

Teachers' Professional Development and Reform: Transforming Conceptions of Professional learning to Practices

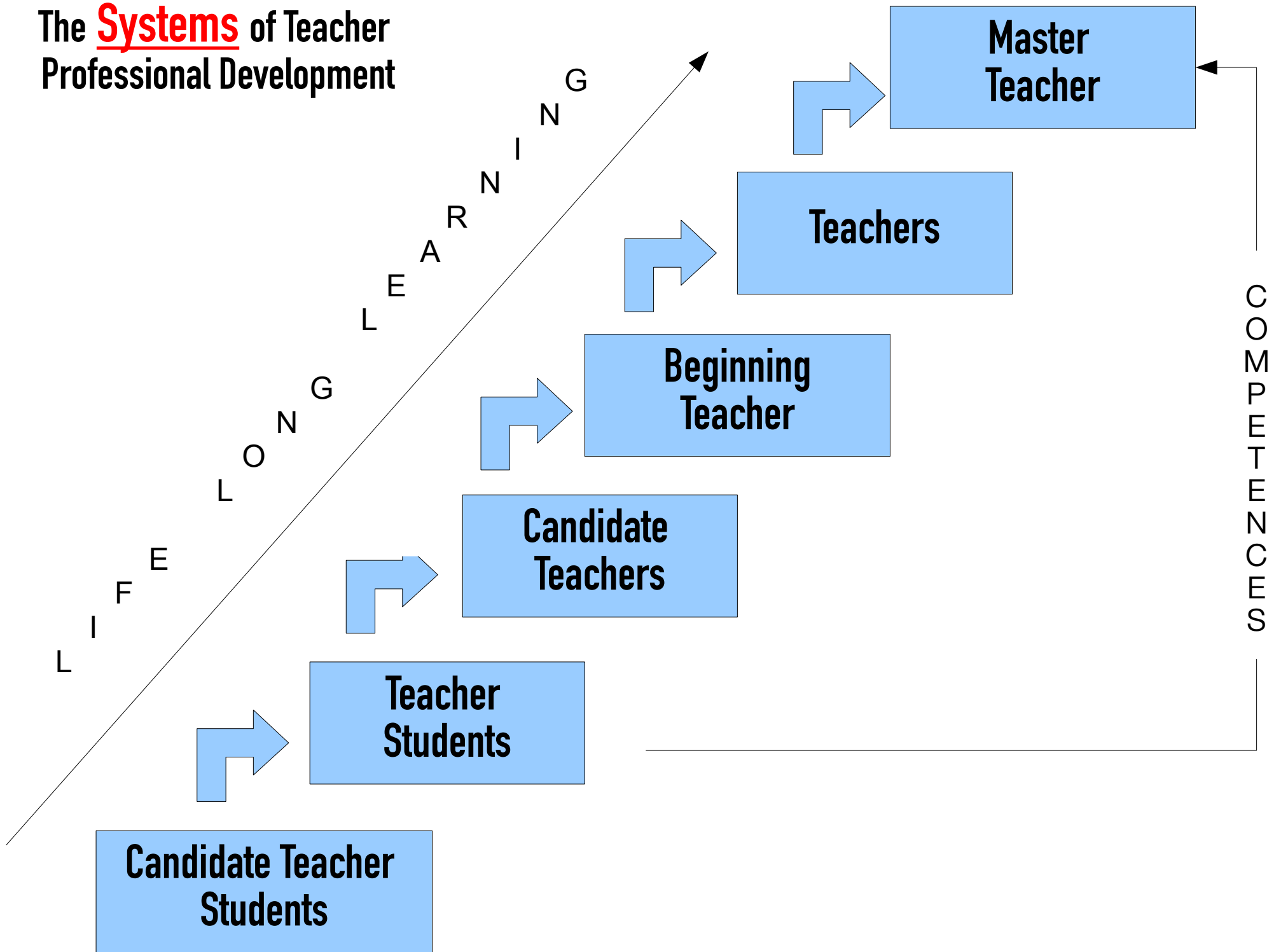
Prawit Erawan, Ed.D.



