

# International Multidisciplinary Research Journal

## *Golden Research Thoughts*

Chief Editor  
Dr.Tukaram Narayan Shinde

Publisher  
Mrs.Laxmi Ashok Yakkaldevi

Associate Editor  
Dr.Rajani Dalvi

Honorary  
Mr.Ashok Yakkaldevi

Golden Research Thoughts Journal is a multidisciplinary research journal, published monthly in English, Hindi & Marathi Language. All research papers submitted to the journal will be double - blind peer reviewed referred by members of the editorial board. Readers will include investigator in universities, research institutes government and industry with research interest in the general subjects.

### Regional Editor

Dr. T. Manichander

### International Advisory Board

Kamani Perera  
Regional Center For Strategic Studies, Sri Lanka

Mohammad Hailat  
Dept. of Mathematical Sciences,  
University of South Carolina Aiken

Hasan Baktir  
English Language and Literature  
Department, Kayseri

Janaki Sinnasamy  
Librarian, University of Malaya

Abdullah Sabbagh  
Engineering Studies, Sydney

Ghayoor Abbas Chotana  
Dept of Chemistry, Lahore University of  
Management Sciences[PK]

Romona Mihaila  
Spiru Haret University, Romania

Ecaterina Patrascu  
Spiru Haret University, Bucharest

Anna Maria Constantinovici  
AL. I. Cuza University, Romania

Delia Serbescu  
Spiru Haret University, Bucharest,  
Romania

Loredana Bosca  
Spiru Haret University, Romania

Ilie Pinteau,  
Spiru Haret University, Romania

Anurag Misra  
DBS College, Kanpur

Fabricio Moraes de Almeida  
Federal University of Rondonia, Brazil

Xiaohua Yang  
PhD, USA

Titus PopPhD, Partium Christian  
University, Oradea, Romania

George - Calin SERITAN  
Faculty of Philosophy and Socio-Political  
Sciences Al. I. Cuza University, Iasi

.....More

### Editorial Board

Pratap Vyamktrao Naikwade  
ASP College Devrukh, Ratnagiri, MS India Ex - VC. Solapur University, Solapur

Iresh Swami

Rajendra Shendge  
Director, B.C.U.D. Solapur University,  
Solapur

R. R. Patil  
Head Geology Department Solapur  
University, Solapur

N.S. Dhaygude  
Ex. Prin. Dayanand College, Solapur

R. R. Yaliker  
Director Management Institute, Solapur

Rama Bhosale  
Prin. and Jt. Director Higher Education,  
Panvel

Narendra Kadu  
Jt. Director Higher Education, Pune

Umesh Rajderkar  
Head Humanities & Social Science  
YCMOU, Nashik

Salve R. N.  
Department of Sociology, Shivaji  
University, Kolhapur

K. M. Bhandarkar  
Praful Patel College of Education, Gondia

S. R. Pandya  
Head Education Dept. Mumbai University,  
Mumbai

Govind P. Shinde  
Bharati Vidyapeeth School of Distance  
Education Center, Navi Mumbai

G. P. Patankar  
S. D. M. Degree College, Honavar, Karnataka

Alka Darshan Shrivastava  
Shaskiya Snatkottar Mahavidyalaya, Dhar

Chakane Sanjay Dnyaneshwar  
Arts, Science & Commerce College,  
Indapur, Pune

Maj. S. Bakhtiar Choudhary  
Director, Hyderabad AP India.

Rahul Shriram Sudke  
Devi Ahilya Vishwavidyalaya, Indore

Awadhesh Kumar Shirotriya  
Secretary, Play India Play, Meerut (U.P.)

S. Parvathi Devi  
Ph.D.-University of Allahabad

S.KANNAN  
Annamalai University, TN

Sonal Singh,  
Vikram University, Ujjain

Satish Kumar Kalhotra  
Maulana Azad National Urdu University



## DEVELOPING PROFESSIONAL LEARNING AMONG TEACHER EDUCATORS.

Dr. Ramesh Sandhu

Associate Professor , C R College of Education , Hisar.

