their learners and help them think for themselves. There are activities and other materials on the CD ROM *Resources* that your participants may well find useful.

### **Additional sessions on CD ROM *Resources***

#### **Session 2: Making CPD sessions work for you**

This activity invites participants to consider their own experiences of learning and what works for them, so that the CPD sessions can be run in ways that supports this.

#### **What are your success criteria?**

This activity asks participants to reflect on how their work is assessed, how this supports or constrains what they do in their classrooms and workshops, and how the assessment criteria might influence their professional development.

#### **Session 3: Learning objectives**

The activities on this topic provide a detailed exploration of how to write well-formed learning objectives, using practical engineering examples.

#### **Session 4: Teaching so that learners learn**

Before adding new strategies and techniques to their teaching practice, it may help participants to reflect in some detail on what they are currently doing, and why they are doing it. The activity helps to uncover some of the assumptions about teaching and learning that they may be making and alerts them to where they could be more interactive, student focused, etc. It contrasts the 'transmission' model of teaching with the more effect 'constructivist' model that helps learners reach a deeper level of understanding.

#### **Session 5: Making learning more effective**

Participants analyse the extent to which they use the constructivist model in their sessions, and coach each other in adopting it more widely.

#### **Session 6: Questioning for learning**

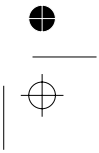
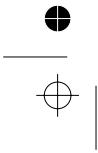
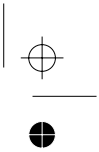
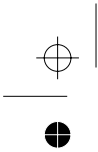
One of the most powerful ways in which teachers and trainers can help their learners is to ask questions that stimulate thinking and understanding. There are activities here that develop participants' ability to encourage this deep level learning. This section draws on the concept of deep versus surface level learning, and introduces Bloom's taxonomy of educational objectives to illustrate the different levels of thinking that activities require of learners.

Familiarise yourself with these options so that you will be able to draw on them whenever you need them.

## Sheet 2.2

# The GROW model of coaching

Stages	Helpful questions
Goals	<ul style="list-style-type: none"><li>• What is the area in which you want to make changes?</li><li>• What specific outcomes do you want to achieve?</li><li>• How will achieving these outcomes help you in the longer term?</li></ul>
Reality	<ul style="list-style-type: none"><li>• What are you doing currently in the area in which you want to make changes?</li><li>• What have you tried so far?</li><li>• What has stopped you from doing more?</li><li>• What, if any, personal resistances or internal obstacles do you have to taking action?</li><li>• What resources (people or things) do you need?</li><li>• What obstacles might get in the way of making changes?</li></ul>
Options	<ul style="list-style-type: none"><li>• What are you thinking of doing?</li><li>• What possibilities have you considered?</li><li>• What else might you try?</li><li>• What are the advantages of doing what you're suggesting? Are there any disadvantages?</li><li>• Would you like any suggestions from other people?</li></ul>
Will	<ul style="list-style-type: none"><li>• Which options will you choose?</li><li>• To what extent do these meet your objectives?</li><li>• How will you measure your success?</li><li>• Precisely when are you going to start and finish your action steps?</li><li>• On a scale of one to ten, how committed are you?</li><li>• What would it take to raise your level of commitment closer to ten?</li><li>• How can I support you?</li><li>• Is there anything else we need to talk about right now?</li></ul>



# Session 1

## What will we do?

### Purpose

- To provide an overview of the CPD process.
- To introduce a structured way of reflecting on and learning from experience.
- Agree how CPD sessions will be organised and scheduled.

### Materials required

- The DVD CPD Case studies *Introduction*
- Sheet 2.1 *The four stages of learning*
- Sheet 2.2 *The GROW model of coaching*
- Sheet 2.3 *Reflecting on experience*
- Sheet 2.4 *Examples of reflection*

### Activities

#### DVD CPD Case studies *Introduction*

This introductory video provides a context for the CPD programme and will encourage participants to commit themselves to a similar process of experimentation and reflection. It shows groups of teachers and trainers at different stages of their own professional development journey. They are getting to grips with activities that promote a greater degree of activity and engagement from their learners. What they do is not intended as a model of best practice. Instead, it represents individuals' willingness to experiment and to take risks in front of the camera.