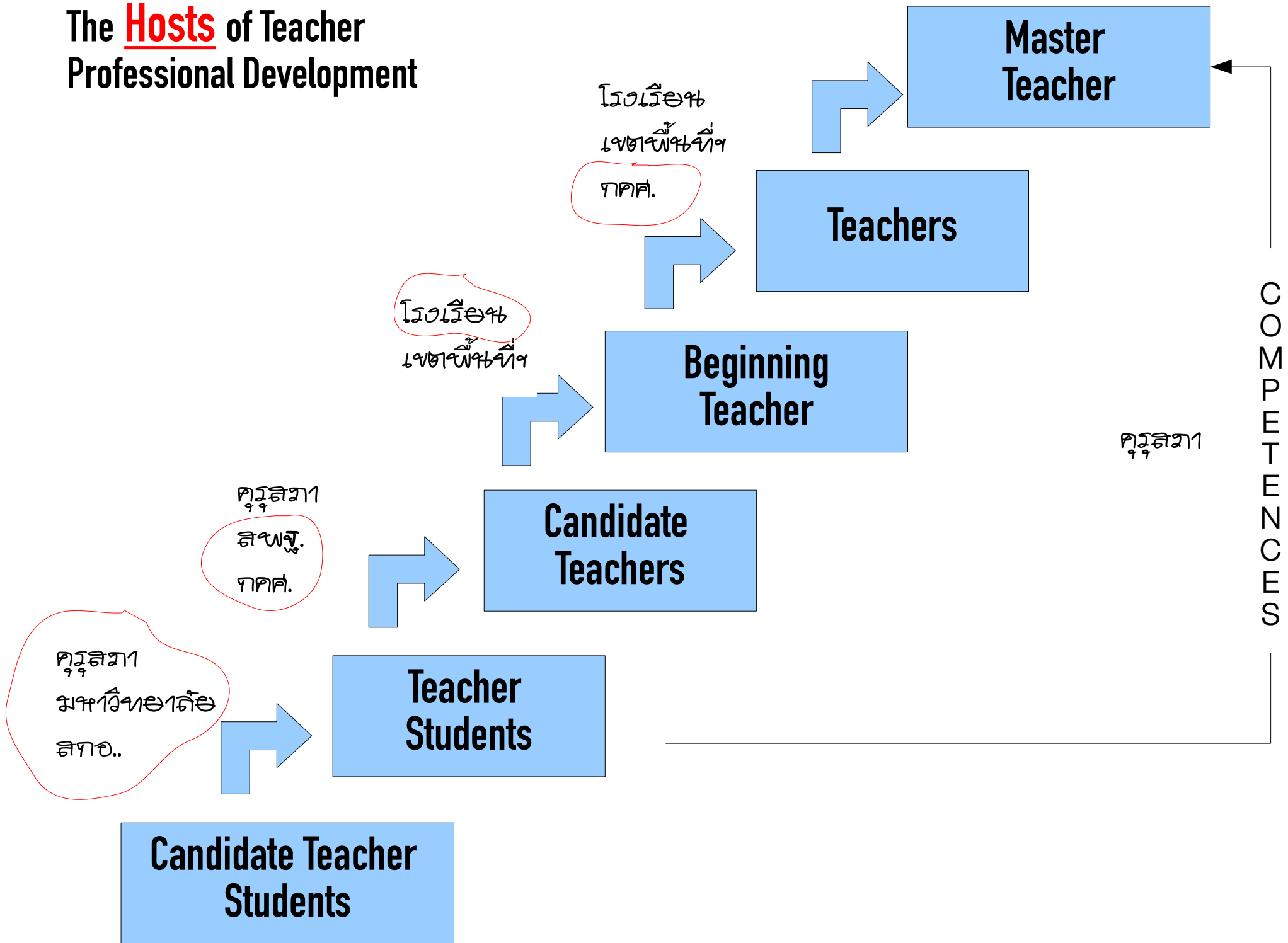
Teacher Learning and Development

- Lifelong learning: a must for teacher educators
- Lifelong learning is important for sustaining the high quality performance of teacher educators
- Lifelong learning of teacher educators is essential in enabling them to be proactive, in raising their awareness of new challenges in society and schools, as well as in developing the knowledge, skills and attitudes of teachers responding to these challenges (Day, 1999)
- Lifelong learning as a systems of teacher professional development

