

Teacher learning in schools and further education

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Teachers matter

- Committed and resilient teachers are more effective practitioners, who enhance students' learning

The projects

- A values-based approach to teacher education
- Variations in teachers' work, lives, and their effects on pupils (VITAE)
- Changing teacher roles, identities and professionalism (C-TRIP)
- Learning and working in further education in Wales
- Enhanced competence-based learning in early professional development (EPD)
- Learning to teach in post-devolution UK (LtT UK)
- Learning how to learn – in classrooms, schools and networks (LHTL)

Structure of this session

- Key findings from the projects
- Discussion question: How can teachers best be developed and supported in order to be committed and resilient practitioners, at different stages of their careers?
- Questions to project leaders

Findings (1)

- TLRP research indicates that levels of commitment and resilience are influenced by many factors, including teachers' own background, their initial professional education and induction and the learning environment within which they are working.

Findings (2)

- The nature of teacher learning varies during their careers, with different needs being identified during different professional life phases. Cognitive learning processes may be less significant than emotional and relational aspects, especially during the early stages.

Findings (3)

- The impact of the high priority given to narrowly-focused learning outcomes has been found to be restrictive to teachers' identities and professionalism.

Findings (4)

- The extent to which the values basis of teaching is addressed varies across different contexts, but teacher identity is more positive where such matters are a common subject for professional discussion.

Findings (5)

- It is important for teachers to be provided with opportunities to undertake reflective, collaborative, classroom-focused inquiry in order to develop a well-informed approach to their own learning journey or trajectory. Approaches to initial teacher education and continuing professional development across the UK should aim to support teachers in this way.

Discussion question

- How can teachers best be developed and supported in order to be committed and resilient practitioners, at different stages of their careers?
- For example, what are the implications for:
 - Initial and early training
 - Ongoing support and professional development
 - Recognition and reward
 - Curriculum and assessment
 - School/college management

Questions to project leaders

- Prof Alan Smith (University of Ulster) - A values-based approach ...
- Prof Chris Day (University of Nottingham) - VITAE
- Dr Martin Jephcote & Dr Jane Salisbury (University of Cardiff) - Further education in Wales
- Prof Jim McNally (University of Strathclyde) - EPD
- Prof Ian Menter (University of Glasgow) LtT UK
- Prof Mary James (University of London) LHTL