#### Instructions

Set the context for the DVD.  
Play it through and invite immediate responses.  
Play it again, stopping periodically to draw attention to particular aspects of teaching practice. Encourage discussion of points that might be new, challenging, threatening or intriguing. Talk through the extent to which it models the approaches to teaching that the CPD programme will explore.

They learned from their experiences and their learning can inspire the teachers and trainers in your sessions.

### Reflecting on experience

Professional development is more than just learning about new skills and activities. It is about trying them out in the classroom or workshop, and getting feedback and coaching on what happened, together with encouragement to continue practising. But the facilitator or coach will have limited opportunities to observe teachers and trainers at work, and so will be reliant on the teachers' own recollections of what happened.

The reflective learning cycle provides a structure for working with recalled events.

#### Instructions

Give each participant a copy of Sheet 2.3 *Reflecting on experience* and Sheet 2.4 *Examples of reflection*. Talk through the reflective learning cycle model.

Invite participants to read the two short examples of reflections and to discuss in the group the extent to which each extract is likely to promote learning.

If necessary, point out that in reflection 1, the teacher is blaming the learners and wanting them to change. In reflection 2, the teacher is trying to understand things from the learners' point of view, and is considering what can be done differently, in order to engage their attention. This latter reflection is a more complete example of the reflective cycle.

Explain that you will use the reflective cycle to structure reflection on participants' own experiences.

### The four stages of learning

Giving up familiar ways of doing things and experimenting with new techniques can be disconcerting. Understanding the four stages may give participants some reassurance that what they experience is a predictable part of the learning experience.

## Instructions

Talk through the four stages of learning (see Sheet 2.1, page 2.7) drawing particular attention to the second stage of 'conscious incompetence'. Point out how tempting it can be to revert to old habits. Explain that one of the benefits of CPD sessions is that they provide the support and challenge to move through this stage. Give each participant a copy of the handout (downloaded from the CD ROM *Resources*), as a reminder of the model.

## How will you implement the CPD programme?

You may already have discussed a format for the CPD programme, but if not, then make sure that participants are clear about:

- the options available
- how, when and where future sessions will be run
- the possibility of setting up action learning sets or of joining existing ones
- the availability of one-to-one coaching
- what will be expected of them in terms of willingness to experiment with activities, practising new techniques, sharing their experiences with colleagues and finally, revising their schemes of work in the light of their experimentations

It is crucial that participants understand the importance of trying out new skills and techniques, and being open to feedback and coaching on the outcomes. Every session should end with participants committing themselves to trying something new, to be followed up at the next session with reflection, feedback and coaching.

The GROW model is a useful framework for the coaching element (Sheet 2.2, page 2.9).

You will find Sessions 2 to 6 on the CD ROM *Resources*.

### One-to-one coaching

Prepare yourself for conversations with your colleagues by familiarising yourself with the materials contained in this resource. Then discuss with each of them how they would most appreciate your support.

For example:

- preparing new session plans
- observing particular lessons
- discussing different ways of teaching a tricky topic.

Be specific about:

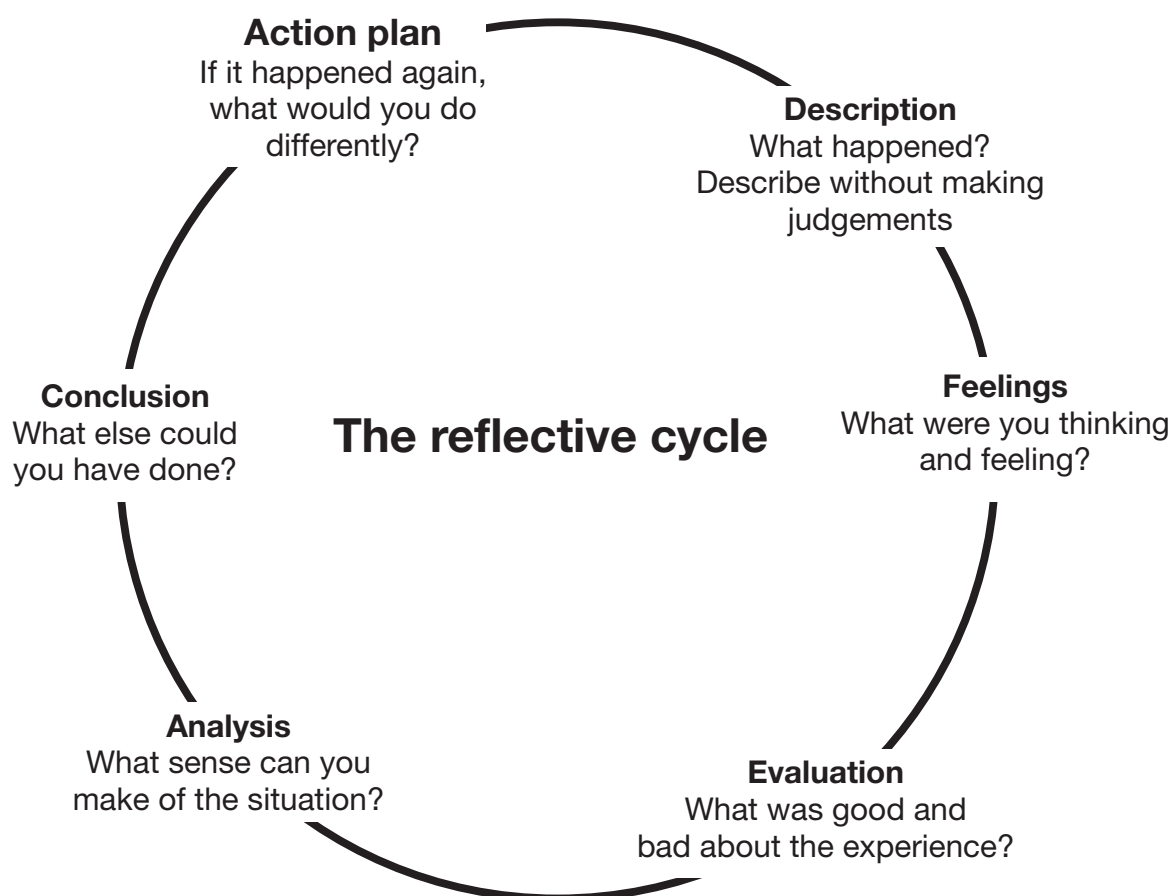
- what you can offer
- when you can offer it
- when and where you and your colleague will meet.

Find out about any other options that might benefit your colleagues. For example, regional workshops or learning groups might be available.

It will also be useful to discuss success criteria. You may need to focus their attention on the importance of developing confident and competent learners and the benefits that brings in the longer term.

## Sheet 2.3

# Reflecting on experience



Gibbs, G. *Learning by Doing: A Guide to Teaching and Learning Methods*. Cheltenham: The Geography Discipline Network, 1988. Available to download at: [www2.glos.ac.uk/gdn/gibbs/index.htm](http://www2.glos.ac.uk/gdn/gibbs/index.htm)

Gibbs wanted to emphasise the reflective stage of the Kolb learning cycle (see Figure 3.2, page 3.7, Section 3: *Learning by doing*). His cycle is particularly helpful in professional development.

## Sheet 2.4

# Examples of reflection

**Which parts of Gibb's reflective learning cycle are being used here?**

### Reflection 1

I started out by explaining what I wanted them to do.

I felt pretty confident that the activity would get them interested, and most of them got the hang of it OK but there was one group who just didn't get started. It's happened before. If only they'd just listen for a change – then I wouldn't have to spend so much time going through the same thing again just for them.

### Reflection 2

I started out by explaining what I wanted them to do.

I felt pretty confident that the activity would get them interested, and most of them got the hang of it OK but there was one group who just didn't get started.

It's happened before. I guess it shows me where I need to think more carefully about what I do.

I wonder what's going on for them? Maybe they're scared of making mistakes. Perhaps I could have told them that they would write their answers on whiteboards, so that only I would see what they'd written.

How can I make things safer for them? Perhaps if I divide the groups up differently, so that they each work with someone more confident, they might make more progress. Right, I'll try that next time.