Assessing the characteristics of effective professional learning and training programs: perceptions of teachers, principals and training personnel within Catholic Education in Melbourne.

by

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ROBERT O'BRIEN

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ABSTRACT

The main aim of this thesis centred on what made effective professional development programs. As a particular case study data was collected on those programs sponsored by the Melbourne Catholic Education Office. Teachers from three schools in the North Western Metropolitan Zone of Melbourne, Australia, the principals from the three participating schools and training staff from the Catholic Education Office in Melbourne became the subjects of the study. The data collected from questionnaires was analysed in order to ascertain whether there were any common trends as to what the teachers thought was needed in effective professional development programs. The interviews with the participating principals and training staff were taped and later analysed in order to determine what they believed was the purpose of professional development and whether the programs currently being offered were effective. In addition, a list of characteristics of effective professional development was developed from the relevant research literature.

The analysis of the above data was used to develop a model of effective professional development. The design of this model is cyclical. A main characteristic of the model promotes the reflection by both the participants and the training providers on what has occurred during the program and this process of reflection contributes in later development of programs in similar areas. It was also concluded that the needs and expectations from professional development of teachers and principals were different to what has been expected in past research projects. Both the teachers and principals expected that they would not be solely immersed in theory or in activities that may be used in the classroom. Instead they hoped to gain a knowledge of activities that are based on

theory and develop an understanding of how these activities may be used and how they will assist in student learning. Hence, the link between the theory and its application was believed by teachers and principals to be of primary importance in professional development in order to maintain high teaching practices and in turn result in improved student learning.

CHAPTER 1.

INTRODUCTION

1.1 Beginnings

In recent years it has become increasingly apparent that more and more teachers are participating in professional development and in-service training in an effort to improve the quality of their teaching and their student's learning. Whether it be through their own decision making or through that of the school, a large percentage of their professional development time is spent at externally organised and run seminars and programs. These programs may be in the form of conferences, seminars, government run programs, programs run by the Catholic Education Office, or even programs organised by private business. Professional development and in-servicing is a major factor that must be taken into account by educational administrators as they design their budgets for each year. Hence, if vast amounts of money and time are being spent on tasks associated with professional development, is it as effective as it is thought to be?

Discussions with some teachers in Catholic primary schools suggest that the current structure of professional development in the Melbourne metropolitan area for a number of reasons detailed later is not sufficient. This leads to a break down in communication between the participants in the professional development program and the remainder of the school community upon their return to school.

In the year 2000, I attended a professional development day in Romsey at the estate of the author John Marsden. From the outset of the program it was easy to see that the participants attending that day were highly involved in a learning process that focused on

teaching activities that could be easily adapted and utilised within the classroom environment. Teachers were from a range of backgrounds and experiences and taught across a variety of year levels. At the completion of the program the participants left enthused and with what appeared to be a new attitude towards how they would address the issue associated with the topic of the professional development program. As well as this attitudinal change the participants had compiled in excess of fifty activities that could be used to assist students become actively involved in the writing process.

Upon my return to school my colleague and I were able to share what we had learnt with our peers easily. This was as a direct result of being an active participant in a learning process that amongst other factors, allowed for those who learn in different modes to what is considered the norm to fully participate, and providing the participants with activities that could easily be used in their teaching and shared with others upon their return to school. Hence, I became aware that if we wish to create effective learning communities that share information perhaps we need to restructure the way that the information and skills are communicated so that it will assist educators in sharing their newly found knowledge. To do this there needs to be an in-depth analysis of what are the characteristics of effective and ineffective professional development in Melbourne's Catholic education system.

1.2 The Research Statement

In order to have a clear understanding of the general research statement of this study, it is necessary to break it down into specific parts.

The general statement is to investigate the characteristics that are associated with effective professional development in Melbourne's Catholic education system. This statement comprises of two specific parts:

1. The practice of professional development for teachers in Catholic Schools in Melbourne.

2. The existing structure of professional development in education.

In order for this to occur, the opinions of the training staff involved in professional development programs, school principals and participants involved in professional development courses in Melbourne have been sought. Each of these two parts will be addressed in turn and a review of the literature will be presented that will offer some direction to which the research will take place. This will then allow the research to be broken down into three smaller questions that will be investigated:

1. What is the nature of effective professional development?

2. What is the current procedure and structure of professional development within Catholic Education?

3. Is there a more effective method that could be adopted by Catholic Education in Melbourne to improve professional development?

