





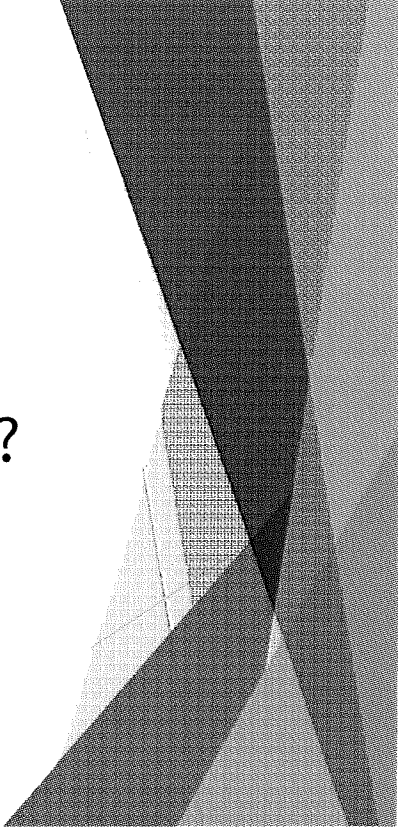
Professional Development and the Role of ETBs

A perspective from Dublin and Dun Laoghaire Education and Training Board

Dr Deirdre Keyes

The presentation

- ▶ Lets think about teaching differently
 - ▶ And if we did what might this mean for professional development
 - ▶ How it can be done
- 



Is Teaching a Practice?



Why is this question important

- ▶ Moving from styles, tasks and positions into an activity that fits into a much needed 'big idea' or context of what schools are for

(Sergiovanni, 2007)

What does this mean?

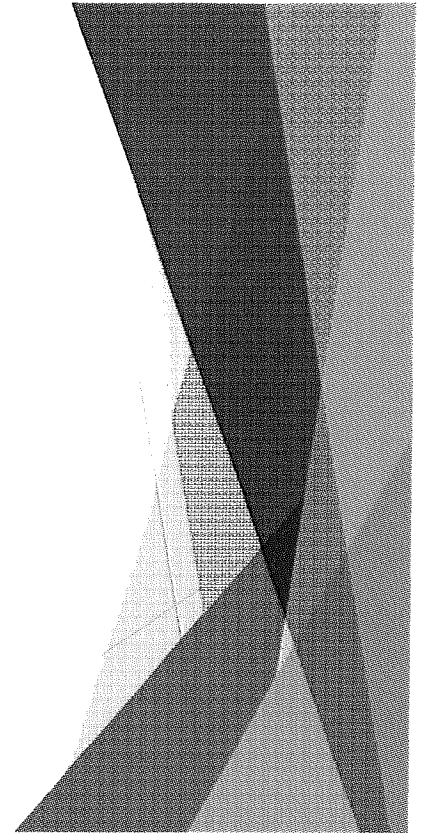
- ▶ Bringing moral purpose to the fore of education and teaching with a greater sense of the good and the ethical informing the purpose and practice of teachers
- ▶ Is it more appropriate to view teaching as a practice, rooted in the good and values rather than just a set of technical skills
- ▶ Question of ethics and professional judgement become central, allowing teachers to respond more effectively to the real and a complex issues that face them i.e school context/DEIS/non DEIS

...being a practice

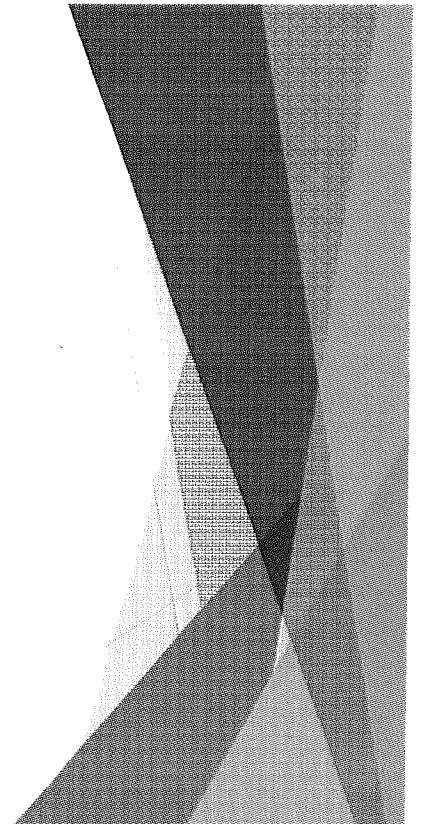
- ▶ Have a moral purpose
 - ▶ Contribute in some way to the greater good of society
 - ▶ Have internal goods, what the practice is about, what it wishes to achieve and how it is to be evaluated, real value is in the teaching
 - ▶ External goods are not the real evaluation of the practice (league tables debate)
 - ▶ Practitioners themselves decide and evaluate
 - ▶ Goes beyond the teaching of particular disciplines (for other practices) e.g. want to teach well, not just teach the discipline of science, letting for example students enjoy learning!
- ▶ (MacIntyre, 1981, 2007)