### ABSTRACT

The application of principles and strategies of 'reflective practice' and 'critical reflection' on the practice of teachers in the classroom is known as professional learning. It is not just attending conferences and/or conducting research, rather, it is a matter of transformative and rigorous investigations about their own professional practices. Action research is one of the best technique of bringing improvement in their own teaching-learning process. The role of teacher educators have changed from disbursement of knowledge to facilitator of knowledge. Thus, there is need to go for self inquiry into their own practices. They should know the principles and practice of 'reflection' and 'critically reflective practices, to develop their own professional practices. Reflection and critically reflective practices are more than



just thinking about practice, and improving themselves in isolation. It involves an ideally collaborative unpacking of assumptions, and a willingness to challenge and have challenged deeply embedded beliefs and routines of practice. It involves a mentored gathering of evidence of one's own current practice and its impact, and an ongoing re-examination of that practice in the light of that evidence. It also involves taking into account, and being responsive to, a wide range of specific contextual and cultural considerations. Professional learning is not achieved rapidly & comfortably but a long, tedious and consistent

process. The aim of professional learning is to develop professional competencies. Professional learning is dynamic, collaborative, part of an institution,, participatory, adequately resourced in all of money, time & human terms, multifaceted, cognisant of socio-emotional aspect, structured, attached to both internal and external motivation and carried out by highly qualified, credible and experienced facilitators. The real strength of professional learning is to pay attention to individuals and their various needs for information, assistance and moral support.

**KEYWORDS:** Professiona

l learning, Teacher educators.

### INTRODUCTION

Professional learning means application of principles and strategies of 'reflective practice' and 'critical reflection, on the practice of teachers in the classroom. Professional learning for teacher educators is not just, or even, a matter of attending conferences, or spending a day reading in the library, or, for that matter, conducting empirical research in schools and classrooms. Rather it is a matter of undertaking potentially transformative and rigorous investigations of their own professional practices in order to improve those practices." Davey and Ham(2011). Action research is one of the best practice/ technique/mode of bringing improvement in their own teaching-learning process. There is paradigm shift in the

working of teachers from lecturing to facilitating. The in-service teacher training must emphasise on facilitating teachers to go for self-inquiries into their own practices as compared to present before them new content or subject knowledge or new pedagogical skills. As Loucks-Horsley (1996) has described this shift in focus: traditionally, those who provided professional development to teachers were considered to be trainers. Now their roles have broadened immensely.... [and] they have to be facilitators, assessors, resource brokers, mediators of learning, designers, and coaches..... Accordingly, the knowledge base of in-service teacher education is increasingly becoming constituted as a knowledge not so much of curriculum or assessment methods, or the like, but more as a knowledge of the principles and practice of 'reflection' and 'critically reflective practice', and of how these may empower teachers to improve their own practice. In order to develop their own professional learning, the teacher educators must know about 'critically reflective practice' and how to foster these practices among them.

### CRITICAL REFLECTION

The general consensus on what critical reflection or reflective practice looks like consists of a common acknowledgement that 'reflective practice' and subsequent teacher educator or teacher professional learning form a complex process that invoke more than just thinking about practice (Dewey, 1933; Schon, 1983; Loughran, 2006), and more than just a teacher or teacher educator self improving themselves in isolation (Lave & Wenger, 1991; Wenger, 1998). It involves an ideally collaborative unpacking of assumptions, and a willingness to challenge and have challenged deeply embedded beliefs and routines of practice (Samaras, 2002; Jackson & Taskar, 2006). It involves a mentored gathering of evidence of one's own current practice and its impact, and an ongoing re-examination of that practice in the light of that evidence (Brookfield, 1995; Hatton & Smith 1995; Reid, 2004). It involves taking into account, and being responsive to, a wide range of specific contextual and cultural considerations (Hall & Hord, 1991; Bishop & Glynn, 1999), and it does not skirt the discomfort of the cognitive dissonance that necessarily precedes any change in practice (Argyris & Schon, 1974; Spillane et al., 2002). Thus, professional learning through (self-) critical reflection is not achieved rapidly, it is not achieved comfortably and it is not achieved alone (Davey & Ham 2011).