The key phrase in this Research Statement is 'teacher professional development.' The context of professional development in this research study concentrated on the point of view of the teachers involved and the providers of the programs. Other contexts such as the view of the governing educational bodies do exist but were not used in this study. An Australian Education Council Report (1990, p.52) in McKay and Sullivan (1991 p.2) defines teacher professional development as "a set of deliberate learning activities (non-award bearing or award bearing) undertaken by teachers, designed to improve their effectiveness as teachers, as administrators and as leaders, or to assist those who are about to enter new teaching situations."

Connors (1991, p.54) defines professional development as "the sum of all activities, both formal and informal, carried out by the individual or system to promote staff growth and renewal." He goes further to suggest that teacher professional development is a complex process, which is designed to develop the instructional skills, and the curriculum development, implementation and evaluation skills of teachers and educators. The process of teacher development is not an isolated activity but an event that is continuous throughout the entire career of a teacher and should be systematically planned to take into account the different stages in a teacher's career.

Costello (1991, p.131) suggests that professional development is the process of growth in competence and maturity through which teachers add range, depth and quality to performance of their professional tasks. Costello suggests that "professional development mainly occurs and is manifested on the job through the work teachers do and through the career opportunities they have open to them." Hence, Costello explains that "professional development is a career long issue."

Day (1999) goes further than just suggesting that Professional Development is a development of skills and curriculum by defining professional development as,

> Professional development consists of all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school and which contribute, through these to the quality of education in the classroom. It is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purpose of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues through each phase of their teaching lives. (p. 4)

The above is a typical statement of a policy at a rhetorical level. Day assumes that learning for individuals involved in professional development programs is at the same level and the expectations of the people involved, whether they be the organizers of the program or the participants.

Much of the literature when defining professional development refers to quality of teaching and learning (Day, 1999; Costello, 1991). What is meant by quality? Is this a measure of the outcomes of the students or the school, or could it be a shift in the values of the staff and students involved in the school. It is due to this disparity in the idea of what is hoped to be achieved out of professional development courses that they are not necessarily as effective as they could be.

At present many educators around Australia are attending professional development programs in an effort to improve their teaching and their student's learning skills. This research investigated what the methods used in professional development programs are and a list of the characteristics of effective programs. This research used the data collection methods of face-to-face questionnaires and semi-structured interviews to collect data on the characteristics of and the purposes for professional development.

The Catholic Education Office in Melbourne is a component of the Roman Catholic Church in the Archdiocese of Melbourne, Australia. This Education Office oversees and guides the Catholic primary schools in the suburban areas of Melbourne. There are approximately 300 Catholic primary schools under its jurisdiction and this body is the primary source to which these Catholic primary schools look to for the provision of professional development programs.

The questionnaires were conducted with the teaching staff of three Catholic primary schools in the North Western Metropolitan area of Melbourne. The principals of these schools were later interviewed in an effort to ascertain information on what leaders in education hoped was being achieved in professional development programs that were being developed by the Catholic Education Office in Melbourne (CEO).

Once this was completed, semi-structured face-to-face interviews were conducted with training personnel from the Catholic Education Office and the opinions of these participants were sought as to what may be characteristics of effective professional development programs. The data from this process was then used to formulate

conclusions on the characteristics of professional development and what is required for effective professional learning programs, which are located in diagram form in the results and discussion of results chapter. Other conclusions and recommendations may also be found in Chapter 5 Conclusions and Recommendations.

This newly acquired knowledge can be passed on to others and create a new culture within schools where teachers become more aware of their own learning and development and transform into active learners and leaders of change. This culture will assist in schools developing into learning organizations where learning is not only valued for the students who are present at the school or learning institution, but also for those who are involved in the staff through either a teaching or administrative role. This would occur through the implementation of lifelong learning policies that emphasize the continual improvement and development for the educators involved. This new or redeveloped culture that would be found within the educational community also needs to take into account the methods of learning of the adults involved. Furthermore, this culture needs to incorporate factors that can influence learning so that the sharing of information, knowledge and skills may be enhanced.

