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Harnessing opportunities for professional development with educational technologies

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**University of
Sunderland**

An educator – with a passion for Educational Technology

- School background
- Information Technology
- Educational Technology
- A researcher
- An academic
- A teacher educator, actively researching initial teacher training and continuing professional development for teachers and educators



“

A snapshot survey by the Teacher Development Agency suggested that less 1% of traditional CPD ‘transformed’ existing practice

”

CUREE 2011

The big issue

The need for CPD is rooted in change and growth

1. How are teachers **planning** Computing lessons?
2. How is pedagogical content knowledge (**PCK**) demonstrated in the planning process?
3. How is the Computer Science **subject knowledge** requirement being addressed by different teachers?

“Teachers are resilient and proactive in the face of curriculum change”
(Hidson, 2018)

Change requires change

1. “Higher expectations for higher quality teaching demands teachers who are well qualified, highly motivated, knowledgeable and skilful, not only at the point of entry into teaching but also **throughout their careers.**”

(Day & Sachs 2005, 3-4)

2. “Teachers of today and tomorrow need to do more **learning on the job**, or in parallel with it - where they constantly can test out, refine, and get feedback on the improvement they make. They need **access to other colleagues** in order to learn from them.”

(Fullan 2007, 297)

3. “Our professional identity can thus be described through how we construe and construct our own biographies and prior experiences, our values, beliefs, attitudes and dispositions, our motivations and aspirations, our **specialist knowledges and abilities**, and our **group affinities and affiliations.**”

(Davey 2013, 163)




Research to promote CPD



Three key areas where EdTech underpins CPD

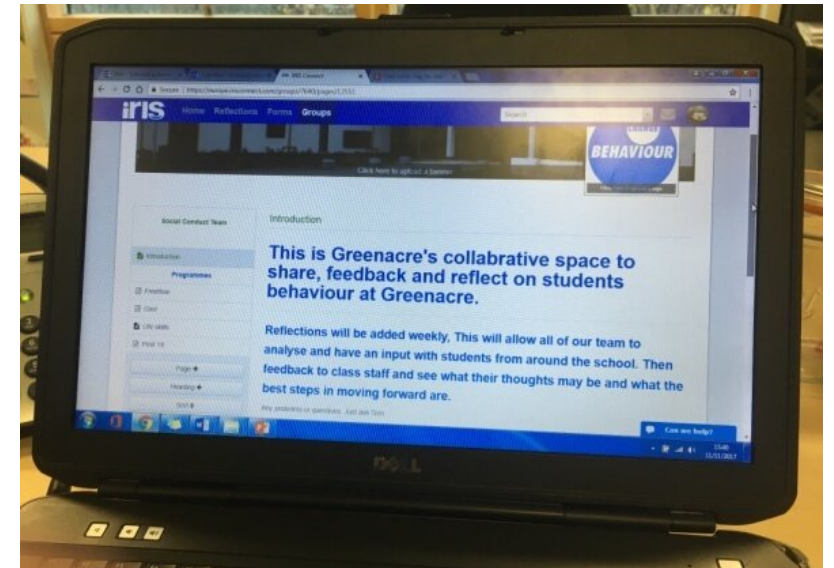
- 1) Communities of practice
- 2) Technologies for reflective practice
- 3) Micro-learning opportunities