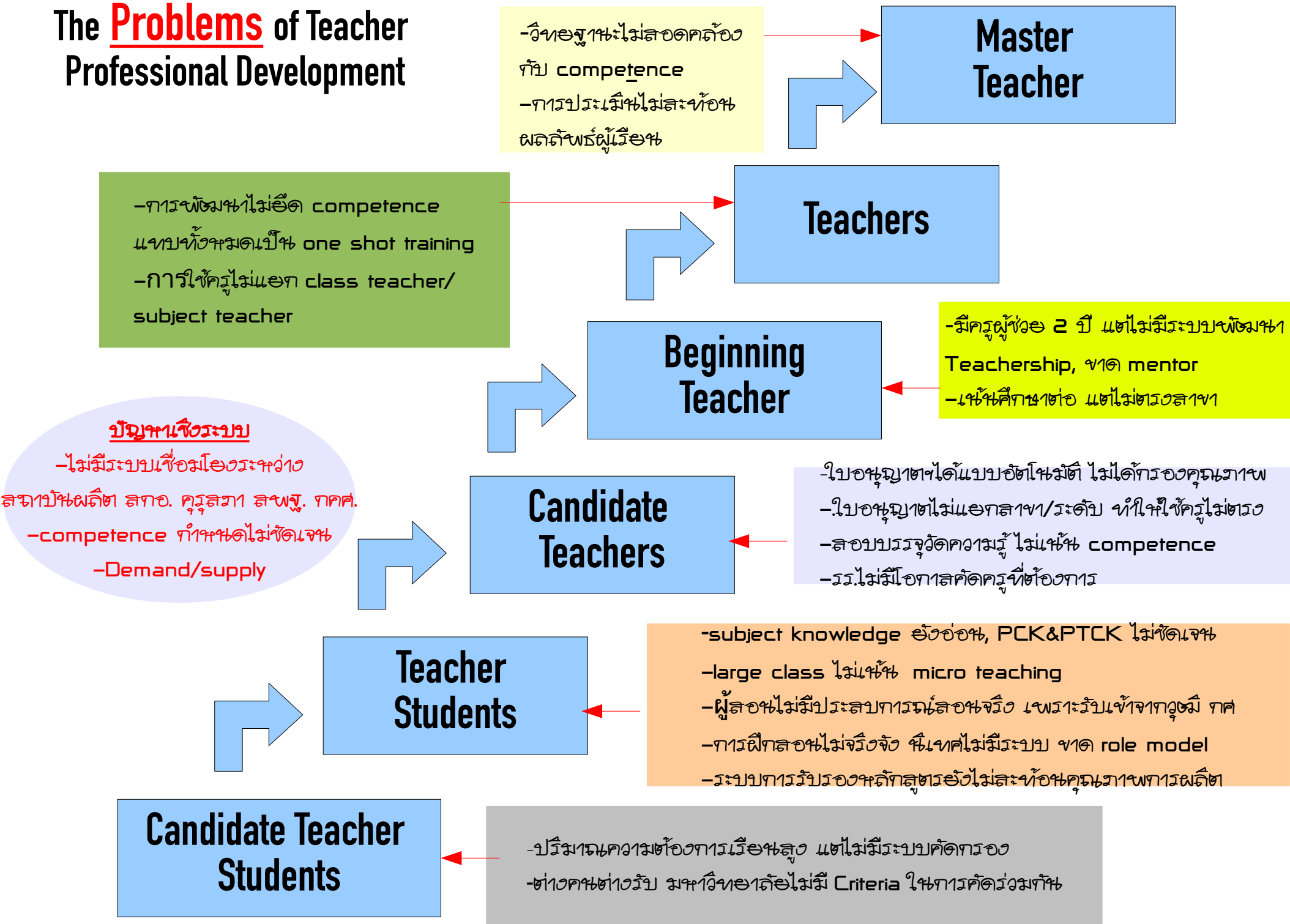
The Systems of Teacher Professional Development



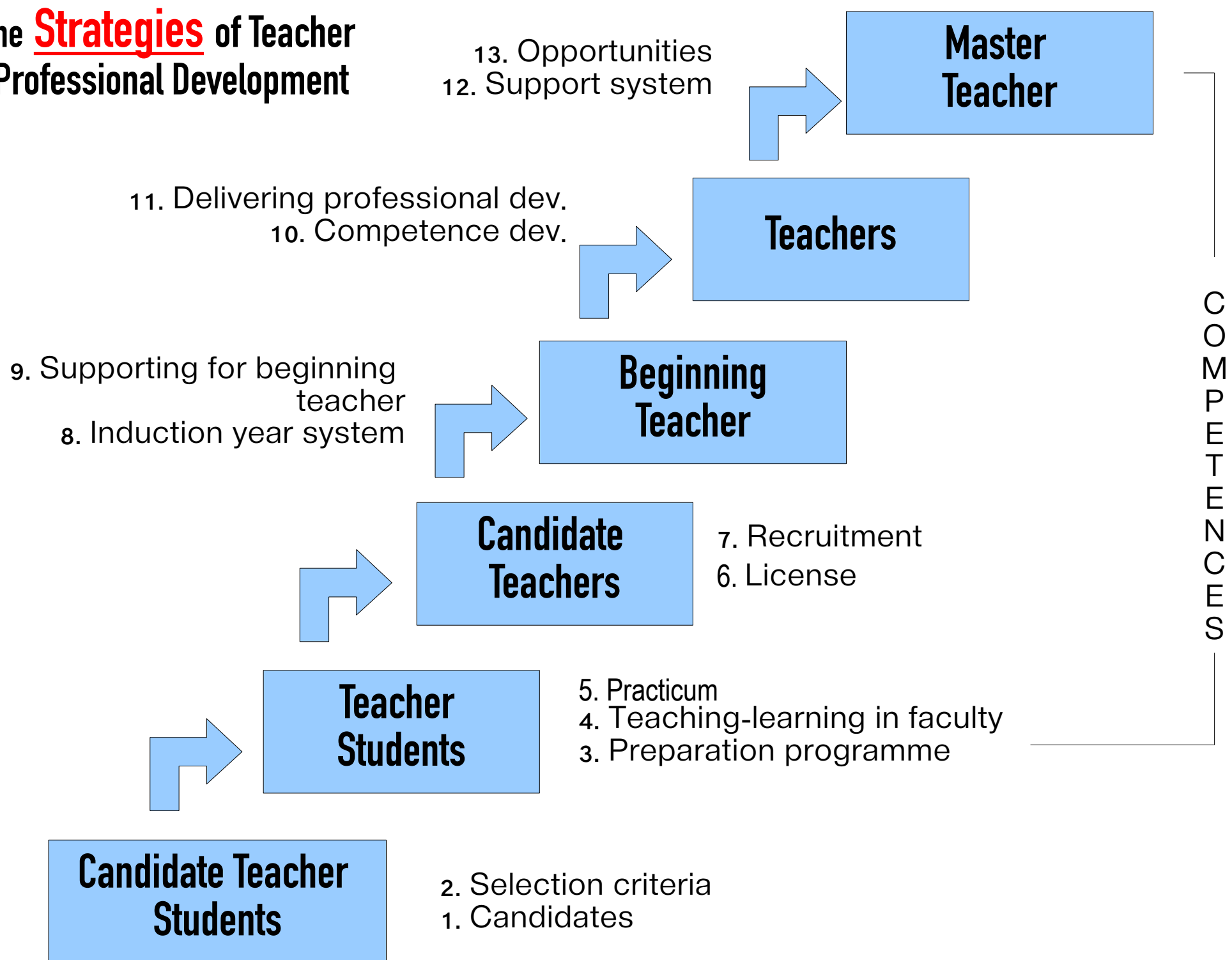
The Hosts of Teacher Professional Development