CHAPTER 2.

THE LITERATURE REVIEW

Within this chapter, literature focusing on the practice of professional development will be evaluated. This will include the discussion of several definitions of professional development and the features of workplace learning as a method of professional development will be discussed. The chapter will then focus on three approaches to professional development. These approaches are:

1. Outside-in models;

2. Inside-in models;

3. Inside / Outside models.

Included within this discussion will be several models that are related to these approaches. The chapter will then identify factors that contribute to effective professional development and how these factors may assist in the creation of learning communities and the development of schools into learning organizations. The chapter will conclude with how professional development and leadership may assist in the development of schools becoming learning organizations.

2.1   The practice of professional development for teachers

Professional development has many sources and objectives depending on the organization that has organized the program, and the knowledge and experiences of the participants in the program. There are a myriad of factors that may influence professional development programs. Factors such as (i) the stage each participant is in of their teaching career, (ii) what the qualifications are of the participant, and (iii) the existing knowledge and the skills

of each participant may all have an important influence upon how the professional development program is designed and administered. In addition to these factors, the motivations, abilities, money, time and the differing expectations of each participant and the professional development provider of the program may all influence the effectiveness of the program.

Professional development may occur during the school hours or after the teaching day has been completed. It may run for the duration of a few hours or up to several days at a time. But what is professional development?

Hughes (1991) argues that professional development is the sum of all activities, both formal and informal, carried out by the individual or system to promote staff growth and renewal. Hughes goes on further to argue that professional development is also a complex process in which teachers improve and develop their instructional skills, their curriculum development, implementation and evaluation skills. This opinion is also held by Fenstermacher and Berliner (1983) as cited by Clarkson and Toomey (1996) where they suggest that professional development is the process of seeking to advance knowledge, skills and understanding of the teachers involved. It is also suggested by the Schools Council (1990 cited by Clarkson and Toomey, 1996) and Fickel (2002) that professional development is the activities that are designed essentially by teachers or others close to classrooms, to bring about more effective teaching and ultimately improved student learning. McRae et al (2001) in a Department of Education and Training Research Project define professional development as a deliberate process designed for the purpose of teacher post-initial professionally related education and training. Therefore, it can be understood that the process of professional development is one that is focused upon the

delivery of knowledge and appropriate skills to teachers in an effort to improve teaching practices.

Although there are many areas of professional development that have been investigated through formal research, such as teacher knowledge of people undertaking professional development (Tillema & Imants, 1995) and the best delivery methods to those involved in professional development (Revans, 1991; Pedler, 1991; Kemmis & McTaggart, 1988; Elliot, 1991; Smyth, 1991; Hargreaves, 1992) and how and why changes to professional development may be of use (Brady 2003), this research will focus primarily on identifying the characteristics of effective professional development. To complete this there needs to be an understanding of what the purpose of professional development is so that a more holistic view of the information being shared can be constructed. In addition, there needs to be an understanding of the differences between professional development, in-service education and staff development.

Bellanca (1996) explains that Staff Development is the attempt of the educational governing bodies to correct teaching deficiencies through providing opportunities to learn new methods for classroom management and instruction. In-service education is the organizing and scheduling of programs that make the teachers more aware of new ideas in the area of education. These programs are usually short in length and may take up the curriculum days or 'school closure days' of a school. Professional development is the on-going, long-term systematic approach to change for the individual and the organization. Figure 2.1.1, taken from p.6, demonstrates the differences between these three terms.

