context support students work important assessment professional
development opportunities classroom lessons factors episode programme
CPD engage critical effective goal
activities developing evaluation practice areas
personal learning negotiate
standards purpose programmes describe teacher develop choices
recognition classrooms identity profile
professionalism reflection resources effectiveness quality social
experience engagement principles
strategies

Investigating Critical Learning Episodes: a practical
guide for continuing professional development

Guidance report

Richard Kiely
Matt Davis
Eunice Wheeler

Welcome to CfBT Education Trust

CfBT Education Trust is a top 50 UK charity providing education services for public benefit in the UK and internationally. Established 40 years ago, CfBT Education Trust now has an annual turnover exceeding £100 million and employs 2,300 staff worldwide who support educational reform, teach, advise, research and train.

Since we were founded, we have worked in more than 40 countries around the world. Our work involves teacher and leadership training, curriculum design and school improvement services. The majority of staff provide services direct to learners: in nurseries, schools and academies; through projects for excluded pupils; in young offender institutions and in advice and guidance centres for young people.

We have worked successfully to implement reform programmes for governments throughout the world. Government clients in the UK include the Department for Children, Schools and Families (DCSF), the Office for Standards in Education, Children's Services and Skills (Ofsted), and local authorities. Internationally, we work with educational ministries in Dubai, Abu Dhabi and Singapore among many others.

Surpluses generated by our operations are reinvested in educational research and development. Our research programme – Evidence for Education – aims to improve educational practice on the ground and widen access to research in the UK and overseas.
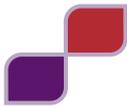
Visit www.cfbt.com for more information.

Contents

Acknowledgements

About the authors

Richard Kiely is a Reader in the Graduate School of Education, University of Bristol. He teaches on postgraduate courses for English language teachers, and directs the Centre for Research on Language and Education (CREOLE). He has worked as a teacher educator – initial teacher training and continuing professional development in a range of countries – and is the author (with Pauline Rea-Dickins) of *Programme Evaluation in Language Education* (2005).

Matt Davis is the ESOL and Essential Skills manager for City of Bristol College, and chairs the college Research Steering Group. He was previously an EFL/ESOL teacher both in the UK and abroad, and has written a number of articles on teaching and teacher development for professional and academic journals.

Eunice Wheeler is co-ordinator of continuing professional development programmes for teachers at City of Bristol College. She has led and participated in research initiatives into teacher learning and development, and has written a number of articles on teaching and teacher development for professional and academic journals.
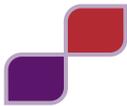
Welcome to the University of Bristol

The Graduate School of Education (GSOE) at the University of Bristol is a leading research-oriented department, with equally strong provision in the education and professional development of teachers. This includes a large PGCE programme and teacher education at masters and doctoral level for teachers of English to speakers of other languages (TESOL) and other subjects. The GSOE and the University as a whole are committed to the professional development of teachers within a lifelong learning framework, and work with teachers from local and regional institutions and international contexts.

The teacher development and research project reported in this guide was carried out in the Centre for Research on Language and Education (CREOLE). This centre is the home of Applied Linguistics in the department, and the base for research and other initiatives which aim to understand the work of language and literacy teachers, and develop strategies for continuing professional development (CPD) in this sector.

Welcome to the City of Bristol College

City of Bristol College is one of the largest FE colleges in the country, with approximately 35,000 learners across eight main centres and other provision at outreach venues. The college works to be a high quality provider of education and training, but is also a key stakeholder in the local economy and acts as a strategic partner in the wider provision of education and training, community regeneration and economic development in Bristol and the surrounding areas.

The college is recognised across the FE sector as having an exceptionally well established culture of research. A range of activities take place to support staff engagement with research, overseen by a cross-faculty steering group and with firm support from senior managers. An annual research conference, a small grant bursary scheme and regular seminars allow staff to keep abreast of the latest research both in the region and nationally, and also to develop their own research skills. Strong links have been established with research centres at the local universities and with the Learning and Skills Research Network (LSRN), and the college and its staff have been involved in a number of high-profile research projects.
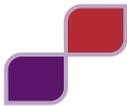
1. About this handbook

All educational institutions want their members to continue learning as this investment enhances the knowledge and skills on which the success of the school, college or training centre depends. One strategy to support this learning is Continuing Professional Development (CPD) for teachers. CPD can take many forms, of which organised courses are perhaps the most common and the form of CPD which most obviously reflects the institution's interest and investment in teacher learning. Clearly, the success of such courses depends on how they are designed and implemented. This handbook serves as a resource for CPD policy makers, organisers and leaders who wish to develop programmes of learning that are effective, challenging and relevant to teachers of varying levels of experience.

The focus of the approach to CPD which we set out is teachers' own practice. Our philosophy is based on the view that teaching is best enhanced when teachers analyse and reflect on what happens in their own classrooms. Interaction is central in learning, and the approach to CPD involves capturing actual instances of classroom communication, exploring how these unfold, and understanding their impact in terms of learning. We term these short units of practice 'critical learning episodes' (CLE – see page 7). This handbook provides guidance on implementing core and optional components of this approach, describes a case which shows an analysis of a CLE, and in the conclusion, sets out some principles which might guide others in developing an approach to CPD based on analysis of teachers' own practice.

This handbook can be used in several ways, as:

- a toolkit for organising a CPD programme based on each teacher's own practice
- a procedural frame for capturing data from teachers' own practice
- a means of exploring aspects of practice, particularly classroom interaction
- a guide to setting up collaborative discussion and reflection
- a framework for negotiating roles and investments in the programme
- a guide to integrating learning in CPD sessions with activities outside and between sessions
- an introduction to teacher research
- a set of ideas which can stimulate novel, creative approaches to making organised CPD courses more effective.

Note on the CPD Project which underpins this handbook

This approach to CPD started as a subject-specific course for teachers of English for Speakers of Other Languages (ESOL) in the UK Further Education (FE) sector, drawing on the classroom research tradition in the language education field. It has been implemented with teachers working more widely in the FE sector, and in our view is relevant wherever learning through interaction and collaboration is valued, where teaching is viewed as complex and dynamic, and where teacher learning is a core curriculum value.

The CPD programme design, and the research studies supported by CfBT Education Trust and the Annual Research Grant Award of the Graduate School of Education, University of Bristol, were carried out under the title InSITE (Integrating Systematic Investigation into Teaching of English), details of which can be found in Kiely and Davis (2010) and Davis *et al* (2009) – see Further reading. The title InSITE refers to two core values: (i) ***in site***, that is in the classroom, and (ii) ***insight***, the core knowledge base teachers work with.
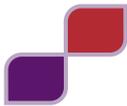
2. Learning from practice

2.1 Teachers learn from experience

This learning is most effective when it develops insights into what works, how and why, which in turn requires engagement with actual instances from practice, remembering, analysing and reflecting on the intuitive strategies and techniques teachers deploy in the classroom. Critical learning episodes (CLEs) provide such instances of teaching, which teachers can explore in discussion and reflection to understand their expertise and identify opportunities to develop.

2.2 A CLE illuminates

It sheds light on the teaching strategy generally, and the wider learning context of the classroom and school. This illumination raises awareness of aspects of practice which work, can be extended, and can be developed further. The CLE, whether as a video clip or a transcript, keeps the focus on something specific and concrete, so that the illumination and awareness-raising, in private reflection and collaborative discussion, lead to professional fulfilment and development.

We had three motivations for this approach:

1. The close examination of classroom interaction is a principal strategy in research seeking to understand how learning opportunities are generated and taken up in classrooms. We wanted teachers to participate in and lead such investigations, and to benefit directly from such understanding.

2. Each experienced teacher has their own pedagogy, based on what they feel works for them and for their students. We wanted to harness the expertise innate to this pedagogy, and provide opportunities for it to develop further.

3. Teachers' rationales and justifications often remain silent and unexplored. These are complex, drawing on insights into the challenges of the curriculum, the needs of individual students, and the opportunities for learning presented by materials, or arising in classroom discussion. We wanted to articulate these as the basis for analysis, reflection, collaborative discussion and teacher learning.

But is this approach beneficial? Three findings from the CLE-based CPD programme inform the guidance here.

1. The overall approach was a positive learning experience for all the teachers: they valued the ways it validated their work, the opportunities to examine and reflect on it, and the sense that their expertise was worth investing in.

2. The range of activities introduced during the programme illustrates the need for flexibility, negotiation and adaptation which are relevant to all CPD programmes, and essential to those which focus on teachers' own practice. The activities included in this handbook are some of the options – no doubt new CPD programmes will extend the list.
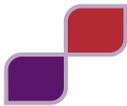
3. The structure of teacher learning in the context of CLE-based CPD is essentially cyclical. The starting point is teachers' own practice. Analysis of practice is enriched by discussions with the CPD leader and teacher colleagues, opportunities to analyse colleagues' CLEs, and by readings from the research and professional literature. The resulting awareness and understanding generate new practices, and the cycle continues, as illustrated in the graphic in Figure 1.