The Problems of Teacher Professional Development



The Strategies of Teacher Professional Development

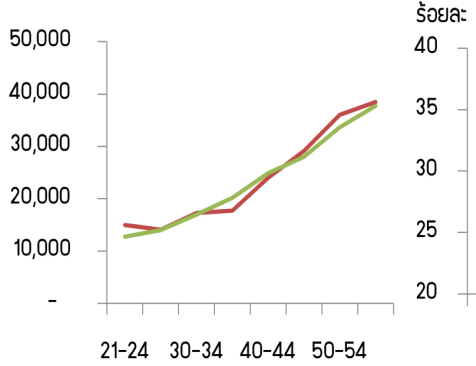


1. Candidate Teacher Students

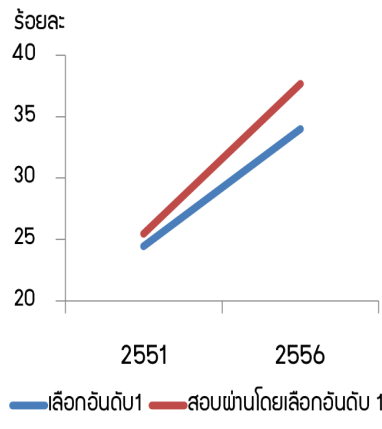
ศึกษาศาสตร์ดึงดูด “คนเก่ง” มากขึ้น

แต่อาจจะรับคนที่ไม่พร้อมด้วย

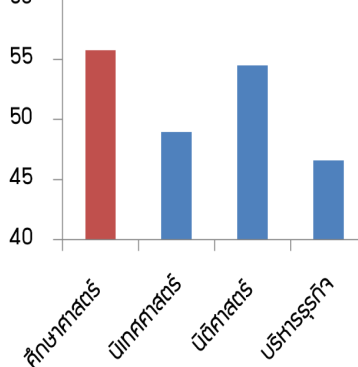
เงินเดือนข้าราชการครูทดเทียบกับอาชีพอื่น



เลือกอันดับ 1 มากขึ้นและมีคะแนนทดเทียบกับคณะอื่น



ร้อยละ คะแนนสอบ admission 2556



แต่การรับของศึกษาศาสตร์ไทยเป็น “ระบบเปิด”

และมีบางแห่งรับมากกว่าแผนที่วางไว้

- คณะฯ กำหนดจำนวนผู้รับและวิธีคัดเลือก
- การคัดเลือก admission มีคนคะแนนต่ำสอบผ่านด้วยและมีจำนวนรับคิดเป็นเพียง 7% ของทั้งหมด
- ปี 2554 มีบางแห่งรับ 2-4 พันคน ทั้งที่แผนการรับกำหนดไว้ที่ 200-300 คน



บางแห่งอาจไม่ได้
คัดเลือกอย่างเข้มข้น

- Close or open system?
- Premium (top ten students in school or GPA above 3.00) or general students?
- PAT score only?