### PROFESSIONAL LEARNING

The aim of professional learning in education is to develop professional competencies. Research studies show that professional learning is not 'replicable recipe' but professional learning has shown itself to be more effective than other kind of in-service training. Literature also indicate that professional learning of teacher-educators through reflective practices is a long and tedious process. Timperley et al. (2007) in a research study concluded that effective professional learning is that which, among other things, is:

- Ongoing and extended in time (taking years rather than months or terms),
- Adequately resourced, in all of money, time and human terms,
- Collaboratively designed and conducted, within or across institutional groups,
- Part of a school or institution or community-wide cultural change,
- Owned by the participants and not imposed,
- Such that participants feel part of a community of 'change agents',
- Multifaceted, both in form (e.g. mix of face to face and 'distant' within and outside the institution, just-in-time and just-in-case, group and individual, small workshops and large conferences, internal and external change agents, etc.) and content (e.g. it goes beyond the technical aspects of teaching to deal with 'big' concepts like theory, pedagogies, learning, diversity, and so on).
- Conducted in a spirit of active and self-critical reflection, and in a collegially 'safe' environment,
- Cognisant of the socio-emotional aspects of participants' need to grow as practitioners, and not just their intellectual 'need to know' something,
- Structured to move participants slowly from their wants towards their needs,
- Attached to both internal (participant desire to change) and external (e.g. qualifications, funding for conferences, celebrations, or other acknowledgement) motivation and reward,

- Actively supported by all levels of management in both the providers' and the participants' institutions.
- Carried out by highly qualified, credible and experienced facilitators.

The above mentioned list of factors is not exhaustible to develop a theory of professional learning of teacher educators. Korthagen and Kessels (1999), Berry and Loughran (2002), and Loughran (2006) talk of developing a pedagogy of teacher education, through self-study and critical reflection. Thus, there is need of fostering reflective practice. Such change in professional practice is likely to be effective only with the authentic preoccupations of the participants in that change; and those preoccupations themselves change as practice changes (Davey and Ham, 2011). This is the focus of all facilitation models of in-service teacher education. It is manifest: in a frequently expressed emphasis on 'responsiveness' rather than delivery, or 'dissemination' in the facilitation of teacher learning (Loucks-Horsley, 1996; Hall and Hord, 2001); in a constant emphasis on 'scaffolding' the learning of teacher colleagues just as one would expect them to scaffold the learning of children (Brookfield, 1988, 1995); in a focus on identifying 'where they are coming from' (Robinson & Lai, 2006) and agreeing a 'common language' as a matter of first principle in mentoring colleagues (Garmston and Wellman, 1999); in a ubiquitous emphasis on solving authentic, teacher-identified or teacher educator-identified problems in professional learning enquiries (Glickman, 2002; Spillane et al., 2002); in the emphasis on professional knowledge as intensely 'situated' and a 'collectively constructed', in nature (Lave & Wenger, 1991; Putnam & Borko, 2000); and so on.

## DEVELOPMENT OF PROFESSIONAL LEARNING

On the basis of their research Davey and Ham (2011) identified six key preoccupations of practice, that tended to dominate 'teacher educators' thinking when engaged in these kinds of professional learning enquiries, and thus need to be attended to in mentoring of such learning. These Six preoccupations were divided into two groups: those focused on the progress or process of the enquiry itself, and those focused on the enquirer and the nature of the professional relationships that evolve among those taking part. These preoccupations known as 'the 6 Ms' of mentoring professional learning in teacher education, are summarised as follows:

### 1. Reflection-inquiry-focused preoccupations

- Meaning Preoccupations related to mentees/practitioners making sense of their practice and professional experience generally, but also making sense of the evidence gathered during reflective enquiries in particular.
- Me-ness Preoccupations centred on keeping the focus in reflective reflection on the mentee/practitioners themselves. This often had two particular dimensions: their identifying and critiquing their own practices, as opposed, for example, to the practices of others; and ensuring that the issues addressed were genuinely their puzzles of practice, as opposed, for example, to their institution's or to ours.
- Manageability Preoccupations about logistical, organisational or workload issues (finding 'mental space', organising resources, sampling for data collection, etc.), but also significantly about the scope of the enquiry, especially identifying puzzles of practice or enquiries 'small' enough to be 'doable, but 'big, enough to be important.