Rooted in
theory →
research and
evidence

1. Communities of Practice

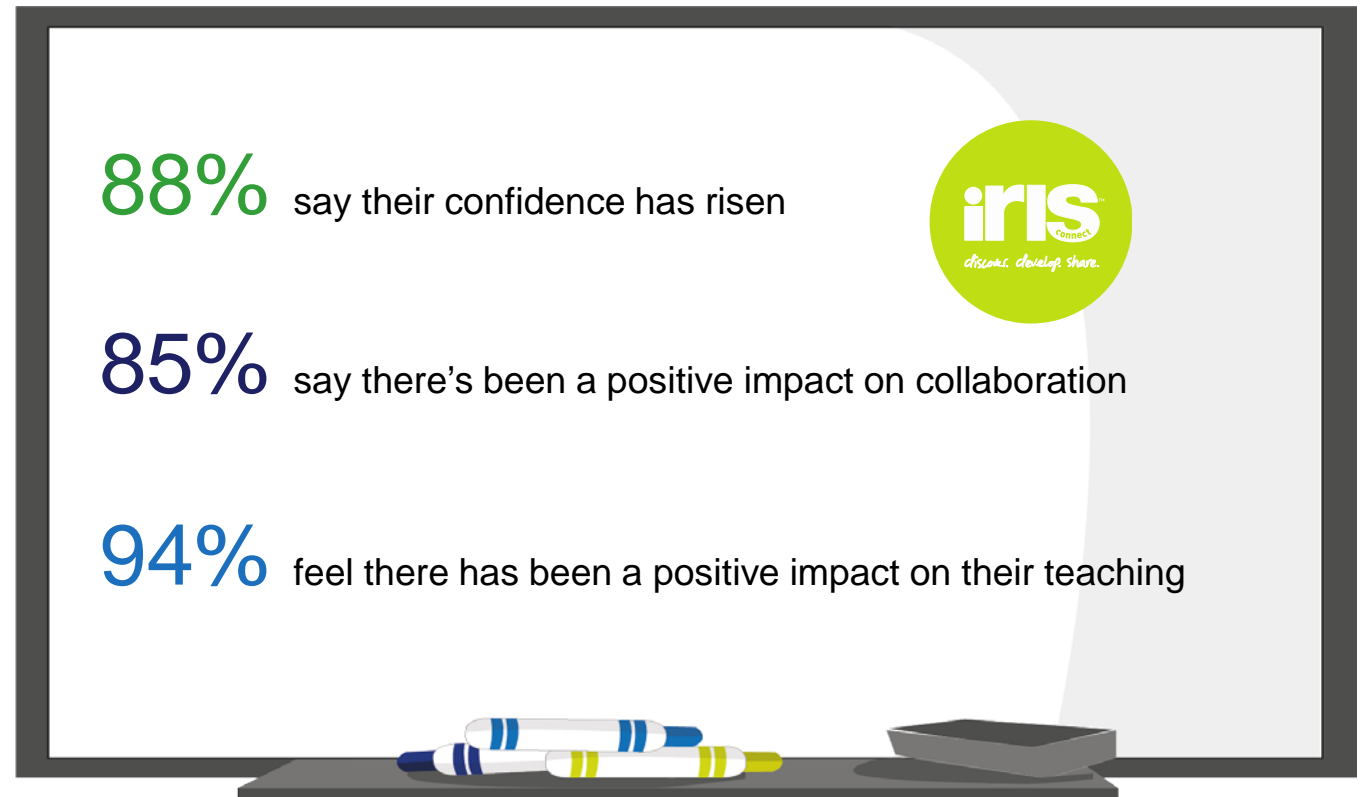
- Teachers in my studies using CAS and social media
- Video observation and CPD platforms
- Connected mobile applications and technologies
- Shared purpose and purposeful participation
- Online teaching platforms
- MOOCs – online open courses
- SOLE, the Granny Cloud, the MegaSOLE
- Local and distributed communities



Connectedness supports CPD

2. Technologies to build professional capital through reflective practice

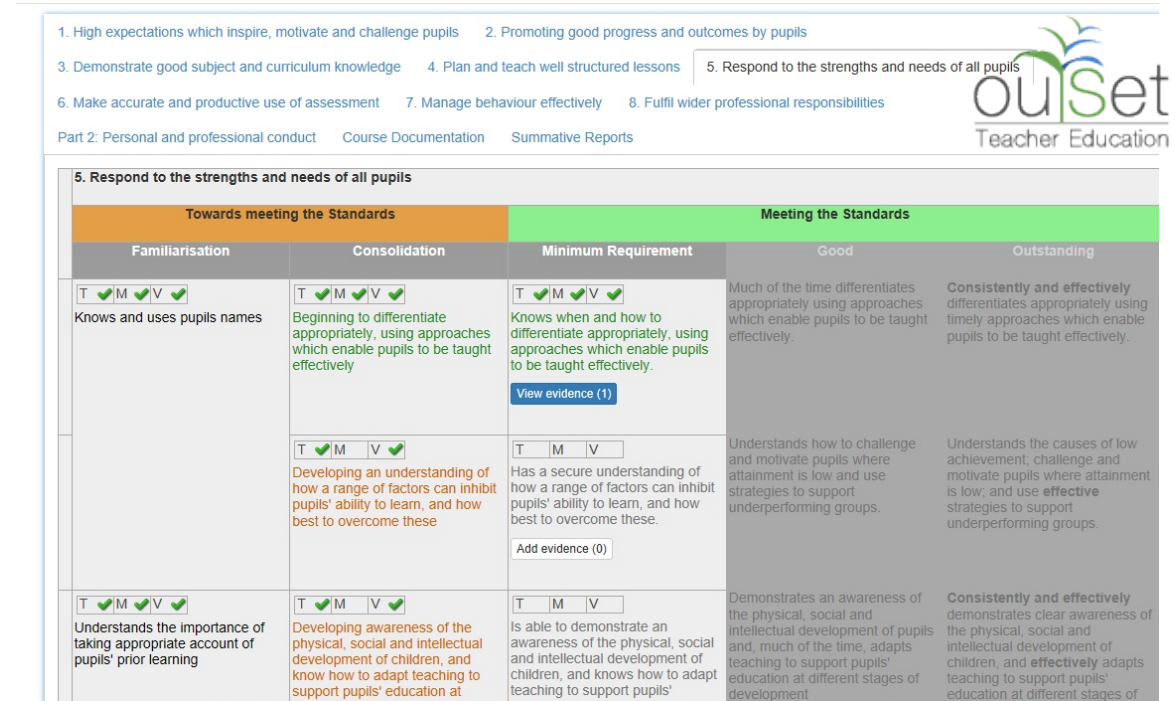
- Reflective practice through online support
- Web-enabled video, internet calling
- Video enhanced observation
- Film clubs
- Modelling of good practice
- Feedback and dialogue