2. Selection Criteria of Teacher Students

Model and selection criteria in Europe

- Specific criteria; academic and prior experiences
- Focus on some aspects of professional roles of teacher
- Entrance score and attitude

(European Commission, *Supporting Teacher Educators for better learning outcomes*, October 2013)

รูปแบบที่เหมาะสม
สำหรับประเทศไทย ?

3. Preparation Program

Pedagogical studies (60 ECTS credits = one study year)

■ Education (20%)

- Psychology
- Special needs education
- Social, historical and philosophical grounds

■ Didactics / Subject Pedagogy (50%)

- Organization of education on national and local level
- Teaching methods, motivation, evaluation, ICT, science learning
- Educational research and pedagogical thesis

■ Teaching Practice (30%)

- in teacher training schools

Strategies

- balancing curriculum between subject knowledge, PCK, & PTCK
- focus on practicum process to enhance a collective learning with peers and master teacher
- accreditation on curriculum document, teaching-learning strategies of faculty, teacher training school, and practicum process

4. Teaching- Learning in Faculty

- Integrate between theories and practical: subject knowledge, pedagogical content knowledge (PCK), and pedagogical technical content knowledge (PTCK)
- Small class and organization micro teaching practice
- Training for young faculty staffs through school-based teacher training
- Promote learner centered pedagogy

5. Practicum Experience

A Path Analysis for Factors Affecting Pre-service Teachers' Teaching Efficacy

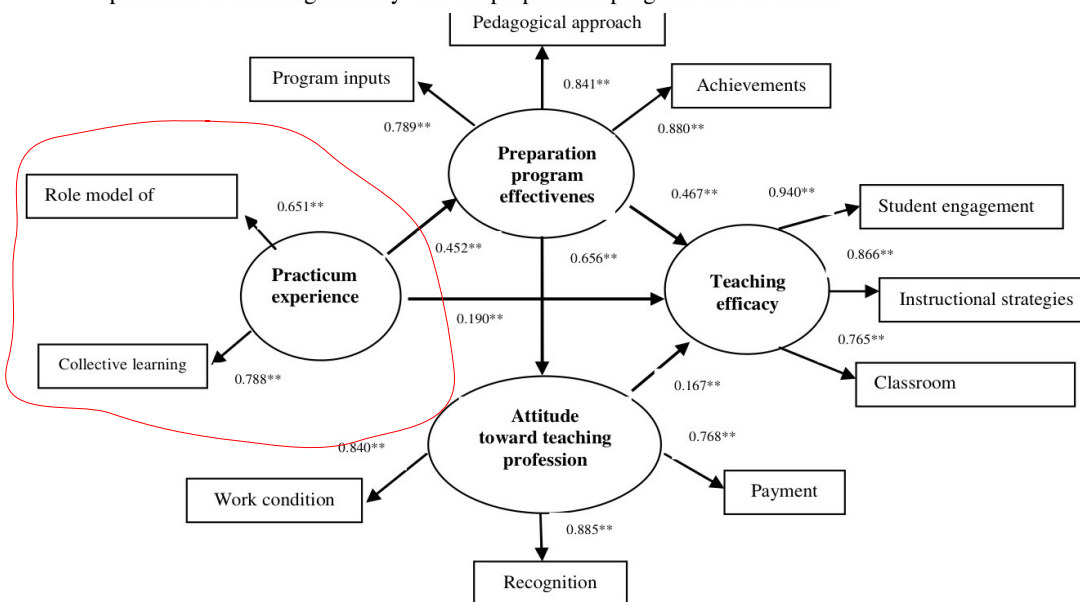
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Abstract

Research was conducted on the predictors of teaching efficacy in a sample of pre-service teachers from a number of public universities in Thailand. A total of 899 pre-service teachers under the final year responded to scales that assessed teaching efficacy, attitudes toward the teaching profession, the preparation program effectiveness, and practicum experience. A hypothesized model was tested using LISREL analysis. According to path analysis, attitudes toward teaching profession, preparation program effectiveness, and practicum experience were significant predictors of teaching efficacy. The strongest predictor of teaching efficacy was the preparation program effectiveness.



Key elements of practicum

- Teacher training school?
- System of master teacher selection?
- Approach to enhance collective learning between teacher (PLC) ?

6. Teacher License



การได้ใบอนุญาตประกอบวิชาชีพ

ยังไม่ได้รับประกันคุณภาพขั้นต่ำของผู้เข้าสู่วิชาชีพครู

ก่อนรุ่น 2556: หลังจบหลักสูตรที่รับรองโดยคุรุสภา จะนับว่านักเรียนมีความรู้และประสบการณ์วิชาชีพตามมาตรฐานและได้รับใบอนุญาตฯ กันก็



แต่การรับรองยังไม่สามารถรับประกันคุณภาพหลักสูตรได้

การทดสอบมีหลากหลายมาตรฐาน

คนเข้าสู่วิชาชีพครูอาจมีคุณภาพหลากหลาย

ตั้งแต่วันที่ 2556: ต้องผ่านการทดสอบของคุรุสภา จึงได้รับใบอนุญาตฯ

แต่ยังไม่มีความชัดเจนว่าจะทดสอบอะไร อย่างไร?

