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DIGITAL OPPORTUNITIES FOR PROFESSIONAL DEVELOPMENT

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WHAT IS A RESEARCH SAFARI?



- A review of selected technologies that have secure roots in research: today's topic – CPD – rooted in my own background, research and specialist interests
- Followed by a guided tour around Bett today by John Sibbald of TPEA



TPEA

Technology Pedagogy and Education Association

Thank you for visiting – Our site is currently under construction.
You can find more information from our founding organisations below.

A partnership between:



Founded in 1992 the MirandaNet Fellowship is an international community of professional educators which has forged a unique approach to continuing professional development (CPD), education, innovation and research.

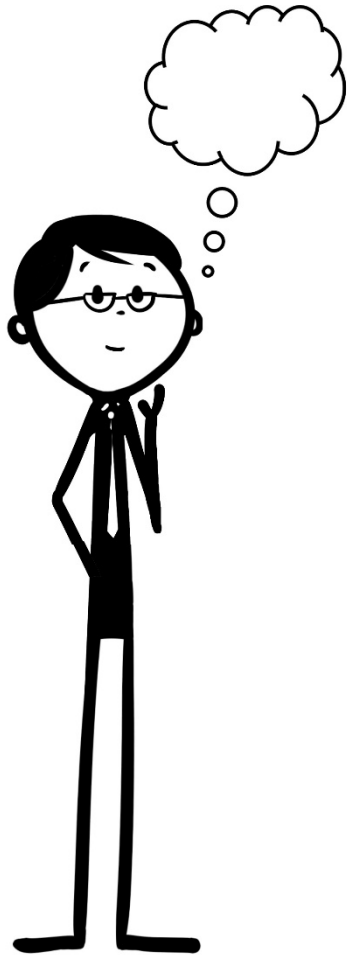


ITTE is an association of teacher educators who share an interest in improving learning through the application of digital technology in teaching and through the effective teaching of ICT as a subject and the pedagogical application of digital technology by all teachers.

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

CUREE 2011

THE NEED FOR CPD



RESEARCH QUESTIONS

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)

WHY IS CPD IMPORTANT?



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

(Day & Sachs 2005, 3-4)

“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)


“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)



THREE KEY AREAS

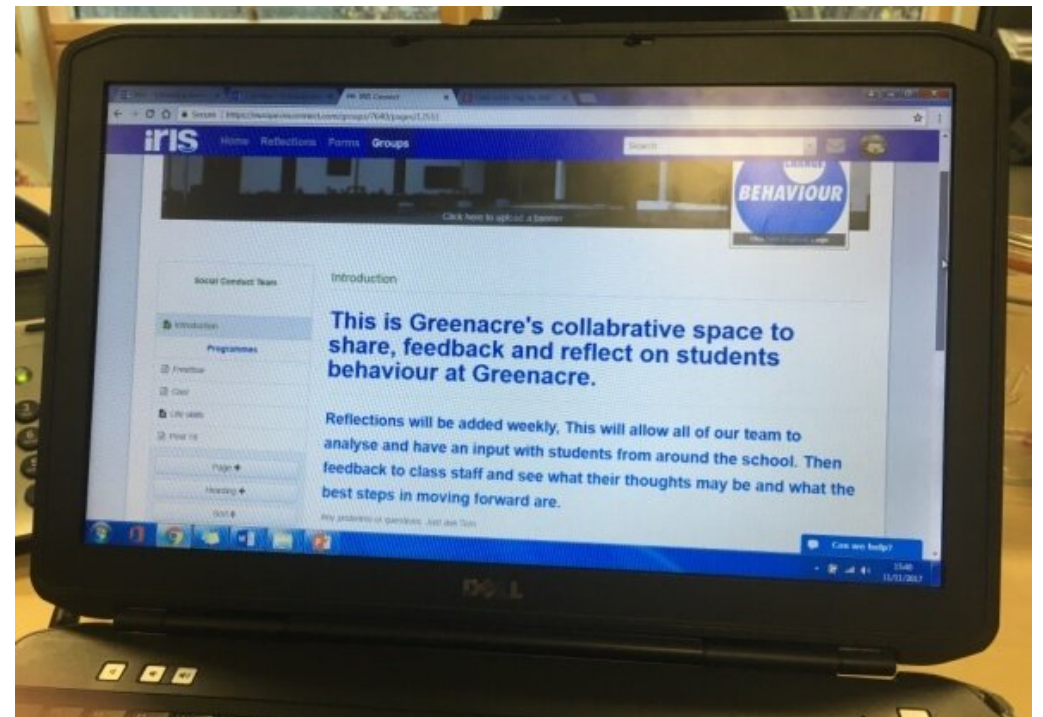
1. Communities of practice
2. Technology for reflective practice
3. Micro-learning opportunities