In-Service

- Part of full day
- Introduction to topic or awareness.
- Topics of general interest or availability
- Attendance required

Staff Development

- Multi- day instruction
- Demo and guided practice added with workshop
- Participation optional
- Individual application encouraged

No formal follow-up scheduled

New ideas on what and how to teach

On going support and follow up

Released Time

Professional Development

- Expectation and structure for transfer
- On-going, long-term systematic change for individual and organisation
- Full organisation support with scheduled follow-up incentive to change
- Aligned with district and site vision for excellence
- Impact of change on individual and organization assessed

Figure 2.1.1 Key differences between professional development, in-service education and staff development. (Bellanca 1996 p.6)

Professional development needs to be expanded in an effort to assist in the further advancement of educators. This need has developed through changes that have occurred in the changing society that the students and teachers are immersed in. A unique characteristic of education is that being a teacher can be an isolated activity. The teacher may have very little contact with other adults during the day. This may cause loneliness and at times may affect the self-confidence and the sense of personal worth of the teacher (Brundage and MacKeracher 1980 p.87). Hence, to develop or maintain a level of self

confidence and a sense of personal worth may be one important reason for professional development to address.

Learning for an adult is not like the process that the child undertakes. Brundage and MacKeracher (1980) argue that, for example, child and adult learning goals differ. Young children focus upon the socializing and conforming to group norms and on forming meaning, values, skills and strategies. In contrast the teacher or adult learner must acquire the processes and strategies necessary to promote these types of learning. As an adult the learner primarily focuses upon solving personal problems, acquiring necessary role behaviors, and transforming meanings, values, skills and strategies. The confusion and problem that arises are that often the professional development programs that are organized focus upon the learning needs of the child rather than the adult. Hence, the information and skills that are presented to the participating teachers in professional development programs, do often not utilize adult learning methods, and hence much of the content is missed by the participants.

People learn in different ways and utilize different intelligences (Gardner 1983). Hence, the standard lecture format used in many programs is often not the most effective method of sharing information, skills and knowledge at professional development programs for many teachers attending the session(s). A variety of teaching and learning methods need to be adopted to cater for the different types of adult learners. Brundage and MacKeracher (1980) explain that professional development or learning programs need to include an opportunity for the individual to assess the skills and strategies that are relevant to that learning situation, as this may assist with their later planning for learning.

Brundage and MacKeracher (1980) also argue that the traditional lecture format is often not inspirational and stifles the creativity of the learners. A cause of this problem may be the concept of cost versus effectiveness. The cost of organizing programs with very few numbers and aimed at focusing upon a particular innovative learning style may be expensive and difficult to repeat, where as, organizing large groups that can attend a single venue and listen to one speaker on the topic is more cost effective. However, is this cost cutting producing the most effective teachers possible?

2.2   Professional development as workplace learning

Perhaps what is needed is to focus upon professional development at a staff level within a school. The members of the staff may decide upon the focus for the year of their professional development, set the goals that they wish to achieve, and then evaluate their progress during the year at the end of the academic year. This will assist in the staff having a sense of empowerment and ownership of the direction that the school is undertaking. Possibly the staff may become more actively involved in the professional development that they are to undertake. This process may also assist in the acceptance of the change process towards a culture in which teachers share their information and knowledge for the good of their colleagues and for the development of their school. This in turn may assist the school in developing into a learning organization. This argument is adopted by Smylie (1988), as cited by Hughes (1991 p. 62), who put forward the theory that in-service activities and programs need to become 'school focused' and occur within the school environment for their best results to be achieved.

In an effort to accomplish this, the Australian Government as a result of an election promise in 1998, invested $77.7 million in the 1999-2000 National Budget over a three

year period. This funding went into the updating and improving of teacher's skills in an effort to assist teachers and lift the status of the teaching profession. This program has since been extended in 2002-03 with a further $82.4 million allocated to the end of June 2005.

This program began as the Quality Teacher Program and is now known as the Australian Government Quality Teacher Program (AGQTP). The main focus of this program is to implement the Commonwealth's Teachers for the 21st Century initiative which is aimed at improving teacher quality and increasing the number of highly effective Australian Schools to maximize student learning outcomes. In order to achieve this, schools are allocated funding according to grant applications to use for professional development. This professional development may take many forms but is usually completed within the school environment to strengthen teacher practice.