Significantly, other features

- ▶ Important to society
- ▶ Complexity
- ▶ Co-operative engagement of the practitioners
- ▶ Qualities of mind and character are important
- ▶ Practitioners are drawn to 'internal and intrinsic rewards'



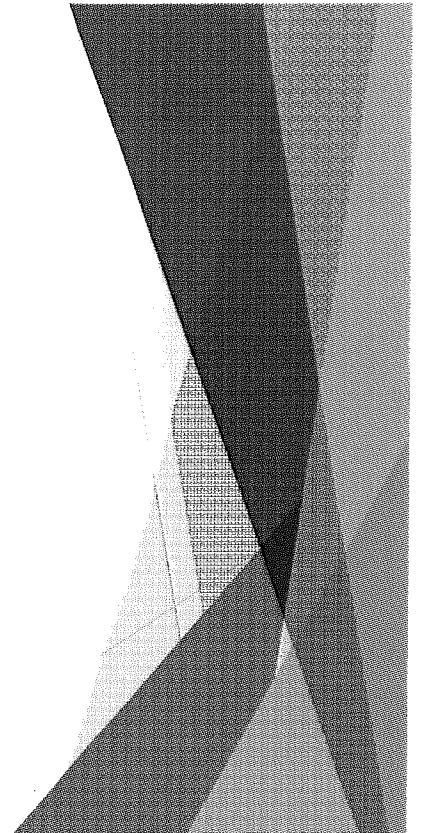
- ▼ Do we think education is in a crisis and if so how can view teaching as a practice help?



What might be symptoms of crisis in education and related fields

- ▶ Experiences of incoherencies and contradictions
- ▶ Arriving at solutions not appropriate to the context
- ▶ An incapacity to respond to a particular set of circumstances
- ▶ Growing practitioner unease and frustration

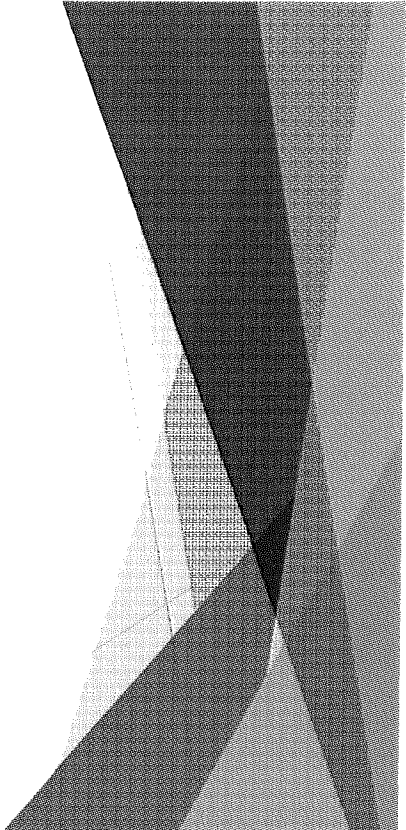
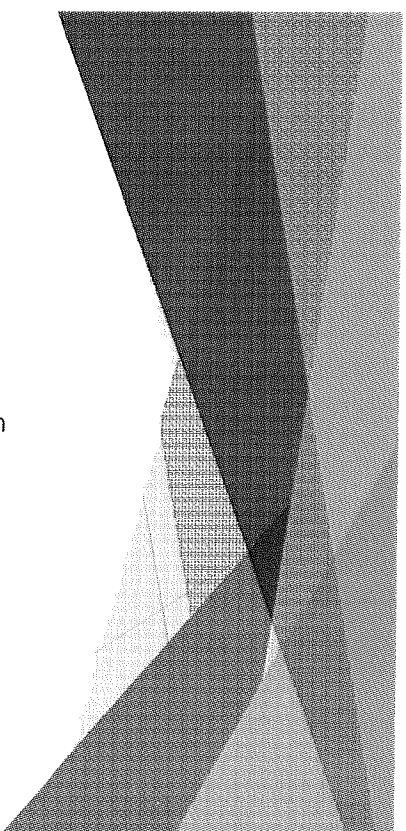
(Schwab, 1969)