Figure 1: Cyclical learning process

Analysis of teacher's own practice

Develops understanding of teaching and leads to development and innovation

Informed by personal reflection and discussion with a CPD partner

Workshopped with colleagues and CPD leaders
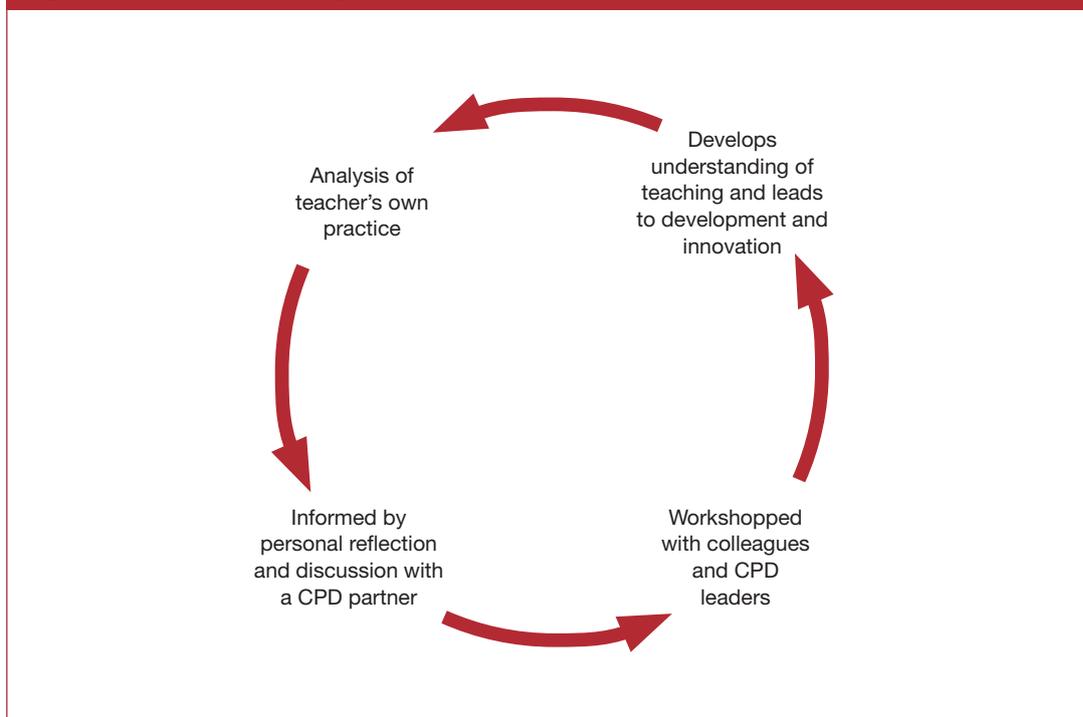
This cyclical structure of professional learning is not new: it corresponds in different ways with models of Action Research and Reflective Practice (see Further reading). CLE-based CPD implements core principles of these models, and this handbook provides a flexible toolkit for CPD managers and leaders.
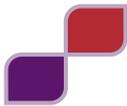
*What this [CPD
programme]
gives you is an
opportunity to
think about things,
with a bit of time
to do it…*

3. A CLE-based CPD programme

In this section we present an account of the way we organise a CLE-based CPD programme. We provide actual details, and commentary, so that the account serves as a flexible toolkit for CPD managers and leaders in other contexts.

3.1 Specific objectives of a CLE-based CPD programme

- To encourage experienced teachers to engage critically with their own practice from a position of expertise.
- To provide professional development which is genuinely 'continuing'.
- To connect teaching practice to concepts in the research literature.
- To provide teaching staff with research methods training, particularly data analysis.
- To establish a framework in which professional expertise is shared among staff and new contacts are made.

Table 1: Participants	
Seven volunteer teachers	It is important that participating teachers are volunteers, motivated to investigate their practice rather than attending because it is compulsory. Seven teachers in the programme worked well: a key factor here is the ratio of CPD leaders to teachers (3 or 4 to 1), and the number of workshops (see below).
Two CPD leaders	The CPD leaders were teachers who had participated in a previous CLE-based CPD programme. We see many advantages to this: it means the leadership is essentially peer-based, it has credibility in exploring episodes, and there is an opportunity to vary roles and extend skills in the teaching context.
Three researchers	The programme was researched as part of the funded dimension of the programme. This involved recording and transcription of workshops and interviews with teachers and leaders, which added to the reflective dimension.

The programme is set out in eight stages over approximately six months. Within this structure there is a lot of discussion and negotiation to ensure that the activities, commitments and time frame are reasonable for all participants – see Table 2.

Two options for varying this model include:

1. The set of stages can be repeated, either within an academic year or over two academic years. The model as it stands provides only limited opportunity for realising stage 6 – creatively relating the outcomes of reflection and innovation to practice.

2. More time and workshop sessions could be allocated to some stages. Each session could involve two or three workshops, or short talks on conceptual or researched aspects of teaching, thus allowing more time to explore teachers' expectations and experiences, and push the process and outcomes of analysis, reflection and innovation.

[It's] not about a model or a course that's been imposed, it's about what actually happens when one person is in the classroom…

Table 2:	The Programme	
Stage	**Action**	**Time frame**
1	Induction: Initial meeting between participating teachers and project staff to discuss timetable, concepts and aims.	Month 1
2	Session 1: Key concepts, research frameworks and tools.	Month 2
3	Participating teachers are observed by one of the project leads. Observations will be informal, descriptive and non-evaluative in style and take part in the naturalistic teaching environment (e.g. conforming to typical standards of planning, preparation time, teaching group etc.).	Month 2–3
4	Session 2: Analysis of video episodes using research frameworks; procedure for teacher-led construction of episodes.	Month 4
5	Episode analysis: with CPD leaders and colleagues/buddies.	Month 4
6	Session 3: Utilising the input from the workshop, analysis and the feedback from observations, each teacher develops an innovation or change to their practice intended to enhance the effectiveness of their teaching.	Month 5
7	Teachers document the implementation of their innovation using a diary and the project blog.	Month 5–6
8	Session 4: Group reconvenes to share experiences and discuss findings. Talk on *Teaching as Craft*.	Month 6

The ideal situation in colleges and other educational institutions is one where the normal focus of CPD is on teachers' own practice, where the challenge of greater effectiveness is allowing each teacher to strive to improve their skill and impact as teachers, and where other forms of CPD such as induction to new policies and administrative aspects of the curriculum, institutional responses to particular problems or challenges, continue to contribute to inclusive and continuing teacher learning.
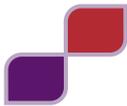
4. What is a CLE?

So is an episode a teacher's question?

Or a question from a student?

Perhaps it's a light bulb moment for a student?

For us, the focus of practice is classroom interaction. We take this view not to exclude other aspects of the teacher's work, but to recognise the social, motivational and learning value of classroom interaction in the work of the teacher. As illustrated in the case study (pages 31–34), the analysis of classroom interaction draws on the teacher subject knowledge, planning processes, use of materials, and views of the needs and potential of individual students.

To capture practice for the purposes of CPD, we draw on the notion of 'episodes'. These are short, isolated units of practice which make visible key teaching skills. They reflect in microcosm the elements which shape the experience of teachers and students in this classroom, and provide a context for examining the nature, purpose and structure of classroom interaction. The role of episodes here is to promote analysis and reflection, so that teachers can gain novel insights into their own professional practice, and draw on these to enrich their learning and the development of their teaching.

An episode is a segment of interaction in the classroom which has:

- **Boundaries**: It has a clear start and a finish, identifiable by both participant and observer.
- **A centre of gravity**: It has a single, unifying theme, which could be a word, a question, response or comment which gets attention in the classroom and contributes to the discourse.
- **Significance**: It is important for learning. This could be the resolution of a confusion – learning in terms of classroom subject matter – or indicative of a learning or teaching role – learning in terms of relationship and interaction management.

When looking at an episode, the first thing to identify is the theme – its centre of gravity. This clarifies the opportunity for learning, especially when it is in the form of a student-initiated question, or a question from the teacher which leads to discussion. The initiation and the closure represent the boundaries.

In early workshops, the process of exploring what constitutes an episode is important. Teachers' questions and observations (as illustrated in the margin comments) are essential to establish a shared understanding of the concept and purpose.

4.1 Episode – Box example and discussion

Episode: Worth seeing
Students in an English for Speakers of Other Languages (ESOL) class are working on a group task. The teacher, Graham Carter, is circulating, listening and assisting as required. A student initiates the episode. See Table 3.