Technologies support CPD

3. Mobile apps and micro-learning coaching and collaboration and e-portfolios

- Linguacuisine app for language learning through cooking
- Tracking and monitoring systems and platforms
- E-portfolios in proPIC and UoS, Outset (TPEA)
- Video material, developed in-house or externally



The screenshot shows the Outset Teacher Education interface. At the top, there are navigation links for various standards: 1. High expectations which inspire, motivate and challenge pupils; 2. Promoting good progress and outcomes by pupils; 3. Demonstrate good subject and curriculum knowledge; 4. Plan and teach well structured lessons; 5. Respond to the strengths and needs of all pupils; 6. Make accurate and productive use of assessment; 7. Manage behaviour effectively; 8. Fulfill wider professional responsibilities. Below these is a section for 'Part 2: Personal and professional conduct' with sub-links for 'Course Documentation' and 'Summative Reports'. The main content area is titled '5. Respond to the strengths and needs of all pupils' and contains a table with columns for 'Towards meeting the Standards' (Familiarisation, Consolidation, Minimum Requirement) and 'Meeting the Standards' (Good, Outstanding). Each cell in the table contains a description of a standard, a progress indicator (T, M, V with checkmarks), and a 'View evidence' or 'Add evidence' button.

Towards meeting the Standards			Meeting the Standards	
Familiarisation	Consolidation	Minimum Requirement	Good	Outstanding
<p>T ✓ M ✓ V ✓</p> <p>Knows and uses pupils names</p>	<p>T ✓ M ✓ V ✓</p> <p>Beginning to differentiate appropriately, using approaches which enable pupils to be taught effectively</p>	<p>T ✓ M ✓ V ✓</p> <p>Knows when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.</p> <p>View evidence (1)</p>	<p>Much of the time differentiates appropriately using approaches which enable pupils to be taught effectively.</p>	<p>Consistently and effectively differentiates appropriately using timely approaches which enable pupils to be taught effectively.</p>
	<p>T ✓ M ✓ V ✓</p> <p>Developing an understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these</p>	<p>T M V</p> <p>Has a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.</p> <p>Add evidence (0)</p>	<p>Understands how to challenge and motivate pupils where attainment is low and use strategies to support underperforming groups.</p>	<p>Understands the causes of low achievement, challenge and motivate pupils where attainment is low, and use effective strategies to support underperforming groups.</p>
<p>T ✓ M ✓ V ✓</p> <p>Understands the importance of taking appropriate account of pupils' prior learning</p>	<p>T ✓ M ✓ V ✓</p> <p>Developing awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at</p>	<p>T M V</p> <p>Is able to demonstrate an awareness of the physical, social and intellectual development of children, and knows how to adapt teaching to support pupils'</p>	<p>Demonstrates an awareness of the physical, social and intellectual development of pupils and, much of the time, adapts teaching to support pupils' education at different stages of development</p>	<p>Consistently and effectively demonstrates clear awareness of the physical, social and intellectual development of children, and effectively adapts teaching to support pupils' education at different stages of</p>

Choice and availability for CPD

I'm a teacher...what Edtech can I use for CPD?

- Teaching, learning, supporting others, research
- Bring together the three EdTech areas for CPD
- Gain institutional support if possible
- Not just the **what**, but the **how** and the **why**
- Maintain criticality and remember the '**Bananarama Principle**' (Professor Steve Higgins)
- The CPD shopping list in a time of immense change and uncertainty - scan the horizon
- Be the architect of your own professional learning

The global potential for CPD

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