### 2. Relationship-focused preoccupations

- Momentum Preoccupations involving motivational or priority issues and issues around time and timing, especially maintaining, sustaining and negotiating a self-study or enquiry over an extended period of time, and in the face of other distractions.
- eMpathy Emotional and/or cultural 'safety' Preoccupations, including feeling safe and secure about the mentoring process, ethical issues in the enquiry process, emotional responses to critique and judgement, adherence to cultural values, and the interplay of individual personalities within the group.
- eMpowerment Preoccupations around the extent of agency, autonomy, dependence, professional status and relative contribution, as felt by individuals in relation to the group and in relation to the mentor, as these changed over time.

Ministry of Education. (2008) suggested some generic principles of effective in-service teacher educator professional learning. These principles describe that professional learning in in-service teacher education contexts, both the professional learning of the in-service teacher educators themselves and that of the teachers

that they work with in a monitoring capacity, is likely to be effective insofar as:

1. Professional learning is underpinned by self-enquiry and research that resolves practitioners' own questions and dilemmas about their practice.
2. Improvements in teacher educators' practices are based on evidence-based inquiry linked to learner outcomes
3. Professional learning is based on collaborative and collegial relationships.
4. Professional learning is bound by, and responsive to, localised context and culture.
5. professional learning builds and is supported by active and conscious leadership.

Loucks-Horsley has said of the Concerns Based Adoption Model that: the [real] strength of the concerns model is in its reminder to pay attention to individuals and their various needs for information, assistance and moral support (1996, p. 1). Davey and Ham (2011) concluded from their research that, it is most useful as a constant reminder that a primary responsibility and task of the mentor starts with focusing conversations and attention on the mentee, and continues as a conscious attempt to empower the mentee in moving from 'where they are at' to 'where they want to be'. It was also a reminder for us to constantly ask of ourselves, as part of our own reflective practice: do we, how do we, and how well do we 'pay attention' to all of those professional learning principles and each of those professional learner preoccupations when we work with colleagues as their professional learning mentors?

## REFERENCES

1. Argyles, C. & Schon, D. (1974). *Theory in practice: increasing professional effectiveness* (San Francisco, CA, Jossey-Bass).
2. Berry, A. & Loughran, J. J. (2002). Developing an understanding of learning to teach in teacher education, in: J. Loughran & T. Russell (Ed). *Improving teacher education practices through self study* (London, Routledge Falmer), 13-29.
3. Bishop, R. & Glynn, T. (1999). *Culture counts: changing power relations in education* (Palmerston North, New Zealand, Dunmore Press).
4. Brookfield, S. (1988). Developing critically reflective practitioners: a rationale for training educators of adults, in: S. Brookfield (Ed.) *Training educators of adults: the theory and practice of graduate adult education* (New York, Routledge), 317-338.
5. Brookfield, S. (1995). *Becoming a critically reflective teacher* (San Francisco, CA, Jossey-Bass).
6. Davey, R. & Ham, V. (2011). 'It's all about paying attention!.....' but to what? The 6 Ms', of mentoring the professional learning of teacher educators, in: Tony-Bates, Anja Swennen and Ken Jones (Ed.) *The Professional Development of Teacher Educators* (Oxon, Routledge), 232-247.
7. Dewey, J. (1933). *How we think: a restatement of the relation of reflective thinking to the educative process* (Boston, D. C. Heath).
8. Garmston, R. & Wellman, B. (1999). *The adaptive school: a sourcebook for developing collaborative groups* (Norwood, MA, Christopher-Gordon Publishers).
9. Glickman, C. (2002). *Leadership for learning: how to help teachers succeed* (Alexandria, ASCD).
10. Hall, G. & Hord, S. (2001). *Implementing change: Patterns, principles & potholes* (Boston, MA, Allen & Bacon).
11. Hatton, N. & Smith D. (1995). Reflection in teacher education: towards definition and implementation, *Teaching and Teacher Education*, 11(1). 33-49.
12. Jackson, D & Tasker, R. (2006) *Professional learning communities*. Available online at <http://www.ncsl.org/media/F7B/81/nlg-professional-learning-communities.pdf>
13. Korthagen, F.A.J. and Kessels, J.A.M. (1999). Linking theory with practice: changing the pedagogy of teacher education, *Educational Researcher*, 28 (4), 4-17.
14. Lave, J. & Wenger, E. (1991). *Situated learning: legitimate peripheral participation* (Cambridge, Cambridge University Press).
15. Loucks-Horsley, S. (1996). Professional development for science education: a crucial and immediate challenge, in: R. Bybee (Ed.) *National standards and science curriculum*, 83-95. Available online at