I like my classroom to be a… place where you shut the door and then you have a shared idea of what's going on, and the minute somebody comes in, it changes it.

The student error provided an opportunity for learning

The teacher's correction was quick and direct: he did not want to interrupt the flow of the activity

The student checked, thus illustrating a readiness for decisive learning of this particular verb form

The teacher confirmed then moved on, deciding not to illustrate further, or share the point with other students.

Table 3: Discussion			
Turn No.	**Speaker**	**Turn**	**Comment**
1	S (to another student)	… I ask a friend if it's worth to see…	Student uses an incorrect verb form which the teacher judges appropriate to correct
2	T	… worth seeing	Teacher provides correct form, assuming the student will recognise the focus of the correction
3	S (to T)	If it's worth seeing	Student uses correct form, showing she has understood the teacher's intervention
4	T	Yes	
5	S	[slight hesitation] not 'worth to see'?	Student checks again on the acceptability of earlier form, illustrating that she is working with the particular distinction that is the teacher's focus
6	T	No	Teacher quickly confirms, judging that the student has made the necessary analysis and just needs confirmation
7	S	I ask a friend if it's worth seeing	Students uses correct form again
8	T	OK [nodding, moving on]	
9	S	[writes correct structure in notebook]	Student notes the point she has learnt, illustrating agency and responsibility for her own learning

I tend to be uncomfortable with the idea of trying to extol any virtue in what I do really, I just tend to think of the shortcomings and what could have been better.

Observations on this episode which emerged in discussion:

- The student's error provided an opportunity for learning.
- The teacher's correction was quick and direct: he did not want to interrupt the flow of the activity.
- The student checked, thus illustrating a readiness for decisive learning of this particular verb form.
- The teacher confirmed then moved on, deciding not to illustrate further, or share the point with other students.

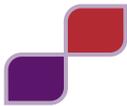Issues for reflection on practice:

- Teacher deciding to intervene at this point
- Student checking the precise point in teacher feedback
- Student feeling this was an appropriate thing to do
- Teacher not explaining, expanding, or sharing the point.

5. Ten stages in the construction of a CLE

1. Explain the rationale and the process, emphasising that this is a descriptive (what, why, how) rather than evaluative (good or bad) activity.

2. The first episode construction should be led by CPD leader as a way of demonstrating the specifics of the process.

3. Arrange a lesson observation with video or audio recording. This should be in a classroom and at a time which the teacher feels reflects their practice in a typical, excellent or problematic way.

4. The teacher informs the students and secures their consent. If video-recording is involved, make sure students actually filmed sign a form consenting to the recording for the purpose of teacher development and research.

5. The CPD leader takes field notes which can guide the search for interesting episodes.

6. After the lesson observation, the CPD leader identifies an episode: a segment of 10–30 seconds of interaction which illustrates an interesting aspect of teaching. This might be an interaction which reflects a technical feature, such as questioning, feedback, scaffolding of exploratory talk or classroom management move, or a teacher decision point which is not clear to the observer.

7. The episode is then transcribed, with as much detail as is necessary to support exploration of interesting features of the interaction. For example, times in seconds should be added if a pause or silence is part of the episode, or capitals used if there is emphasis. It is edited as a video clip so that it can be viewed as a single unit.

8. The CPD leader emails the transcript and the video clip of the episode to the teacher, explaining why the episode was selected, and asking for comments guided by the prompts on the analysis sheet.

9. When the teacher responds, the CPD leader explores further, developing the teacher analysis in terms of learning and social interaction, extending the teacher's awareness of ways in which the episode reflects expertise, and supporting a self-evaluation in terms of typicality, effectiveness and implications.

10. This initial episode work establishes a platform for more teacher-led activity which could include (i) further episode identification and analysis from the recording of the lesson observed; (ii) identification of episodes by the teacher from subsequent lessons; or (iii) a long conversation, face-to-face or via email, with the CPD leader or buddy (see page 20) on the teaching issues in the episode and their implications.

Dos and don'ts

- Do emphasise description rather than evaluation.
- Do respond positively about the teacher's work.
- Don't respond to requests for evaluative comments.
- Do ask questions but remember questions can appear evaluative.
- Do decide on episodes during the observation, so that it can be transcribed very soon after the observation.
- Don't insist on an episode if the teacher feels it is not a valuable CLE.
- Don't insist on an episode if the teacher feels uncomfortable with this particular example of his/her practice.
- Do start the discussion while the teacher's memory is still fresh.
- Do say what you find interesting about the episode.
- Don't pre-empt the teacher's justification and analysis.
- Do discuss with the teacher which aspect of the analysis and discussion to share in the workshop.
- Don't suggest alternative techniques for the classroom.

6. CLEs: Starting the analysis

It is important that the focus and direction of the CLE analysis is clear from the outset. We used this prompt sheet, so that teachers could develop a descriptive account of the episode and its impact on learning.

- Who initiates the episode? How do they initiate it? What is the focus of the episode?
- What triggers the episode? Is it a response to an error, a lack of understanding, or an aspect of social interaction in the classroom?
- Who responds to the initial move? How do they respond? Are there any pauses?
- What does the responder see as the focus of the episode? Is this the focus of the whole lesson?
- Who else participates in the episode? In what way? For what purpose?
- Is this episode social or instructional in nature? Is the student's focus on the subject matter of the lesson, or on another topic?
- Who concludes the episode and how is it concluded?
- Does learning take place? What evidence is there for this?
- Is the episode connected to other parts of the lesson? In what way?
- Was it a satisfactory episode for the learner? For the group? For you, the teacher?
- Any comments on decisions you made during this episode?
- Are there any additional aspects of the episode which are not explored above?
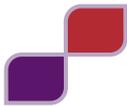
I found the sessions really useful, but I think anything where you're allocated time to think about practice is useful. It's just it doesn't happen very often, does it?

7. Workshops

Workshop is a generic term which incorporates talks, seminar discussions, discussion based on organised tasks and discussion on emerging issues. It can be a space for negotiated activity, where the CPD leader has planned input and tasks to work through, and where the participating teachers have their own concerns and issues for discussion. In our view, workshops should include both perspectives: the CPD leaders plan the outline for the workshop, which includes spaces where the focus is on practice and the participating teachers' views and analyses. The principles of this practice-based approach to CPD – focus on practice, on teachers and on keeping them in control (see pages 36–38) – should guide the management of workshops.

7.1 Purposes of workshops

- Induction to the rationale for and activities of the CPD programme.
- Clarification of roles and practices.
- Negotiation of commitment to realising these roles and practices.
- Organising episode capture and communication between workshops.
- Managing change, particularly in changing thinking about the purpose and nature of CPD.
- Informing teachers of fresh perspectives (from theory, policy and research) on their work.

Below we illustrate two dimensions of workshops – the plan and the implementation.

7.2 Outline for a CLE-based CPD workshop

Box 1: Session 2 (see page 7 above) – Outline

- Hello, good evening, welcome back – and tea or coffee

- Observers' thoughts

- Participants' presentations of CLEs

- Now it's over to you!
    (i)   the buddy system
    (ii)   identifying a CLE
    (iii)   transcribing a CLE
    (iv)   analysing a CLE
    (v)   the on-going dialogue

- Questions

- Next meeting: [Date] same place, same time

We don't get much time to talk about teaching in the normal run of things and that means so much to me actually, it was fantastic and this should be the way forward really for CPD.

7.3 Transcript of discussion in workshop

This brief segment, edited from two minutes of discussion in a two-hour workshop illustrates:

- the CPD leadership role moving to the teacher-identified CLEs (see Stage 4, page 11)
- the CPD leader introducing the buddying format
- teachers exploring how they might record CLEs from their lessons
- exploration of the objectivity/interpretation issues in this process.

Box 2: Discussion in workshop

CPD leader: […] now it's over to you to keep a record, identify some episodes from your lessons. We would recommend that you go through and discuss like we've been doing today. […] The grid, you could use to help you with your own analysis. It could either be in the form of a transcript, it doesn't have to be word for word, reported speech, with introduction, context, and again email it [to CPD leader] to initiate a dialogue. And again I found it helpful with my participants to actually have 2 or 3 exchanges, rather than me feed to them and feed back to me, time permitting obviously, because then you can really explore quite deeply. It tends to move on from the wider context of that particular incident to wider things about your teaching in general, which has actually been nice about tonight. What we thought would be helpful, because it is quite difficult to identify these episodes, is if you would pair up with a partner or a buddy, to talk about a Critical Learning Episode. There is a CLE definition on Blackboard. Any loose ends to tidy up?

Teacher 1: How are we to record this?