For professional development to be an effective device for teacher learning and lifelong learning within education there needs to be an acknowledgement that a vast deal of the learning process for many teachers, whether they be primary or secondary trained, occurs within the setting of their workplace. Learning in the setting of the workplace is also suggested by Moore Johnson and Kardos (2002 p.16) as one of the most important and primary needs of the beginning teacher. They suggest that the most effective learning and professional development for beginning teachers occurs within the school when they have the opportunity to other teachers at short notice if a student is not responding to the new teacher's repertoire of teaching strategies or even when a parent needs a parent-teacher conference. This learning is commonly referred to as workplace learning. Marsick (1987) defined workplace learning as;

… the way in which individuals or groups acquire, interpret, reorganize, change or assimilate a related cluster of information, skills and feelings. It is also primary to the way in which people construct meaning in their personal and shared organizational lives. (p.4)

Many of the concepts offered in this definition are not unlike those already presented in reference to professional development. There is the aspect of acquiring and interpreting information and skills in order to develop some type of improvement and benefit for the teaching methods of the staff, the learning of the students and the practices of the school.

Marsick and Watkins (1990) suggest that workplace learning includes three main dimensions.

1. *Instrumental learning* has the primary focus of skill development and improving the individual productivity. This type of learning is behavioristic and is focused upon isolating the skills from their social context.

2. *Dialogic learning* refers to learning about the organization and how one relates to the organization. This learning uses devices such as team relationships, coaching, mentoring, role modeling and understanding the mission of the organization so that individuals may enter into dialogue with the organization.

3. *Self – reflective learning* seeks to extend the understanding that one has of themselves within a workplace through the development of one's own confidence and competence, dealing with issues of authority and changes in beliefs and values and how these orientate the employee towards the organization.

Workplace learning unlike other types of learning and development has several distinguishing features. This learning is;

- task focused;

- occurs in a social context characterized by status differences and the risk to one's livelihood;

- is collaborative and often grows out of an experience or a problem for which there is no known knowledge base;

- occurs in a political and economic context characterized by a currency of favors and pay for knowledge; and

- is cognitively different form learning in school.

This is in contrast to many of the aspects associated with professional development. Much of the learning that is associated with formal professional development is not specifically targeted at one specific task unless it is focusing on the teaching of a new method of education or style of teaching. Much of the learning associated with professional development is of a generalist form and covers areas of curriculum and developments within that area. An example of this was the professional development that first occurred in late 1997 and early 1998 when the CLaSS Literacy Program was first introduced in Catholic Primary Schools in Melbourne.

The Children's Literacy Success Strategy or CLaSS, is a collaborative initiative of the Catholic Education Office, Melbourne and the Centre for Applied Educational Research at the University of Melbourne. Approximately two hundred and fifty Catholic primary schools in Victoria have implemented CLaSS under the direction of Ms. Carmel Crévola

and Professor Peter Hill. The CLaSS program, is explained by Crévola and Hill (1998), as follows:

> CLaSS strives to raise the levels of literacy attainment in young children in the early years of schooling to give them a solid foundation for success in later learning. It is based on the belief that improvements in literacy are achievable through a whole-school approach which ensures that all students make progress and achieve success in early literacy (p.iii).

The literacy program is structured in a way that allows for the sharing of a text at the beginning of each reading session where the teacher leads the reading and focuses on a particular theme for that book. If the focus is words that rhyme, a book with rhyming words is read and the students identify these words and may offer other words that rhyme. Following this, students work in groups led by literacy helpers, often parents who have completed a school based training program. The groups are designed to cater for the specific needs of the students involved and with activities that concentrate on specific deficiencies that the students have that were identified in a rigorous testing program at the beginning and end of each year. In addition to students working in groups with helpers, the teacher leads a group so that continual reassessment may occur. Within the one hour reading session the students would complete two activities. At the completion of these activities students are chosen to share their work and what they have learnt with the whole class group.

A similar procedure is then completed for writing where the teacher demonstrates the writing process for a particular genre. The students then go about the process of working

on a writing task and return at the conclusion of the session to share their work with the group.

