

Teacher Professionalism and Pedagogic Expertise

Towards
a conceptual framework

Andrew Pollard
TLRP



with acknowledgements
to Lesley Saunders,
formerly of GTC E

Professionalism

The essence of professionalism is the exercise of skills, knowledge and judgement for the public good.

But teacher expertise is poorly understood in our society

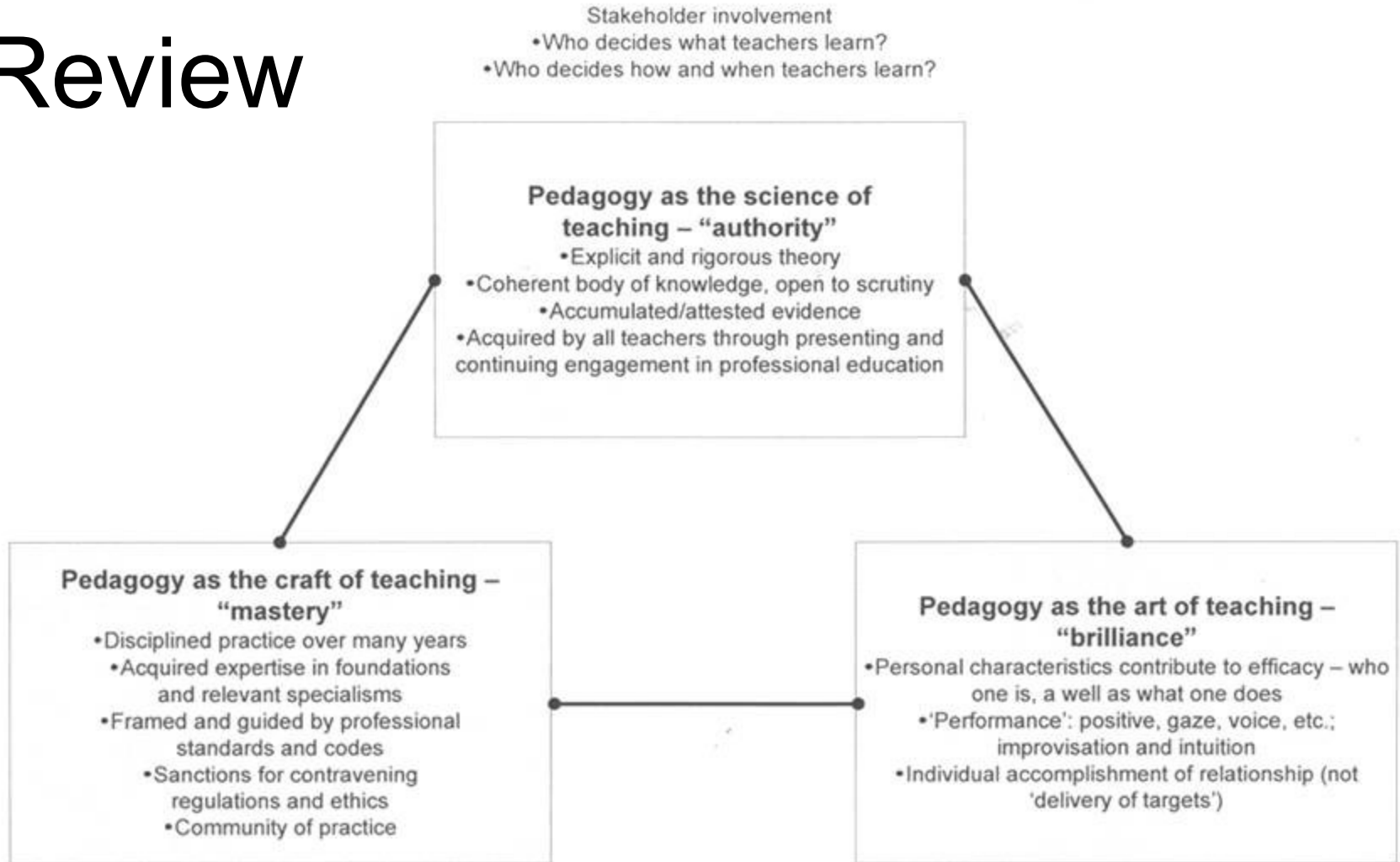
- ‘Pedagogy’ is the practice of teaching framed and informed by a shared and structured body of knowledge and combined with moral purpose.
- By progressively acquiring such knowledge and mastering pedagogical expertise – through initial formation, continuing development and reflective experience – teachers are entitled to be treated as professionals.
- Teachers should scrutinise and evaluate their practice to make *rationaly defensible* professional judgements beyond pragmatic constraints and/or ideological concerns.

Review

Initial work, with Donald McIntyre, to provide a scholarly review of pedagogic expertise as a basis for future development of policy and practice.