CPD leader: Yes, OK. The way I found it helpful was to have a sheet of paper beside me in the lesson, and if something happened, perhaps put a keyword down, and then when the students are busy in pair work or an activity just quickly write or fill in a few more notes. Immediately after the lesson just get on the computer and type it up.

Teacher 2: I suppose if you have a dictaphone and just left it in the class you'd get loads.

CPD leader: Yes, that would be ideal but have you got time to listen to it?

Teacher 3: Or get a video.

Teacher 4: It's just I think my recollection of those episodes would have been very different from what actually took place.

Teacher 3: But that's OK, isn't it?

CPD leader: Absolutely, because this is your own identification, followed by your own initial analysis, which is what it's all about. You guys are exploring your teaching, so that's fine.

We're taking very much more of a back seat as the sessions develop along the lines of thinking that the participants take more ownership of the project/ their focus of the analysis as it develops.

8. Leading CLE-based learning

The role of the CPD leader in this approach to CPD is a multi-faceted one. Key requirements include advocacy for teaching quality, an engaging and supportive interpersonal style, and a capacity for task organisation and management (which may include liaison with technicians).

The focus on teaching may relate to personal experience in teaching or training in the institutional context, may be subject specific or general, and should be derived from an awareness of the range of ways in which teachers contribute to learning, sustain motivation and engagement and manage classrooms as complex social spaces.

Personal style is a key element of negotiating access to classrooms, and scaffolding teacher analysis of and reflection on the CLEs. There may be initial resistance (even where teachers volunteer for the programme), and particularly requests for judgements of effectiveness or suggestions for alternative practices: sadly, many teachers have become somewhat unaccustomed to being the arbiters of what makes their practice effective. It is important to manage such requests respectfully, so that the response takes the process forward in a way that aligns with the programme aims and objectives.

8.1 Three key considerations in leading practice-based CPD programmes:

Activities
Establish a structure and work within it. This means completing the workshops and the episode work between workshops, so that there is momentum and progression. This may appear rushed, but it is inevitable that only limited time is available for CPD. Once a cycle is initiated as an introduction to analysis of and reflection on practice, this may become part of the professionalism of each teacher.

Teacher development
The goal is a teacher who analyses and reflects on their practice, with a perspective on learning. Keeping this goal in mind may serve to guide actions and interactions when time is limited and there are multiple interesting options which could be explored, either in workshop contexts, or in one-to-one discussions with teachers.

Management of change
CPD always involves a management of change agenda: it is about getting teachers to envisage innovative practices as part of their work. In this approach there is an additional change: the programme is different from input-based CPD, where teachers are provided with new information which should shape their teaching. Here, the role of input is marginal: teachers analyse and reflect on actual instances from their own lessons, and from that envisage the practice which they feel works well for them, and is effective in supporting learning.
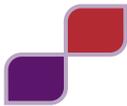
9. Buddying

Buddying was built into the project design as part of a framework for professional development. It is a style of professional dialogue typically used in mentoring contexts but in this situation was used to enable peer practitioners to reflect together on the CLEs and the content and experiences during the project. It provided another context for dialogue, in addition to that with the project leaders and in the more public space of the workshops, and thus had potential for different and unpredicted explorations of teacher craft, pedagogy and subject teaching.

9.1 Key considerations

1. Discuss the process and potential of buddying in an early workshop, providing an opportunity for participating teachers to explore ways in which they might support each other.

2. Emphasise both (i) the benefits of shared workplace and face-to-face meetings, or email/learning web communication where buddies work on different sites, and (ii) the options of buddying within subject or curricular area, and across different subjects. In the InSITE project, the buddy groups were:

   (a) Two ESOL teachers who emailed
   (b) Two 'A level section' teachers of different subjects who met face-to-face
   (c) Three teachers of different subjects who intended to meet or email

3. Keep in mind that the buddying option is a teacher-managed part of the CPD initiative, so ensure that beyond initial promotion, the development is up to the teachers.

4. In longer programmes, the buddying option may be a context for developing additional projects, such as joint research projects, materials development, reviews of published materials or software, and presentations within the institution or beyond.

9.2 Teachers' experiences of buddying

'I think we were perhaps the only pair that did it (buddied) by email. We had to write things down because we were in different places. I think the bits we did manage to email each other about were really, really helpful and you'd always open the emails with a great feeling of expectation rather than some emails which make your heart sink.'

'The dialogue I had with my partner: I think she called it 'deep questions', the analysis I suppose was fairly deep at some point and naturally you bring in your own ideas and thoughts about that. It was awareness raising and it made me question things and think about things. It was helpful that she taught the same subject. We seemed to really understand each other.'

'[It was] difficult working with [buddy] because we are very good friends and we tend not to take a very supportive approach to each other really. I'd like to have done the buddying with somebody from elsewhere. I think I'd have got a lot more out of doing that and developing a new relationship.'

'I found the buddy meetings a little bit slapdash, it was lunchtime stuff. Better I think for me to have done it with somebody from outside or someone that I didn't know very well.'
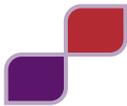
Tying in the reading, working out, knowing why those readings were particularly useful and not others, and possibly exploiting them… it was difficult in the time given.

10. Reading

There are three reasons for embedding a reading component in this approach to CPD:

1. Reading the literature on teaching and learning in general or within specific subjects in the context of CPD is an essential way of enabling teachers to become familiar with ideas and research reports intended for teachers, but often read only by researchers and trainers.

2. Readings provide new ways of analysing practice. The analysis of an episode entirely from the teacher's perspective can result in a 'So what?' response. An appropriate reading can take the enquiry to a different level, by relating what is illustrated in the episode to learning, the nature of teaching, the policy context, or ways of understanding effectiveness.

3. Readings provide opportunities for teachers to explore personal and professional growth beyond what is facilitated in the CPD programme. This may lead to enduring curiosity and further explorations into the literature which shapes teachers' work, enhanced confidence and critical engagement, and enrolment in study for a higher degree.

In InSITE we selected four readings which addressed the themes of learning, teaching, social and policy context, and teacher self-evaluation. These were initially selected for teachers of English for Speakers of Other Languages (ESOL) but were subsequently used with teachers from other subject areas. See Table 4 below.

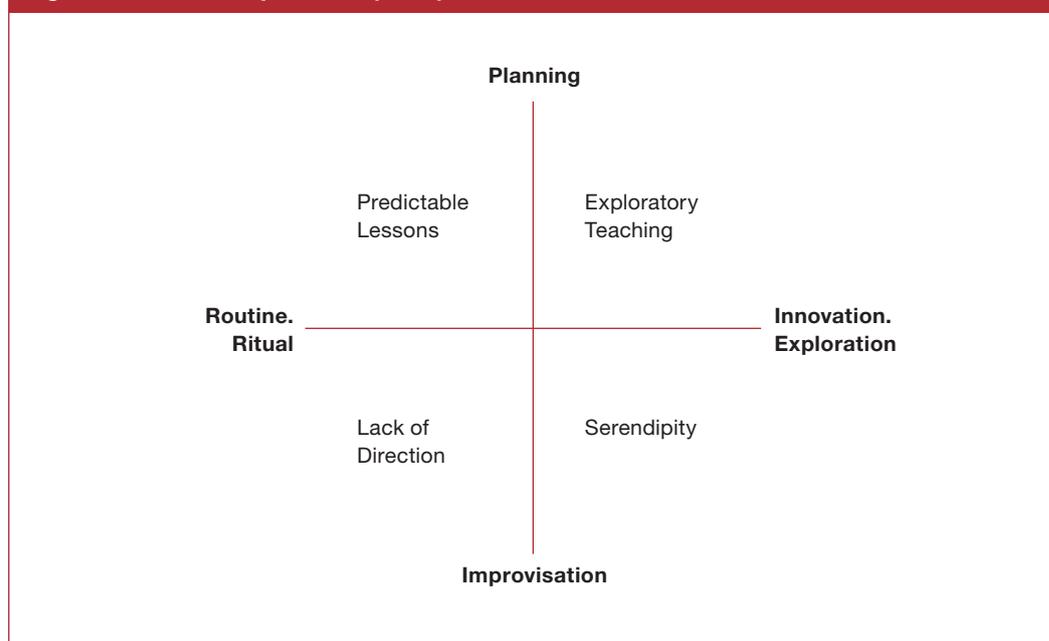| Table 4: Four readings		
Theme	**Reading**	**Rationale**
Understanding Learning	Acquisition vs Participation (Sfaard, 1998; and Ellis, 2000)	The focus here was to engage teachers in reflecting on the ways instruction and interaction work in classrooms, so that the value of particular practices, techniques and roles of teachers and students can be explored.
The nature of teaching	Planning vs Improvisation (Van Lier, 2007)	The focus here was to stimulate reflection on and discussion of teachers' conceptions of teaching; their tacit goals in planning activities for their lessons, and in implementing these in the classroom.
Social and policy context	Ethnography of Communication (Green and Dixon, 2002)	The focus here was to extend discussion of the wider policy and social factors (for example, assessment formats, prescribed materials, social attitudes) which shape learning, students' expectations and teacher effectiveness.
Teacher self-evaluation	Self-Evaluation of Teacher Talk (SETT) (Walsh, 2006)	The focus here was to extend (beyond the initial CLE analysis sheet – see page 14) awareness of what the study of interaction in classrooms can tell us about learning opportunities and take-up.