2.3   Models of professional development and learning.

Fullan (1991), who has written a good deal on models of social change in effective professional development and on how the characteristics of effective in-services are employed, states that:

> How often do you hear statements to the effect that the continuous professional development of teachers is the key to school improvement? Like so many other single factor solutions to multifaceted phenomena, the general endorsement of in-service education means nothing without an accompanying understanding of the characteristics of effective as compared with ineffective in-service education efforts. Nothing has promised so much and has been so frustratingly wasteful as the thousands of workshops and conferences that led to no significant change in practice when the teachers returned to their classroom. (p.315)

As a result of this Fullan has conducted a review of in-service education over a ten year period. He summarised the reasons for its failure as follows.

1. One – shot conferences are widespread but are ineffective.

2. Topics are frequently selected by people other than those for whom the in-service is intended.

3. Follow up support for the ideas and practices introduced in in-service programs occurs in only a very small minority of cases.

4. Follow up evaluation occurs infrequently.

5. In-service programs rarely address individual needs and concerns.

6. The majority of programs involve teachers from many different schools and/or school districts, but there is no recognition of the differential impact of positive and negative factors within the systems to which they may return.

7. There is a profound lack of any conceptual basis in the planning and implementing of in-service programs that would ensure their effectiveness. (p.316).

Fullan's belief that professional development needs to be targeted and directly related to teachers' practice, it should be site-based, and long term. That it should be ongoing and be part of the teacher's working week not something that is tacked on, is also the belief of James Stigler in an article that discusses an interview by Willis (2002, p.6). Here Stigler also explains that professional development needs to be curriculum based to be effective so that it helps teachers help their students master the curriculum at a higher level. Stigler explains that there are three things that teachers need to learn from professional development to expand their power in the classroom.

First, they need to learn how to analyse practice, both their own practice and that of others. In order for this to occur there needs to be a link developed between teaching and learning in a cause and effect way so that if a student is not learning a teacher can create an idea as to why this may be occurring and how it may be overcome.

Secondly, teachers at professional development programs need to be exposed to alternatives. Variations to teaching methodology and practice need to be suggested so that

truly new ways of teaching may be presented as a real alternative to the traditional practices.

Thirdly, through attending professional; development programs teachers need to develop the ability to judge when and where to employ new methods and the types of methods they would like to employ. Through this it is hoped that teachers will develop an understanding that there is not one teaching practice that always is best and that the most appropriate practice depends on the situation.

Dunlop (1990) cited by The National Board of Employment and Training (1993 p.21), in contract to the work of Fullan, was able to create a list of features that were considered to be characteristics of effective professional development initiatives.

1. sense of ownership by teachers;

2. recognition of adult learning principles;

3. sound leadership in terms of communicating expectations and providing support;

4. appropriate site where participants can work collaboratively in physical and psychological comfort;

5. reflection of an appropriate conception of teaching – 'one shot' activities are avoided;

6. access to support materials and equipment;

7. presence of incentives / compensations for commitment, e.g. financial reimbursement, promotion, release time, etc;

8. evaluation of short term and long term impact;

9. variety in presentation strategies;

10. sound content based on teacher needs and the 'practicality ethic' of teachers; and

11. time is allowed for teachers to make changes – significant impact in classrooms may take two or three years after participation.

Hawley and Valli (1999) suggest that after extensive meta-analysis of research into effective teacher professional development that there are several key markers to improving professional development that can be considered factors that influence effective professional development. These include:

- Goals and student Performance;

- Teacher involvement;

- School based;

- Collaborative Problem Solving;

- Continuous and supported;

- Information rich;

- Theoretical Understanding;

- Part of a comprehensive change process.

These principles alone do not make good teacher professional development but when combined, assist in the development of a good program.

Mahon (2004 p.36) suggests that for professional development and staff development to be successful, the process requires three steps to occur. The first of these steps is for a needs identification to occur. Staff require the opportunity to express what they need top fulfil in their work. This encourages staff to rethink their role, articulate what they see as

important to achieving their goals and identify common impediments or barriers to achieving those goals.

The second step is a needs analysis. This must involve all relevant stakeholders and involves the grouping of needs of various departments and faculties within a school in an effort to identify overlaps in needs and grouping of common needs. This may become a frustrating and often difficult task as various stakeholders within an organisation may have various requirement s and may find it difficult to understand how their needs may affect others.