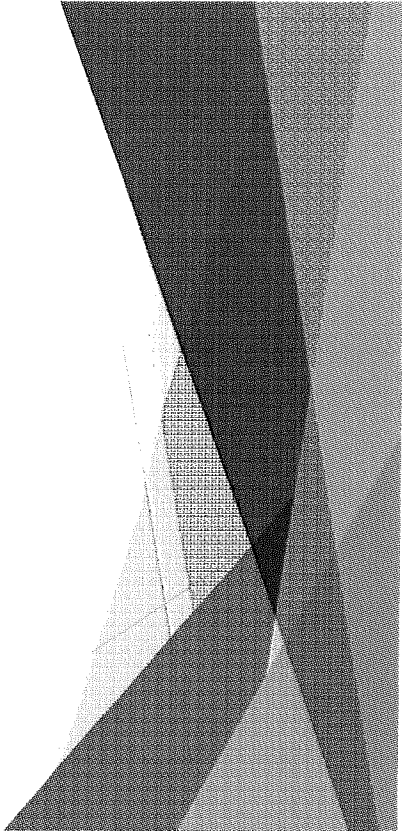
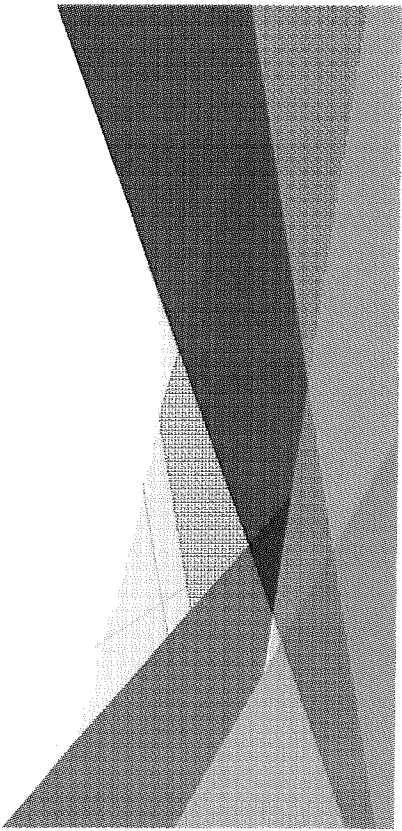
A practice

- ▶ Avoid becoming over prescriptive and technical
- ▶ Over regulated
- ▶ Little room for responsiveness and judgment essential to the moral purpose of practices
- ▶ Implications for how we approach professional development

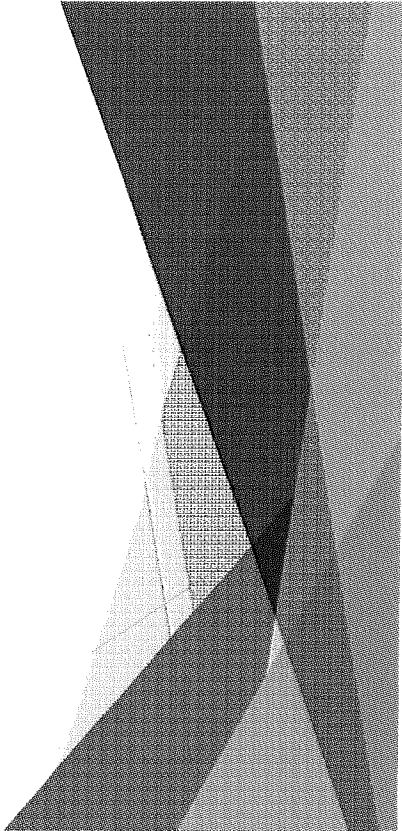
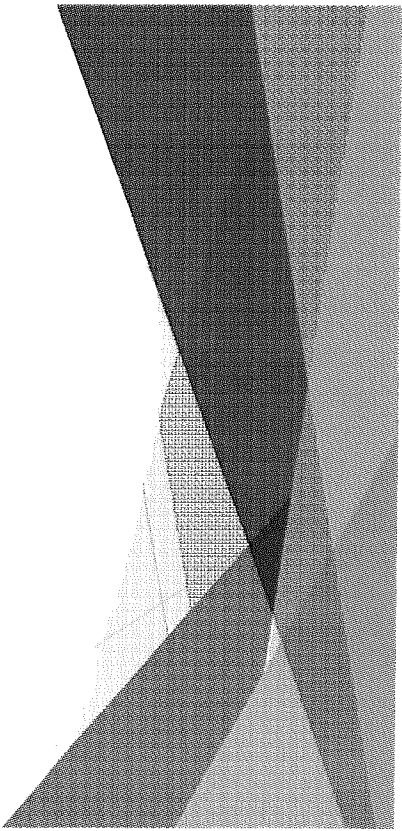


- 
- 
- ▶ If we thought of teaching in this way what implications would it have for professional development?

- ▶ Teachers as practitioners, or those who have taught, would be central to defining the goods of the practice, the standards of excellences
- ▶ New ideas, standards, ideas emerge from the experiences in the classroom and become the new forms of knowledge and learning
- ▶ Everything is about the purpose or overall good of teaching
'upholding the integrity of teaching and learning'
(Dunne and Hogan, 2004)

- 
- 
- ▶ Not to solely serve the ' external' goods
 - ▶ Teachers themselves would evaluate
 - ▶ There would be communities of practice both within and across schools

So...The TL 21

- 
- 
- ▶ Applied approach
 - ▶ Teachers direct
 - ▶ Action research
 - ▶ Communities of practice both within and across schools
 - ▶ Incremental
 - ▶ New learning emerging
 - ▶ Reflection with peers
 - ▶ Teachers as leaders
 - ▶ Leadership

To date....

- ▶ All 29 schools
- ▶ 350 teachers
- ▶ Accreditation/non accreditation
- ▶ Building leadership and leadership capacity
- ▶ Innovation and change
- ▶ Teachers doing it for themselves!