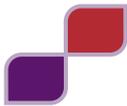See Further Reading (page 39) for full references.

10.1 Reading: Key considerations

1. Facilitate it: reading is a difficult dimension of CPD to implement and integrate as teachers may not be accustomed to reading such texts and find they have little time to do so. In the first InSITE programme we used the original academic papers, with little success; in the second programme we prepared digests of the core ideas, which were better received.

2. Reading can be difficult to integrate into CPD workshops: it can orient the CPD towards an input-based rather than practice-based approach, and can lead to explanations or discussions about the concepts and arguments in the reading, and this may take the focus away from practice. CPD leaders should present readings of appropriate length, to be read between workshops but to be addressed in a specific space in the next workshop. In InSITE we integrated the readings into workshop discussion of the episodes. For example, the Van Lier reading included a graphic on the nature of teaching (see Figure 2 below) – two axes where the quadrants formed four categories of teaching. These provided some lines of exploration for teachers, as reflected in the following discussion questions:

    (a) Which continuum do you feel characterises your teaching, as evidenced in the episode?
    (b) Which quadrant do your lessons fit into?
    (c) If maintaining a position at the intersection of the two axes, which techniques enable you to achieve it, and which factors make this difficult?

Figure 2: Van Lier quadrant (2007)

Planning

Predictable Lessons | Exploratory Teaching

Routine. Ritual — Innovation. Exploration

Lack of Direction | Serendipity

Improvisation

11. Key challenges

There are two sets of challenges which need to be managed in the planning and implementation of CLE-based CPD programmes: the task of fitting it into teachers' busy schedules, and the innovative, practice-centred approach which may be difficult for teachers to engage with. Here we present teachers' views of some issues which raise awareness of these challenges. These views are taken from interviews conducted as part of the research into the CLE-based programme. While this opportunity will not always be possible, CPD leaders should always find a way to explore challenges faced by participants, and hear their views on these.

11.1 Time

In the normal routine, there's never a time to slow down and reflect, even when we have INSET days for my course, we've got one coming up and basically we've got to rewrite the whole course because the qualification has changed, again. And that's what it will be about so there's nothing beyond coping, that's all there's ever time for.

11.2 Scheduling the activities

It's difficult having the workshops at 4.30 p.m. – It is at the end of a day's teaching, and I have to travel [from another site].

11.3 Teacher resistance

Yes I mean you know, I have been teaching for a very, very long time but I'd never seen myself teaching and that was a bit of a revelation and I didn't like it very much.

[I've been] really dismissive of the kind of training in CPD, because it's really basic and really obvious kind of stuff – we had to go to workshops on three very predictable things. One was 'How To Start A Lesson' and the idea was people would sit in a room and discuss ideas on how to start a lesson and some people are very good at that, some people go 'oh I do this, I do that' but I sit in a corner just doing nothing, doing something else. I object to it, I get angry, get really angry because it's so… it's not interesting at all you know and it's just the management's way of looking like they've done the training programme so the contrast [in CLE-based CPD] I find it fascinating and you feel as if your voice is listened to.

Perhaps the most influential factor affecting my philosophy of student-centred teaching has been the Government's Skills for Life initiative during the last decade. Under the pretext of 'improving' the quality of adult literacy provision, accreditation targets have been put in place, along with a standardised literacy curriculum, similar to that used in primary schools. Before that, lessons and ILPs tended to centre on everyday literacy tasks, negotiated by students themselves, based on their personal and social needs. Sadly, this notion of empowering people through literacy seems to have been replaced by a Pavlovian political agenda – one that adheres to a prescribed curriculum and qualifications which often have little bearing on people's original motives for learning.

11.4 Fatigue

Yes, I think because the trouble is our voices are rarely heard, you know? – now we seem to have ended up in this rigid hierarchy where you know I'm sure there are many people who have many positive ideas and contributions to make who just feel 'Ooof I'm just knocking my head against a brick wall; I won't bother'.

11.5 Collaboration

[This really is about] getting people to appreciate each other, so I think possibly if I had to pick one thing about this (CPD) it would be working with people from slightly different backgrounds.

11.6 Learning and innovation

Innovation and exploration are where I believe I have most to learn.

I think [the CLE-based CPD] just shows up what a complex thing teaching is.

This cognitive and analytic activity [working with episodes] in class encompassing awareness of social, affective and cultural factors, challenges me and possibly brings me greater reward than any other part of my teaching.
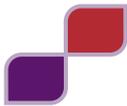
12. Exploring CLE-based learning

Evaluation and research are important in all CPD programmes. They not only point the way to development of the programme, they also add a dimension to the learning process: in reflecting on the theme '*How has it been for you?*', participants explore their own learning, and clarify for themselves how it has contributed to learning and the development of teaching skills. Evaluation and research thus serve an awareness-raising function, which is an essential part of the learning cycle and the process of envisaging better practice.

12.1 Key considerations – Evaluation

The focus of evaluation in this discussion is understanding the effectiveness of the programme as a concept and in its implementation. This is different from assessing the effect on performance or learning of the participating teachers.

Evaluation of the CPD programme is a context for accountability and development. In terms of accountability, it involves demonstrating to all who invest resources in the programme (including time) that there is a reasonable expectation of achieving learning outcomes. In terms of development, it involves hearing the perspectives of participants and more remote stakeholders, so that these can improve the activities of the programme.

Routine programme evaluation practice such as group discussions of strengths, weaknesses and suggestions for improvement, and an end of course questionnaire are important tools in CPD programme evaluation. Where the programme has a separately resourced research component the research activity can provide rich evaluation data.

12.2 Key considerations – Research

The purpose of the research component of the CLE-based CPD programme was to explore more deeply the nature of teaching and teacher learning. In particular we were interested in the craft of the experienced teacher, the social dimensions of teaching, and the opportunities for change and improvement where teaching strategies and techniques have been honed over time in a personalised way. The focus on CLEs enabled us to explore these issues with the teachers, and from a teacher's distinct perspective.

There is a long tradition and multi-faceted philosophical support for the engagement of teachers in research. They are best-placed and best-informed to link analysis of curriculum problems with knowledge construction and pedagogical action, and such activity can harness creative energy for the development of the curriculum, contributing to teachers' personal and career development.

Research as generally constructed is also a very different activity to teaching, and thus there is a risk that the desired integration does not happen. For teachers, research activity may be viewed documenting teaching and learning processes in a very different way from teachers' perspectives and concerns. Thus, research may seem irrelevant to the work of the teacher, may take time away from the tasks of teaching, or it may be viewed as a route out of the classroom, and thus not relate as it might to improved teaching knowledge and skills.

Across all the different traditions of classroom research, the dominant focus has been on *learning*. This has led to assumptions that teaching is mechanical, an adaptable means to an end which can be changed quickly and easily to accommodate new perspectives on learning and interaction. Our view of teaching differs from this. We see it as a complex process of supporting specific learning goals through managing interaction in dynamic social spaces, where the teacher has an unavoidable leadership role which includes sustained motivation and engagement in classroom activities. Experienced teachers construct a bespoke learning experience for each student and each group of students, drawing on an array of knowledge, pedagogies, artefacts and activities to achieve the desired outcomes.
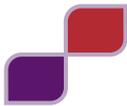
13. Evaluating CLE-based programmes for teachers

As stated previously there are many options for evaluating CPD programmes. We used interviews partly because the resources for the project facilitated this, and partly because of the potential of interviews to capture programme impact, especially when the number of participants is small. In this section we outline the approach to interviewing. The various sections of this handbook have excerpts from the interviews.

13.1 Interviews

In the interviews with participating teachers we wanted to explore:

- the factors worked with in the analysis of classroom episodes (e.g. people, lesson and language/lesson content factors)
- the features of teacher identity, underlying actions, decisions or justifications
- the ways in which teachers co-construct lessons and episodes with students
- the elements of craft which teachers identify in their work
- the relationship between research skills, teaching and professional learning.

The qualitative interviews were guided by the cues and questions below (see Box 3). The time for discussion of each section was limited as most interviews were carried out during breaks or at the end of the day. Where interviews are not possible, the evaluation using this broad framework of perceptions could be done by questionnaire.