Pedagogy Understood as Science, Art and Craft

Review



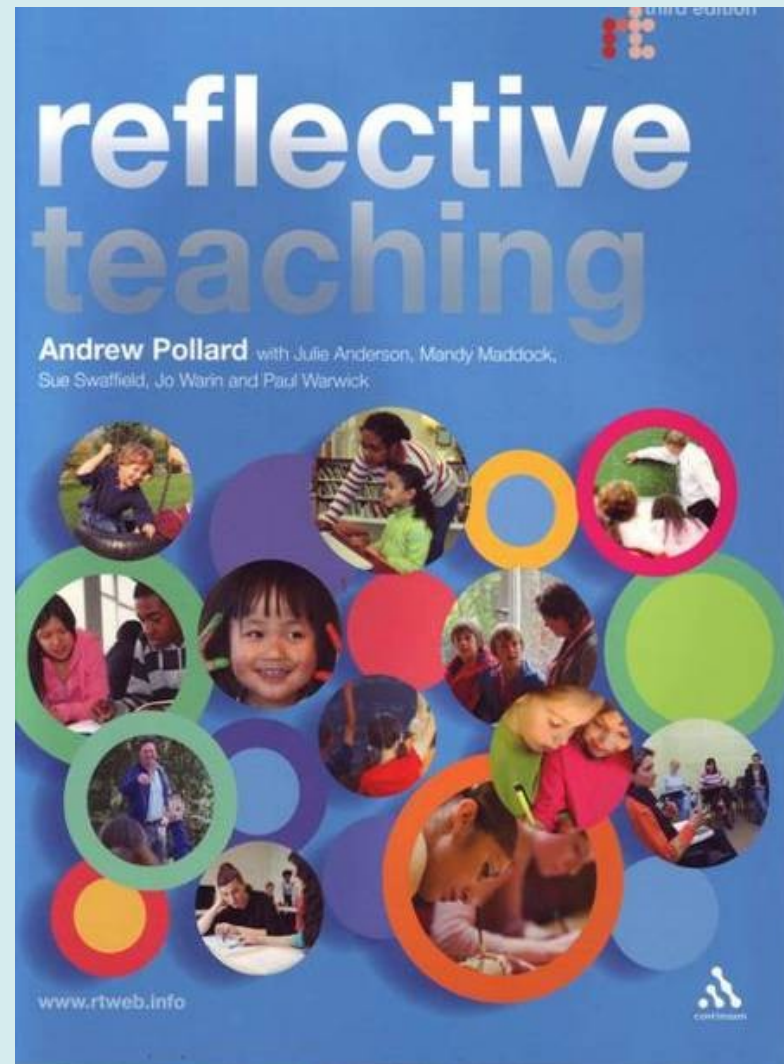
Review

TLRP's ten principles for effective teaching and learning



Review

Support on key issues in teaching and learning, developed collaboratively since 1980s



Review

Significant academic studies:

- Alexander
- Hattie
- Cortazzi

Government agencies:

- OfSTED
- TDA
- GTC NI

Analysis

What do we talk about?

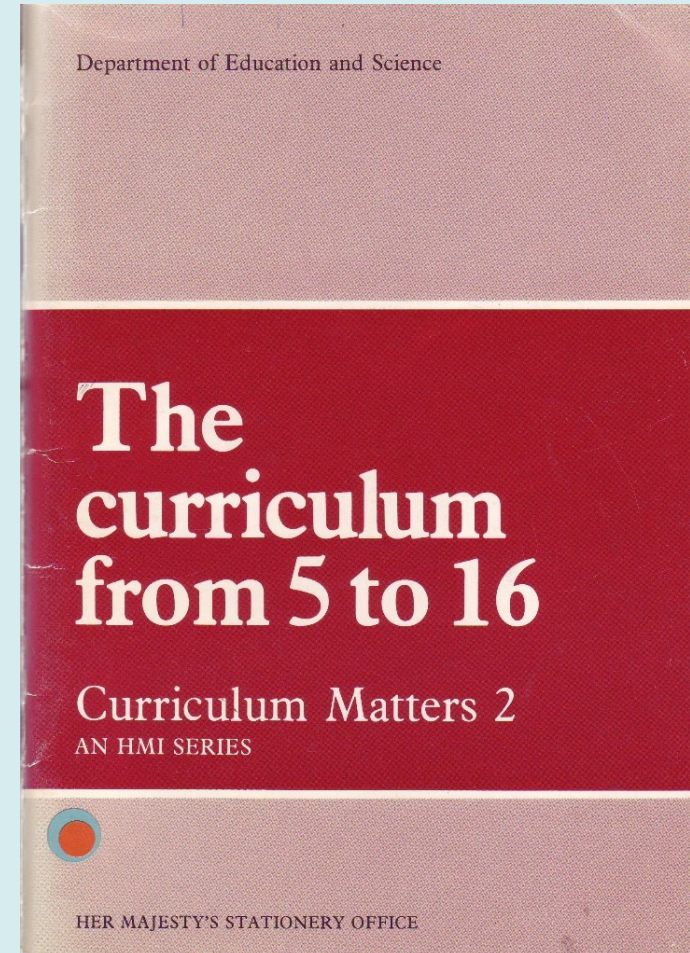
Curriculum Pedagogy Assessment

So, what happens if we compare and contrast the concepts used to discuss curriculum, pedagogy and assessment?