Rooted in
theory →
research and
evidence

1. COMMUNITIES OF PRACTICE

- Teachers in my study using CAS and social media
- Video platforms
- Connected mobile applications proPIC
- Shared purpose and purposeful participation
- Online teaching platforms
- MOOCs (Helen Caldwell)
- SOLE, the Granny Cloud, the MegaSOLE
- Local and distributed communities



2. TECHNOLOGY 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



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



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

Part 2: Personal and professional conduct Course Documentation Summative Reports

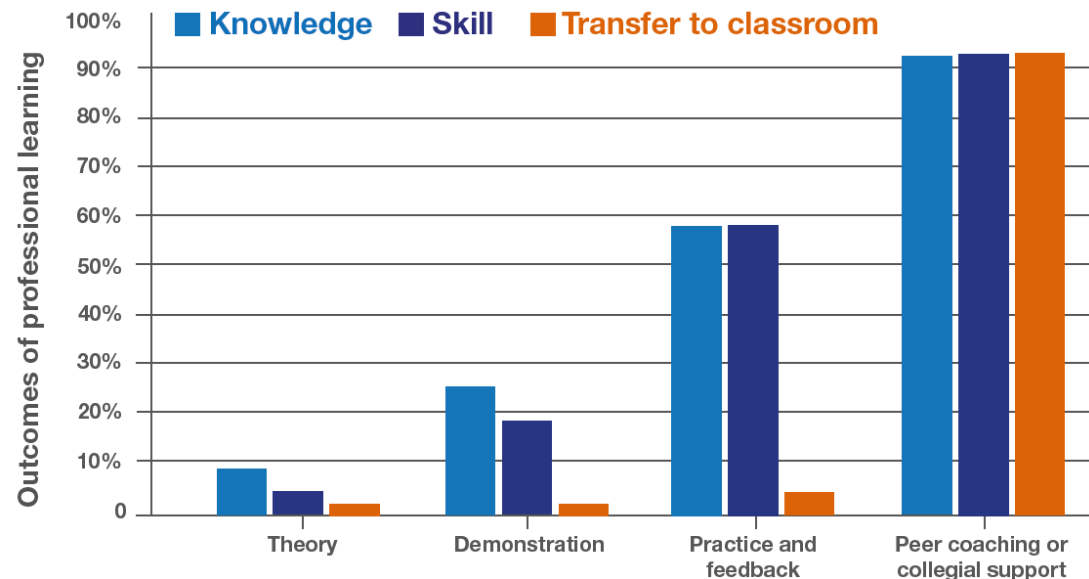
5. Respond to the strengths and needs of all pupils

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>	Much of the time differentiates appropriately using approaches which enable pupils to be taught effectively.	Consistently and effectively differentiates appropriately using timely approaches which enable pupils to be taught effectively.
	<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>	Understands how to challenge and motivate pupils where attainment is low and use strategies to support underperforming groups.	Understands the causes of low achievement, challenge and motivate pupils where attainment is low; and use effective strategies to support underperforming groups.
<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>	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	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

I'M A TEACHER...WHAT EDTECH CAN I USE FOR CPD?

- Teaching, learning, supporting others, researching
- Bring together these three EdTech areas for CPD
- Be the architect of your own professional learning
- 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 austerity

Teacher professional learning



Partners in School Innovation (2014)
Adapted from Joyce and Showers (2002)

ASSOCIATE COMPANIES AND RESEARCH PARTNERS:



TPEA

Technology Pedagogy and Education Association Newsletter



- **Can we 'Fix the Web' together?**
- **TPEA Launch**
- South Gallery Suite 2 15:00 24th January
- Dr Mike Sharples will be launching the Technology, Pedagogy and Education Association (TPEA tpea.ac.uk) with a talk about the powerful pedagogies that have been made possible by education technologies followed by a discussion about joining Tim Berners Lee's call to sign up to a Contract for the Web.
- Refreshments will be available and participants will be welcome to join us for an informal supper at 18:30.
- **Register here** tpea_launch.eventbrite.co.uk

AND NOW FOR THE TOUR



Led today by John Sibbald of TPEA



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