Box 3: The qualitative interviews

1. Consider the *impact* of the CPD programme and its constituent parts in terms of:
    (i)   Your learning as a teacher
    (ii)   Practice (or specific practices)
    (iii) On a broader level, the potential of the CPD programme for increasing effectiveness across the college
    (iv)   The particular challenges/difficulties for teachers
    (v)   The analysis of and reflection on episodes
    (vi)   The readings
    (vii) The craft view of teaching

2. What (if anything) do you feel has been beneficial in this programme?

3. What would you change in future iterations?

4. Questions, queries and any other thoughts.

13.2 Other data

The feedback of teachers captured in the interviews was augmented by a range of other data sets constructed as part of the research initiative here (see Table 5). These data sets enabled us to understand not only the impact of the programme, but also to understand the craft of teaching.

Table 5: Datasets for the InSITE Project		
Name	**Format**	**Description**
1. Workshops	Video and transcripts	8 hours (4x2) of data from the input sessions.
2. Database of CLEs	Video and transcripts	All Critical Learning Episodes (CLEs) from the CPD project, including teachers' analyses.
3. Communications	Email and discussion board	Communication between the teachers and project leaders, as well as all analysis conducted using online discussion board.
4. Interviews	Audio and transcripts	Post-CPD interviews with each of the teachers.
5. Written reflections	Text	Written reflections on InSITE completed at the end of the programme.
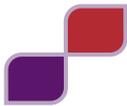
14. The craft of teaching

The notion of craft is an enduring one in the literature on teaching. It has been used in the past to represent a form of teaching which is mechanical and not based on scientific understanding. Our use of the term draws on the work of Richard Sennett, an American writer in the constructivist tradition who has analysed the nature of work in a range of professional fields as having core personal, social and moral meanings, as well as functional and industrial dimensions. His book, *The Craftsman* (Penguin, 2008) identifies three abilities which underpin the notion of craft: to localise, to question and to open up. The first involves making a matter concrete; the second, reflecting on its qualities; the third, expanding its sense. Sennet's core message is a positive one for lifelong learning, for learning in work contexts, and thus for CPD:

- The self-respect that people can earn by being good craftsmen does not come easily. To develop skill requires a good measure of experiment and questioning; mechanical practice seldom enables people to improve their skills. Too often we imagine good work itself as success built economically and efficiently, upon success. Developing skill is more arduous and erratic than this.

- But most people have it in them to become good craftsmen. They have the capacities to become better at, and more involved in, what they do – the abilities to localise, question and open up problems that can result, eventually, in good work. Even if society does not reward people who have made this effort as much as it should, in the end, they can achieve a sense of self-worth – which is reward enough.

Sennett (2008)

This view aligns with recent perspectives on teacher identity and professionalism, which suggest that every teaching act is embedded with meanings that form a coherent whole, and which are both stable and constantly changing. This notion of craft is thus an appropriate platform from which to extend learning and development, and from which to initiate and carry out more probing investigations of how classrooms work and how learning is best supported.

Building on the work of Sennett, we have identified five components of the craft of teaching. These are not planned activities or behaviours which we feel should be taught to trainee teachers, but rather intuitive characteristics of the work of experienced teachers as they plan for and make decisions in the classroom.

14.1 Component 1 – Analytic, cognitive activity (ACA)

Analytic, cognitive activity, evident in planning, and particularly in decision making in classroom interaction. Teachers do a lot of thinking, analysing, remembering and connecting, so that the classroom works as a learning and social space for all students.

> *Most thoughts about my lessons probably occur in class as the lesson unfolds. I may spend very little time planning beforehand or reflecting afterwards, but while I am teaching, I will be constantly questioning the best way to proceed in order to create the best learning opportunities for the group; be this in consideration of social or pedagogical factors, or both.*

> *You can't programme a computer to do that kind of interaction but yet when it happens it's kind of patterned – the way these aspects of interaction are fitted together more or less meet the requirement of every situation.*

14.2 Component 2 – Learning awareness (LA)

Learning awareness is evident in decisions about difficulties and strategies in reading with subject, analysis of students' needs and in evaluation of the potential of materials and tasks. Whereas the learning awareness of novice teachers draws on received knowledge, experienced teachers use accumulated insights to identify opportunities and predict difficulties.

You might have a prepared example but if that doesn't work then you often feel like that's still not quite satisfactory and that learning is not really taking place and there's a lot of compliance, people are just nodding but really they haven't got it yet.

I don't really use a lesson plan. I have an idea of what I want to do, and then you bring the stuff out of them, and by the end I want to know how they're going to use it.

14.3 Component 3 – Social, affective and cultural factors (SAC)

Social, affective and cultural factors, reflecting the respect and mutuality which characterise the classroom as a social space. This component is evident in the ways teachers make use of real interpersonal communication in the classroom, and give feedback which has the potential to sustain motivation and learning.

In my opinion, good teaching depends upon the culmination of many things – vitally, respect for learners. Personality must surely play a part, but more important than this is the internal philosophical and moral fibre of the teacher. I do not believe that caring, and empathy, can be taught.

Thinking about my experience of CPD stretching back over the years – if there is one underlying constant, it is to foster an atmosphere of openness and joint enterprise, where students know I am there to support them.

14.4 Component 4 – Classroom continuity (CC)

Classroom continuity, evident in ways teachers build on shared history in the classroom, and maximise links across lessons, through planned re-cycling and impromptu connections in the classroom discourse.

An example recently, she came in with attitude and she sat in the corner. She put on her earphones. I asked her – I talked to her – I went through the paper with her. This week she came in on time, smiling and she said: 'I'm sorry…'

I emphasised that point because it was related to what that student said to me in the past.

14.5 Component 5 – Curriculum policy context (CPC)

Curriculum policy context, evident in the ways the teacher integrates the set curriculum, such as the required materials, syllabus and examinations. Experienced teachers work with such requirements, integrating them into their preferred lesson shapes and activities.

[The curriculum] became much more formal, with ILPs – Individual Learning Plans – and the ESOL core curriculum… you just became much more accountable in what you were doing.

I like the rigour offered by essay writing, revision and exams: as a teacher I can use this to focus attention and activities and discussion in the classroom.
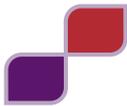
15. Scooter – A CLE case study

This episode is from a lesson recorded as part of the CLE-based CPD project. The teacher, Carolyn Nye, is an experienced ESOL teacher, who has worked in a range of different contexts, has a postgraduate degree and has taken on a range of co-ordination and management roles in addition to classroom teaching. In her own words:

As an ESOL teacher with many years' experience in the UK and overseas, I found InSITE to be a refreshing CPD opportunity to explore the dynamics of the classroom interaction as opposed to new techniques or activities. I feel very comfortable in the classroom, with the relationships I build with students and the classroom interaction I facilitate. This project encouraged examination of these, often unacknowledged, yet essential elements of the learning process by focusing on the subtle, now often unconscious, minute by minute classroom decision making processes.

This episode is from the start of a lesson where her goal is to establish the context for writing a letter of complaint, a typical task in the forthcoming formal tests for these students – see Box 4.

Box 4: Scooter – the CLE

T:	It was my daughter's birthday last week.
SS:	Ohh (all together)
S1:	How old was she?
T:	…she was ten, and I bought her a scooter. Do you know 'scooter'?
S2:	Yes
T:	[gesture] Do you know 'scooter'?
SS:	Yes
T:	How many wheels has a scooter got?
SS:	Two, Three
T:	It's got handles. You put one foot on the scooter, and you PUSH [gesture] with the other foot. Can you imagine it? No? (to S2) Could you draw it while I explain to B. what is happening? [T. speaks to newly arrived S. and while she is doing this, she asks a student to draw a picture of a scooter on the whiteboard]
S3:	(addressing student drawing) Good boy! (laugh) […] is it yourself?
T:	(finished briefing new student) Fantastic. So there's my daughter. What's this thing, that I bought her?
SS:	…Scooter
T:	(writes the word 'scooter' on the board) Her hair's a bit longer (looking at picture on board) (Laughter). OK. So I bought her a scooter, I was really excited because she wanted a scooter. OK Mummy opened the box, it was all in pieces.
S3:	It is a kind of motorbike, a scooter
T:	It's not electric, OK, you have to push it with your foot, OK?
S4:	A kind of bike (other students say 'bike')
T:	It's like a bicycle but you don't push the wheels round like that (gestures)
S3:	Scooter man?
T:	Sorry?
S3:	Spiderman? (laugh)
T:	What's scooterman?
S3:	[…] scooter baby, it's the name of a scooter
T:	You can get small motorbikes. 50cc motorbikes […] not popular in England. Very popular in France and Italy and Spain […] not popular in the UK, perhaps the roads are too dangerous, they're not very fast, because they've got a small engine, anyway back to the story…