Analysis

Concepts in HMI's *The Curriculum from 5 to 16* (1985)

- Breadth
- Balance
- Relevance
- Differentiation
- Progression
- Continuity



Linguistics

J. R. Firth, Halliday, etc – defining
'meaning' in terms of the function or
significance of words in their
particular context

So, a key contention:

Maybe that pedagogic concepts can be organised in terms of their function and that, by making this logic explicit, we could create a more robust and sustainable conceptual framework for the professional expertise of teaching?

A proposition,
that concepts relate to:

Aims (general and more specific)

Contexts

Processes

Outcomes

- 1. Societal aims** To what kind of 'education' does the provision aspire?
- 2. Dimensions of learning** What knowledge, concepts, skills and values are to be learned in formal education?
- 3. Social context** Is the educational experience valued by society?
- 4. Institutional context** Does the learning culture support, extend and energise learners' educational experiences?
- 5. Process for social needs** Does the educational experience take due account of learner characteristics, so it is meaningful to learners?
- 6. Process for affective needs** Does the educational experience build on social relationships, cultural understandings and informal learning?
- 7. Process for cognitive needs** Does the educational experience match learners' cognitive, affective and social needs?
- 8. Developmental outcomes** Does the educational experience lead to development in knowledge, concepts, skills and values?
- 9. Cumulative outcomes** Does the educational experience equip learners for adult and working life and for a future which cannot be known in advance?

Issues

- Is this framework a **valid** representation the most important issues which underpin classroom practice?
- How does the framework relate to the GTC E's new Code for professional practice?
- How does the framework relate to the TDA's Standards and new vision for teachers and teaching?

Teaching and Learning Research Programme

Quality of learners' educational experiences	Curriculum Is it ...?	Pedagogy Is it ...?	Assessment Is it ...?
1. Aims (soc) What kind of 'education' is the provision designed to achieve?	broad	purposive: is the pedagogy consistent with core educational values and objectives?	congruent
2. Elements of learning (soc) What knowledge, concepts, skills and attitudes are to be learned in formal education?	balanced	appropriate: does the pedagogic repertoire enhance teaching of <i>all</i> elements of learning?	valid
3. Context (soc) Is the educational experience valued by society?	relevant to society	established: is the pedagogy convincing and acceptable to the main stakeholder groups?	dependable
4. Context (inst) Does the learning culture support, extend and energise learners' educational experiences?	coherent	expansive: does the pedagogy affirm learner contributions, set high expectations and provide new opportunities?	feeding back
5. Process (indivs) Does the educational experience take due account of learner views and characteristics, so it is meaningful to learners?	relevant to the learner	engaging: does the pedagogy enable learners to make meaningful sense of what is being taught and why?	authentic
6. Process (indivs) Does the educational experience build on social relationships, cultural understandings and informal learning?	sensitive to diversity	responsive: is the pedagogy sensitive to the range and richness of learner perspectives and identities?	inclusive
7. Process (indivs) Does the educational experience match the learner's cognitive, affective and social needs?	differentiated	dialogic: does classroom talk scaffold learners to build on their knowledge, etc., and to strengthen their disposition to learn?	diagnostic
8. Outcomes (indivs) Does the educational experience lead to <i>development</i> in knowledge, concepts, skills and attitudes?	providing for continuity and progression	cumulative: does the pedagogy explicitly deepen and extend the knowledge, concepts, skills and attitudes of learners?	formative
9. Outcomes (soc) Does the educational experience equip learners for adult and working life, and a future which cannot be known in advance?	enhancing standards of attainment, transferable skills and understanding	productive: do the methods produce results in terms of recognised achievements and portable qualifications for learners?	consequential

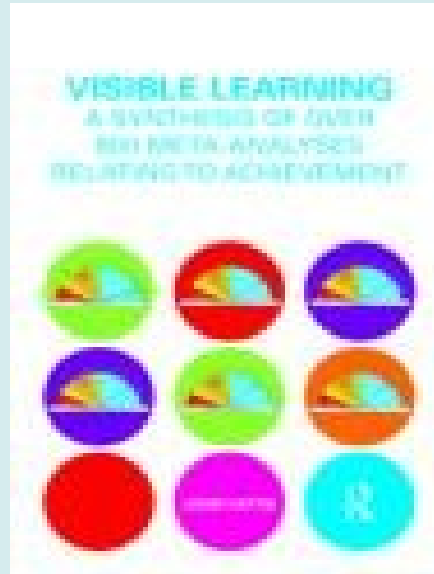
OfSTED



Excel often, challenge disadvantage, put students first, invest in staff, nurture communities, maintain strong values and high expectations.

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6. Process	sensitive to diversity	responsive	inclusive
7. Process	differentiated	dialogic	diagnostic
8. Outcomes	continuous and progressive	cumulative	formative
9. Outcomes	standards, skills & understanding	productive	consequential

Hattie



Effect sizes: feedback,
instructional quality
and quantity, direct
instruction,
acceleration, class
environment,
challenge of goals

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Alexander



Pedagogic repertoire:
interaction, teaching
talk, learning talk

Dialogic teaching:
collective, reciprocal,
supportive, cumulative,
purposeful

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TLRP



Ten 'principles' for effective T&L emphasise meaningful engagement

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