ยังมีครูกว่า 40,000 คน ที่ไม่มีใบอนุญาตฯ สอบได้ โดยโรงเรียนอ้างความขาดแคลน และขอหนังสืออนุญาตให้ประกอบวิชาชีพ

หนังสือฯ มีอายุ 2 ปี และต่อเพิ่มอีก 2 ครั้ง

Subject and class teachers

A subject teacher:

- Master of Philosophy (majoring in his main teaching subject)
- teaches ages 13 to 19
- teaches one major and one minor subject
- is qualified for permanent teaching positions in all of schools

A class teacher:

- Master of Educational Sciences
- teaches ages 7 to 12
- teaches all 13 subjects

Suggestions;

- Classify teacher license into class teacher/ Subject teacher and primary/secondary school teacher
- License test in three aspects: subject knowledge, PCK, and PTCK
- Set requirement to renew a license

7. Recruitment of Beginning Teacher



การคัดเลือกบรรจุเป็นข้าราชการครูไม่ สามารถคัดเลือกครูเก่งที่โรงเรียนต้องการได้

กระบวนการออกข้อสอบไม่มีคุณภาพและข้อสอบไม่มีมาตรฐาน

- บางเขตพื้นที่ใช้เวลาออกข้อสอบ 1-2 วัน
- ความยากง่ายของข้อสอบอาจแตกต่างกันระหว่างเขต
- บางเขตพื้นที่อาจปรับข้อสอบให้ง่าย เพราะเกรงว่าจะมีผู้สอบผ่านน้อย

การสอบยัดวัดเฉพาะความรู้ ไม่ได้วัดทักษะและคุณสมบัติอื่น

- ผลงาน ประวัติ และการสอบสัมภาษณ์ไม่มีผล

ปรับลดคุณสมบัติของผู้สมัคร

โรงเรียนไม่มีบทบาทในการคัดเลือกครู

Suggestions;

- hold to type of license and school level
- follow in school needs
- take a competitive examination in content knowledge by MOE and authorize schools to test a teaching skills and attitude toward teaching profession of candidate teacher

8. Induction Year System

Table 4.1: Support required by beginning teachers

	<i>Personal</i>	<i>Social</i>	<i>Professional</i>
Aims	<ul style="list-style-type: none"> • develop identity as teacher • reinforce competences • boost self-confidence • reduce stress and anxiety • motivate • avoid drop out 	<ul style="list-style-type: none"> • socialisation into school and profession • promote cooperation • promote collaborative learning • promote involvement in and from school community 	<ul style="list-style-type: none"> • further develop teaching competences • link initial teacher education and CPD • develop professionalism of beginning teachers
Key requirements	<ul style="list-style-type: none"> • safe, non-judgemental environment • reduced workload • team teaching • co-teaching. 	<ul style="list-style-type: none"> • collaborative work • co-teaching • team teaching • teamwork • project groups 	<ul style="list-style-type: none"> • access to knowledge through exchange between new/ experienced teachers • further courses or classes, • consultations
Relevant systems of support (see table 4.2)	<ul style="list-style-type: none"> • mentor • peer • self-reflection 	<ul style="list-style-type: none"> • mentor • peer 	<ul style="list-style-type: none"> • mentor • peer • expert • self-reflection
Other actors	<ul style="list-style-type: none"> • school leaders 	<ul style="list-style-type: none"> • school leaders • parents, community 	<ul style="list-style-type: none"> • school leaders

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9. Supporting for Beginning Teacher