15.1 Scooter – Carolyn's account (from interview)

I was trying to think of how, and when, situations students would actually write a letter of complaint when although it's in the syllabus, although it's in the exam, how often do we actually do it […] When I was sitting at home thinking about how I was going to introduce a letter of complaint, I didn't think 'Are the students going to know what a scooter is?' […] but when I was standing up there I immediately thought, well let's just check they know what a scooter is […] I'd sort of set up the scenario, checked, concept checked. It's got 2 wheels, some students said 3 […] and at that moment a student arrived at the door, I had to deal with her, but I couldn't just leave the students hanging. So I think one of the students had offered to draw it. I'm pretty sure one of the students had offered to draw it. And I thought instantly, 'Let's give you the pen' […] He'd done some drawings before in previous lessons and so he quite liked having that role of being able to impart his knowledge to other students. And that particular student, he was quite insecure. And he always used to sit at the front near me and he always used to try and dominate my attention. And I think that was quite a nice way of giving him something, giving him a role, giving him a sense of standing in the class. And he got it right. He knew what I was talking about and he wanted to show the other students he knew what he was talking about. And I wanted to show the other students that he knew, as well. […] I don't bring my family or my personal life into the classroom much. I think you can overdo that, and I don't think they're very interested. See Table 6.

15.2 Scooter – Workshop

The discussion on this episode in the workshop complements the interview account, and also provides an opportunity to link actual classroom practice to the craft framework (see page 31).

15.3 The Scooter episode, teacher learning and CPD

The analysis of the Scooter episode using the craft framework illustrates different points about the nature of teaching:

- The classroom activity is generated by complex analysis of factors such as this group of students, the lesson focus and sequence, and the presence of the observer.

- The teacher's leadership role is evidenced in different ways – encouraging the participation of some students, lessening the domination of others, and ensuring that there is space for student contributions and exploratory talk, without impeding progress to independent student work – here a letter-writing activity.

- The creativity of the teacher is evidenced in introducing some details of her personal experience to lead to an independent student activity which is a preparation for a specific formal assessment task.

Doing this kind of analysis in a CPD context provides opportunities for teacher learning in three ways:

1. It recognises the validity and value of the activities that the teacher develops in the classroom. Such recognition constitutes the basis for engagement with constructive self-evaluation and exploring further ways of managing the classroom.

2. It heightens awareness of how the classroom dynamic plays out, and so provides a basis for informed reflection.

Table 6: Carolyn discussing 'Scooter' in workshop

Teacher – Talking in Workshop 1

CPC → Writing a letter of complaint […] It was inspired by an incident at home, but it wasn't her birthday, and I didn't get her a scooter […] I have a daughter and I had given someone a scooter, but it wasn't my daughter. ← SAC

LA → […] another student said Spiderman. But I think it definitely was scooter man, which is fine, but I didn't think it was relevant* […] I deliberately ignored him actually, which was not so good. ← SAC

ACA → […] I think that's where the teacher really reasserts their authority in the classroom as the one to have power over time keeping. ← SAC

LA → is he creating learning opportunity or is he just [seeking attention]? ← CC

ACA → I notice actually with S3 again today, what was I doing today, get out as a phrasal verb, and it means escape. And we talked about escape and then 5 minutes later we're on to the next topic he comes up with 'prison break'. He obviously works like that, word association. ← LA

ACA → I try not to leave things unexplored if they're relevant […] we have quite a lot of experience of students who try to dominate space or bring up irrelevant topics. And so it's a balance between dealing with it and some are really legitimate, a proper learning opportunity that might be relevant for other students, and some are sort of, you know, just time wasting activities. ← SAC / CPC

CC →

ACA → But if I feel there might be a learning opportunity*, if they happen to be things that I think are relevant to other students, then I will spend time. ← LA

KEY:

ACA	Analytic Cognitive Activity	CC	Classroom Continuity
LA	Learning Awareness	CPC	Curriculum Policy Context
SAC	Social Affective Cultural		

3. It stimulates innovation, as the self-evaluation and informed reflection merge with the teacher's own creativity and search for the novel and effective solutions for her classroom.

The research focus adds further value. The interview provided detailed background information on how this teacher worked: the details of personal experience had been changed to ensure, for this teacher, a balance between student engagement (giving details of family) and teacher privacy (modifying these details); the student drawing on the board was a first for this teacher, but she felt it has its origins in an earlier CPD workshop on learning styles (visual, auditory and kinaesthetic learners), which the teacher thought at the time had not given her anything new; and the assessment format which the activity led to was not one valued by the teacher, but which she engaged with because she was aware of the need to prepare students for the test, and the likely positive impact of careful preparation.

The transcribed workshops and interviews provided an opportunity for the teacher to articulate her own analysis and explore it with others (colleagues and CPD leaders) in a way which would not have been possible in routine teaching contexts. In addition, they allow researchers, and CPD leaders to examine the data over time and in relation to specific coding schemes and emerging themes.

It will not always be possible to explore the implementation of a CPD programme in such detail. Where it is, CPD providers should take the opportunity, not only for its benefits to participants, but also to their own understanding of CPD processes, and for the development of their research skills.

16. Ongoing development of CLE-based learning

The CPD programme described in this handbook is a complex combination of research and practice. The core ideas of CLE-based CPD emerged from an awareness of classroom research strategies, in particular how these harnessed episodes of classroom interaction in order to understand theoretical aspects of learning. Such analyses are not directly concerned with teaching, and typically do not integrate the teacher's perspective. However, much of the complexity in such interactions derives from the teacher's role in the classroom, and in particular the teacher's contribution to the interaction.

When we broaden the scope of such exploration of classroom interaction to include the teacher's perspective, we have two options. We can:

(i)   take an exclusively research orientation, and seek to explain theoretically the ways in which teaching is constructed in interaction, and the factors which shape it; or

(ii) focus on teacher learning, so that we understand not only how teachers 'do' teaching, but also how they 'learn from' teaching.

We have taken the latter route. In one way, this route is a well-travelled one: from established theoretical concepts, an intervention, a programme, is designed and implemented. The operation and impact of this programme is researched, and through this process there is the potential to enhance our understanding in three areas:

• How teachers 'do' teaching
• How teachers 'learn from' their teaching
• How a CPD programme facilitates such learning.

The CLE-based CPD programme has made achievements in all three areas. These achievements are small and advances in our understanding are tentative. What is needed is ongoing work on these ideas, so that further programmes with creative, innovative features and new theoretical perspectives are implemented. Such a programme is a complex CPD option – it is always easier to implement an input-based programme – but the rewards are great: teachers feeling part of a cohesive learning community; classroom researchers exploring classroom interaction in novel ways with teachers; and institutions engaging confidently with the challenge of effectiveness in learning.

17. Summary – principles of CLE-based learning

The core principles are:

1. Centre on the teacher
2. Focus on actual practice
3. Keep the teachers in control

What these principles mean in action:

1. Centre on the teacher
   (i) take professional profile into account when designing CPD programmes and activities
   (ii) work with the teacher as an autonomous professional and as a member of a community of professionals
   (iii) develop intellectual curiosity alongside functional effectiveness
   (iv) place the teacher at the centre of quality assurance and enhancement
   (v) work with professional identity and trajectory
   (vi) plan each CPD programme as part of continuing life-long learning
   (vii) evaluation of CPD programmes should focus on teachers' evaluation of their own learning experience

2. Focus on actual practice
   (i) base CPD activity on recorded and teacher-reported practice in classrooms
   (ii) avoid a deficit model of learning: assume that there are elements of expertise in the practice of experienced teachers
   (iii) discuss and analyse practice to describe rather than evaluate
   (iv) ensure evaluative perspectives start with teacher self-evaluation

3. Keep the teachers in control
   (i) provide a range of activities for teachers to engage in
   (ii) provide a range of ways for teachers to participate in these activities
   (iii) negotiate ways for teachers to record episodes, and share and report learning
   (iv) negotiate shape of next programme as part of CPD

17.1 Centre on the teacher

Teaching always has an important analysis dimension. For teachers this means choosing between a range of strategies and techniques, an ever-increasing array of resources and materials, all supported by a variety of theories of learning. The choices made are based on factors such as the traditions of practice in the classroom context, the needs, experiences and preferences of students, and the personal style of teachers. To compound the difficulty of these decisions, teachers may also be influenced by institutional or political factors such as the nature and format of assessment, class size, lesson frequency, and available time and other resources.