[www.nas.edu/rise/backg4a.him](http://www.nas.edu/rise/backg4a.him).

16. Loughran, J. (2006). *Developing a pedagogy of teacher education: understanding teaching and learning about teaching* (London, Routledge).
17. Ministry of Education (2008). *Ki Te Aoturoa. Improving teacher educator learning and practice* (Wellington, Ministry of Education).
18. Putnam, R.T. & Borko, H. (2000). What do new views of knowledge and thinking have to say about research on teacher learning? *Educational Researcher*, 29 (1), 4- 15.
19. Robinson, V.M.J. & Lai, M.K. (2006). *Practitioner research for educators: a guide to improving classrooms and schools* (Thousand Oaks, CA. Corwin Press).
20. Reid, A. (2004). *Towards a culture of inquiry* (DECS Occasional Paper Series No. I) (Adelaide, South Australian Department of Education and children's services). Available online at [www.decs.sa.gov.au/corporate/files/links/OP\\_01.pdf](http://www.decs.sa.gov.au/corporate/files/links/OP_01.pdf).
21. Samras, A. (2002). *Self study for teacher educators* (New York, Peter Lang).
22. Schon, D. (1983). *The reflective practitioner* (New York, Basic Books).
23. Spillane, J.P., Reiser, B.J. & Reimer, T. (2002) Policy implementation and cognition: reframing and refocusing implementation research, *Review of Educational Research*, 72 (3), 387-431.
24. Timperley, H., Wilson, A., Barrar, H, & Fung, I. (2007). *Teacher Professional learning and development. Best evidence synthesis iteration (BES)* (Wellington, Ministry of Education).
25. Wenger, E. (1998). *Communities of practice: learning, meaning and identity* (Cambridge, Cambridge University Press.)



**Dr. Ramesh Sandhu**

**Associate Professor , C R College of Education , Hisar.**

# Publish Research Article

## International Level Multidisciplinary Research Journal For All Subjects

Dear Sir/Mam,

We invite unpublished Research Paper, Summary of Research Project, Theses, Books and Book Review for publication, you will be pleased to know that our journals are

### Associated and Indexed, India

- \* International Scientific Journal Consortium
- \* OPEN J-GATE

### Associated and Indexed, USA

- EBSCO
- Index Copernicus
- Publication Index
- Academic Journal Database
- Contemporary Research Index
- Academic Paper Database
- Digital Journals Database
- Current Index to Scholarly Journals
- Elite Scientific Journal Archive
- Directory Of Academic Resources
- Scholar Journal Index
- Recent Science Index
- Scientific Resources Database
- Directory Of Research Journal Indexing

Golden Research Thoughts  
258/34 Raviwar Peth Solapur-413005, Maharashtra  
Contact-9595359435  
E-Mail-ayisrj@yahoo.in/ayisrj2011@gmail.com  
Website : www.aygrt.isrj.org