Table 4.2: Four interlocking systems of support

System:	Mentor	Expert	Peer	Self-reflection
Support provided	<ul style="list-style-type: none"> professional personal social 	<ul style="list-style-type: none"> professional 	<ul style="list-style-type: none"> professional personal social 	<ul style="list-style-type: none"> professional personal
Aims	<ul style="list-style-type: none"> stimulate professional learning create safe environment for learning socialisation into school community 	<ul style="list-style-type: none"> ensure beginning teacher's professional development expand content knowledge and teaching competences 	<ul style="list-style-type: none"> create safe environment for learning share responses to common challenges 	<ul style="list-style-type: none"> promote meta -reflection on own learning promote professionalism develop attitude of lifelong learning link ITE and CPD
Key actors	<ul style="list-style-type: none"> experienced, suitably trained teacher(s) 	<ul style="list-style-type: none"> experts in teaching (e.g. from teacher education institutions) 	<ul style="list-style-type: none"> other new teachers experienced teachers other colleagues 	<ul style="list-style-type: none"> beginning teacher
Activities	<ul style="list-style-type: none"> coaching training discussion counselling coordinating school level arrangements 	<ul style="list-style-type: none"> seminars various courses support materials resources guidelines 	<ul style="list-style-type: none"> networking in and between schools face-to-face meetings (can be aided by a virtual community) team-teaching collegial feedback 	<ul style="list-style-type: none"> observation of and feedback on teaching peer review system to record experiences, learning and reflections, e.g. portfolios, diaries
Conditions for success	<ul style="list-style-type: none"> careful matching of mentors and student teachers mentors must share and support vision, structure of induction programme etc. co-ordination in school facilitation of mentors tasks (e.g. workload) training for mentors 	<ul style="list-style-type: none"> easy access to external expertise and advice non-judgemental approach 	<ul style="list-style-type: none"> reduced workload to allow time for cooperation and sharing 	<ul style="list-style-type: none"> reduced workload to allow time for reflection established standards against which performance can be self-assessed
Notes	<ul style="list-style-type: none"> several mentors may be involved (e.g. subject specialist, teacher from another field). 		<ul style="list-style-type: none"> may overlap with mentoring system if group mentoring used 	<ul style="list-style-type: none"> may be part of formal national assessment system leading to full teaching status may be part of school's personnel policy

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10. Competence Development

- **Learning to think as teachers**; linking objectives and means in teaching-learning processes. It implies not only analytical and conceptual thinking, but also the development of metacognitive awareness, i.e. thinking and deciding in teaching; reflecting and adapting practices
- **Learning to know as teachers**; Deep subject knowledge, pedagogical content knowledge (PCK), and the knowledge of new technologies applied to subject teaching (PTCK-Pedagogical Technical Content Knowledge)
- **Learning to feel as teachers**;
 - attitudes (commitment, confidence, trustworthiness, respect),
 - expectations (initiative, drive for improvement, information seeking)
 - leadership (flexibility, accountability, passion for learning)
- **Learning to act as teachers**; integrating thoughts, knowledge and dispositions in practices (curriculum dimension, classroom management, teaching strategies, climate and evaluation/ feedback)

Knowledge and understanding	Subject matter knowledge	Skills	Planning, managing and coordinating teaching	
	Pedagogical Content Knowledge (PCK), implying deep knowledge about content and structure of subject matter: <ul style="list-style-type: none"> - knowledge of tasks, learning contexts and objectives - knowledge of students' prior knowledge and recurrent, subject-specific learning difficulties - strategic knowledge of instructional methods and curricular materials 		Using teaching materials and technologies	
	Pedagogical knowledge (knowledge of teaching and learning processes)		Managing students and groups	
	Curricular knowledge (knowledge of subject curricula – e.g. the planned and guided learning of subject-specific contents)		Monitoring, adapting and assessing teaching/learning objectives and processes	
	Educational sciences foundations (intercultural, historical, philosophical, psychological, sociological knowledge)		Collecting, analysing, interpreting evidence and data (school learning outcomes, external assessments results) for professional decisions and teaching/learning improvement	
	Contextual, institutional, organizational aspects of educational policies		Using, developing and creating research knowledge to inform practices	
	Issues of inclusion and diversity		Collaborating with colleagues, parents and social services	
	Effective use of technologies in learning		Negotiation skills (social and political interactions with multiple educational stakeholders, actors and contexts)	
	Developmental psychology		Reflective, metacognitive, interpersonal skills for learning individually and in professional communities	
	Group processes and dynamics, learning theories, motivational issues		Adapting to educational contexts characterised by multi-level dynamics with cross-influences (from the macro level of government policies to the meso level of school contexts, and the micro level of classroom and student dynamics)	
	Evaluation and assessment processes and methods		Dispositions: beliefs, attitudes, values, commitment	Epistemological awareness (issues concerning features and historical development of subject area and its status, as related to other subject areas)
				Teaching skills through content
				Transferable skills
				Dispositions to change, flexibility, ongoing learning and professional improvement, including study and research
	Commitment to promoting the learning of all students			
	Dispositions to promote students' democratic attitudes and practices, as European citizens (including appreciation of diversity and multiculturalism)			
	Critical attitudes to one's own teaching (examining, discussing, questioning practices)			
	Dispositions to team-working, collaboration and networking			
	Sense of self-efficacy			