CPD has to connect with the ways each teacher participant manages these choices. This focus is important if the CPD is about a policy development, such as extending the use of ICT or developing

institutional capacity for supporting disabled learners; about informing teachers about recent research, such as the importance of question types, assessment for learning strategies; or the development of student autonomy in learning. In each case, the goal of the CPD is to enable the teacher to make choices in developing classroom practice which contribute to effective and sustained learning. It is important to situate such CPD in both the practice and the professionalism of each teacher.

However, the key factor in making teacher-centred CPD effective is support for the teacher. For highly effective teachers this may involve recognition, validation and encouragement. For those with areas to develop, it is helpful in identifying issues to work on, in illuminating the ways forward, and in establishing a safe learning environment in which the lead in learning remains with the teacher.

17.2 Focus on actual practice

The focus on practice has two principal implications in this approach. First it is about what the teacher plans for and implements in lessons. The role of CPD is to engage teachers in reflection on their assumptions and practices. Second, practice is always complex. Teaching involves engagement in three areas:

- with subject matter – what is to be learnt
- with learners – the students doing the learning
- with curriculum policies in areas such as assessment and standards.

In addition to these, interactions are also shaped by social dimensions of the learning context, and also by teacher identity factors – how the particular teachers view their purpose, role and status in the institutional context. The focus on actual practice in CPD has the purpose of enhancing the visibility of these facets of teaching, thus creating opportunities for focused reflection and teacher learning.

The guidance in this book sets out to support engagement with practice. Whatever the specific goal of a CPD programme or session, the challenge is to get teachers talking about and reflecting on their own practice – we advocate filmed excerpts from classrooms (CLEs – see page 11 above). It is important to work with two constructions of practice: what happens in classrooms, and what teachers think happens; that is, what is their experience of teaching. In both cases the purpose is to describe and recognise the value of the practice, with a view to developing insights and novel interpretations which facilitate ongoing improvements.

Any engagement with teaching raises questions of standards, quality and effectiveness. What is important here is that it is the teacher who judges this, and that description and understanding are more important than external evaluation and teacher assessment. The role of CPD leaders and colleagues is to describe, probe and profile the different aspects of teaching, so that the teacher's evaluation of their practice is informed and multi-faceted.

'Practice' relates closely to the concept of professionalism. We can see professionalism in two ways: *sponsored professionalism*, which involves recognition based on qualifications and professional role, and *independent professionalism* (See Leung 2009, Further Reading) which involves a more personal, enquiring and critical perspective, which in turn guides the individual

teacher in maximising learning opportunities in all lessons and with all students. We believe that establishing a shared notion of professionalism and a sense of social worth and recognition is essential in developing a safe learning zone for teachers.

17.3 Keep the teachers in control

This third principle focuses on an essential aspect of learning – participation and engagement. The main strategy here is to ensure teachers are and feel in control. This means that there are different activities to engage in and processes to invest in, there is flexibility in terms of involvement in collaborative activities and the focus of reflection. And, where CPD is part of institutional practice, each context of CPD involves negotiation and planning for the next programme.

The task of leadership in CPD is to guide and facilitate, so that there is actual focus on practice, and to promote the construction of CLEs by each teacher, so that they are in control of these aspects of the process. There is one major challenge here: how to develop a shared understanding of the values and activities of the CPD programme while ensuring teachers are in control. This requires:

- explicit guidance at the outset
- sharing the rationale and practical elements of the CPD course with teachers
- a commitment to participate in initial activities when understanding is still hazy
- management of change: teachers accustomed to input-led CPD may expect to play a sitting and listening role. Therefore the core focus on practice, and the processes of capturing instances of practice should be explained, guided and supported.
- communication opportunities so that teachers' commitment is informed and sustained.

The goal and the prize, for teachers and their institutions, is a true Continuing Professional Development culture, where teachers feel their expertise and professionalism is valued, where they value opportunities to extend their understanding of learning in their classrooms and programmes, and where their work is a source of intellectual curiosity and social esteem.
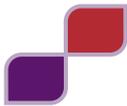
18. Further reading

Readings used in the CPD programme

Acquisition vs participation:
Sfaard, A. (1998) 'On Two Metaphors for Learning and the Dangers of Choosing Just One Author(s)'. *Educational Researcher*. 27 (2) pp. 4–13

Ellis, R. (2000) 'Task-based research and language pedagogy' *Language Teaching Research* 4(3) pp. 193–220

Planning vs improvisation:
Van Lier, L. (2007) 'Action-based teaching, autonomy and identity'. *Innovation in Language Learning and Teaching* 1 (1): 52–3

Ethnography of communication:
Green, J.L. and Dixon, C.N. (2002) 'Response article: Exploring differences in perspectives on microanalysis of classroom discourse: contributions and concerns'. *Applied Linguistics* 23 (3): 393–406

Self-Evaluation of Teacher Talk (SETT)
Walsh, S. (2002) 'Construction or obstruction: teacher talk and learner involvement in the EFL classroom'. *Language Teaching Research* 6 (3): 3–23

Walsh, S. (2006) *Investigating Classroom Discourse*. Oxford: Routledge

Craft
Kiely, R., Davis, M., Nye, C. and Carter, G. (2008) 'Working with the dense weave of cognitive and affective strands in the classroom'. *Voices* 205: 12–14. Canterbury: IATEFL

Davis, M., Kiely, R. and Askham, J. (2009) 'InSITEs into practitioner research: findings from a research-based ESOL teacher professional development programme'. *Studies in the Education of Adults*. 41 (2): 118–137

Kiely, R. (2010) 'Understanding the craft of the experienced teacher'. In Beavan, B. (Ed) *IATEFL 2009 Cardiff Conference Selections*. pp 49–50

Kiely, R. & Davis, M. (2010 Forthcoming) 'From transmission to transformation: teacher learning in ESOL'. *Language Teaching Research* 14

Sennett, R. (2008) *The Craftsman*. London: Penguin

Continuing professional development
Atkinson, T. and Claxton, G. (eds.) (2000) *The Intuitive Practitioner.* Oxford: Oxford University Press

Coffield, F. (2008) *Just suppose teaching and learning became the first priority….* London: LSN Education

Coffield, F. (2009) *All you ever wanted to know about teaching and learning but were too cool to ask.* London: LSN Education
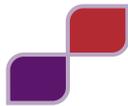
Dadds, Marion (1997) 'Continuing professional development: nurturing the expert within'. *Journal of In-Service Education*, 23 (1): 31—38
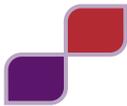
Dadds, M. (1998) 'Supporting practitioner research: a challenge'. *Educational Action Research*, 6 (1): 39–52

Derrick, J. (2007) 'The 30 hours directive'. *Basic Skills Professional Development 10*

DfES (2001) *Learning and teaching: A strategy for professional development*. London: DFEE

DfES (2001) *Adult ESOL Core Curriculum.* London: DfES

Fraser, C., Kennedy, A., Reid, L. and McKinney, S. (2007) 'Teachers' continuing professional development: contested concepts, understandings and models'. *Journal of In-Service Education* 33 (2): 153—169

Fullan, M. (1991) *The New Meaning of Educational Change*. London: Cassell

Harland, J. and Kinder, K. (1997) 'Teachers' Continuing Professional Development: Framing a model of outcomes' *Journal of In-service Education* 23 (1): 71–84

Institute for Learning (2007) *Guidelines for your continuing professional development*. Institute for Learning (www.ifl.ac.uk)

Leung, C. (2009) 'Second language teacher professionalism'. In Burns, A. and Richards, J. (Eds.) *The Cambridge Guide to Second Language Teacher Education* (pp 49–58). Cambridge: Cambridge University Press

Richards, J.C. and Farrell, T.S.C. (2005) *Professional development for language teachers*. New York: Cambridge University Press

Schön, D. (1983) *The reflective practitioner: how professionals think in action*. New York: Basic Books & Aldershot: Arena

Senior, R. (2006) *The experience of language teaching*. Cambridge: Cambridge University Press

Tsui, A.B.M. (2003) *Understanding expertise in teaching*. New York: Cambridge University Press

Practitioner research

Allwright, D. and Hanks, J. (2008) *The Developing Language Learner: An Introduction to Exploratory Practice*. Basingstoke: Palgrave

Cousin, S. (2002) *Improving colleges through action research*. London: Learning and Skills Development Agency

Davies, P., Hamilton, M. and James, K. (2007) *Maximising the impact of practitioner research: a handbook of practical advice*. London: NRDC

Edge, J. (2001) *Case Studies in Action Research*. Alexandria, VA: TESOL Inc.

Freeman, D. (1998) *Doing teacher research: from inquiry to understanding.* Boston: Heinle and Heinle

McWilliam, E. (2004) 'W(h)ither Practitioner Research?'. *The Australian Educational Researcher*, 31 (2)