ตัวอย่าง Teacher's competence in Europe

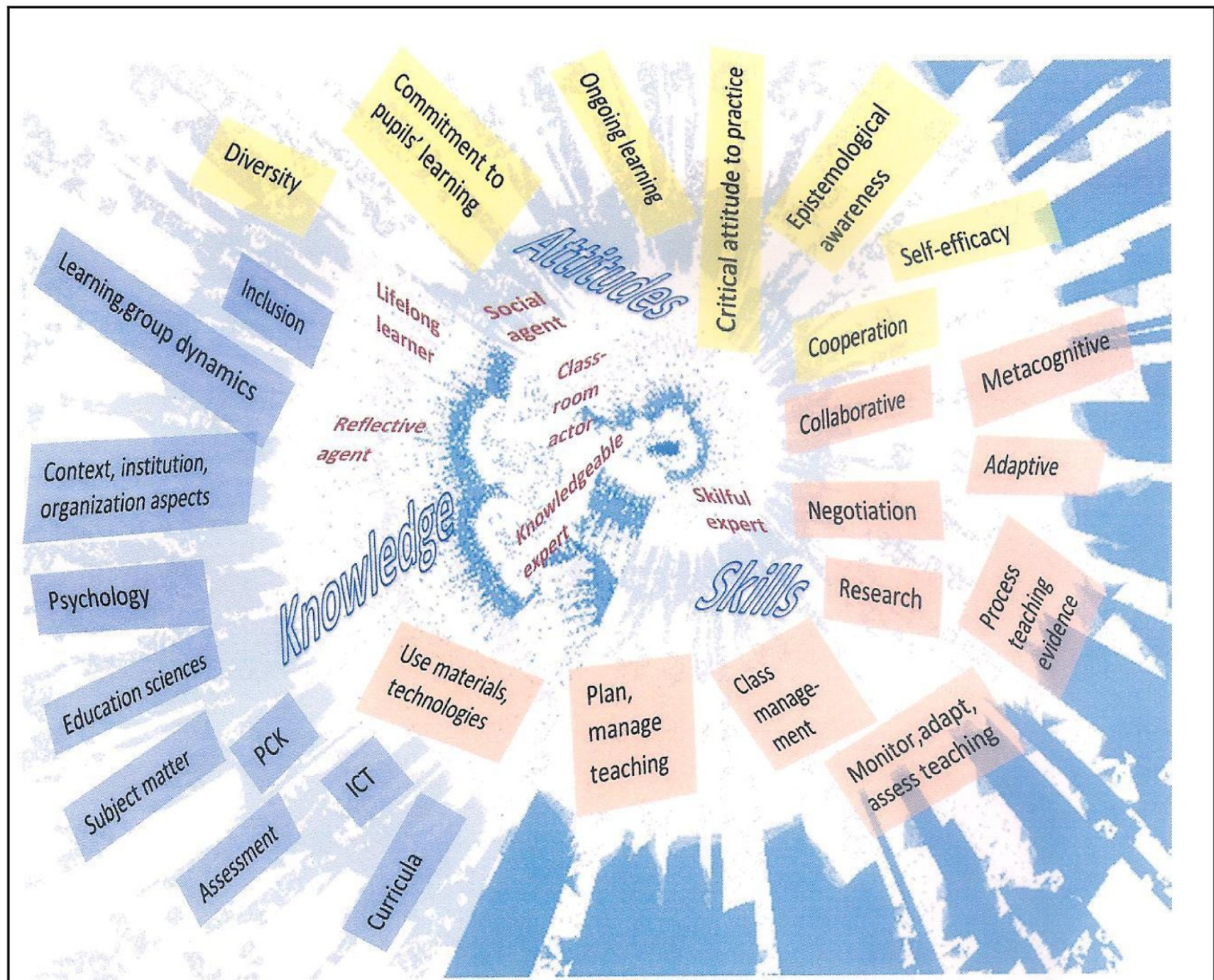


Figure 1 - Teacher competences: a fractal view (Caena & Margiotta, 2008; Paquay & Wagner, 2001)

11. Delivering Professional Development

- shift from a *'technical-rational-top-down approach'* (one shot training or out of working hours) towards a more *'culture-individual interactive approach'*
- Increase in;
 - Collaboration in network for curriculum innovation or practical-oriented research
 - Sharing practices in professional learning community:PLC
 - Workplace experiencing learning
 - Degree programmes

12. Support Systems

- **Stimulating system**
 - Stimulating teachers' active engagement in career-long learning and competence development, on effective ways
- **Assessing system**
 - Assessing the development of teachers' competences, with tools that are aligned with the purpose and design of the teacher competence model being used in each system
- **Providing system**
 - Providing coherent, career long appropriate and relevant learning opportunities, through which every teacher can acquire and develop the competences (s)he needs

13. Opportunities to Acquire Professional Competence

- opportunities to develop as professionals: mix of opportunities, incentives and requirements
- opportunities to fulfill other roles and take on wider school responsibilities
- recognition by colleagues and education authorities
- seeing the success of their pupils

References



A Path Analysis for Factors Affecting Pre-service Teachers' Teaching Efficacy

Staff Working Document SEC (2010) 538 final



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