The third step is top take action. This is the all empowering stage in which the staff needs are addressed through a variety of methods and situations. This step allows the staff involved in an organisation to see their professional development needs either as individuals or as groups being met by the organisation in an effort to improve teaching and learning and create an organisation that encompasses change and renewal.

With these frameworks for what could be considered as characteristics of effective professional development, the literature review will now focus on three categories of professional development models (see below) and some of the factors that contribute towards the effectiveness of these models and some of the limitations associated with these models.

Hoban in King, Hill, & Retallick (1997) describes professional development in terms of three different categories. He explains that the majority of professional development

models fall within these categories and that these are used in various situations depending on the focus of the professional development program. These categories are:

1. Outside-in Models;

2. Inside-in Models;

3. Inside / Outside Models.

2.3.1   Outside-in Models

Hoban explains that the main characteristic of the outside-in model of professional development is that it draws upon the knowledge of others for teachers to use in their every day teaching practice. This model is generated by researchers who complete the majority of their work in an environment that is outside the context of the school but attempt to produce findings and conclusions that have a bearing on the practices within schools. Figure 2.3.1.1 represents the link between formal knowledge generated outside schools and their transfer into the school situation.
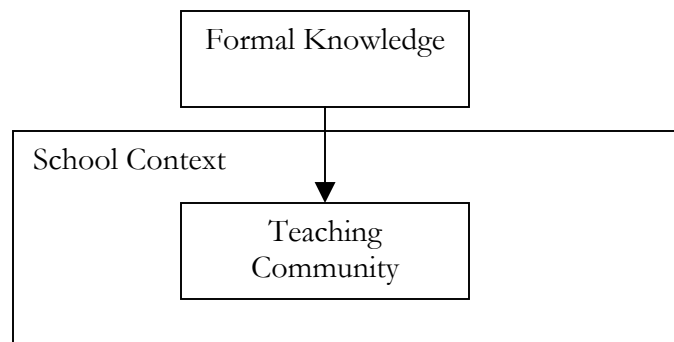
Figure 2.3.1.1 Representation of outside-in professional development models (Lytle & Cochran-Smith 1994 as cited in King et al. 1997 p.3)

This approach to professional development is based on the notion that teachers as a group tend to reproduce existing practice and need to be informed by educational theory in an

effort to provide teachers with alternative perspectives on teaching and learning (Hatton 1988). This model utilizes the formal knowledge generated by research as the primary content of the professional development programs. The most common example of this type of professional development program is the training staff development model.

2.3.1.1   Training Staff Development Model

The training staff model presents new knowledge to the participants and this knowledge is usually beyond the experiences of the participants attending the program. It is set up in a structure where the presenter is considered to be the expert in that particular field and this person controls the way in which the information is presented and the content of the program. The majority of these programs are set up to present the participants with new curriculum, skills, ideas regarding learning styles and new technologies that may be used in teacher practices. Much of what is presented is the evidence of what is considered to be good practice, as decided by research of academics.

Joyce and Showers (1988) argue that the success of a training program depends on its design. This is related to five components that "maximize probability that the desired effects will be achieved" (p. 68):

1. *exploration* of theory including discussions, reading or lectures to assist participants to understand the ideas being presented;

2. *demonstration* or modelling of the ideas in the form of videotape or live setting that can be integrated with explanations of theory;

3. *practice* of the required skill under simulated conditions to approximate the workplace that needs to occur twenty or twenty-five times depending on the complexity of the task;

4. *feedback* on the required skill from peers or experts following practice;

5. *coaching* in the workplace following initial training involving a supportive community of teachers to provide support and collegiality during the learning process.

The aspects of demonstration, practice and feedback offer the participant to see what is expected to be achieved through the training program and be active participants in the development of their own skill and knowledge base. In addition, the coaching stage would assist the participant in developing strong learning links with peers and assist in the consolidation of teaching practice within their own workplace.

The limitations that are associated with this model of professional development are that the existing practices of the teachers involved in the program are not taken into consideration when developing the program. This may cause some of the teachers involved to resist the new ideas that assist in the change process (Fullan 1991). Another limitation associated with this model is that there is the assumption that the teachers who are attending the program will understand the formal knowledge that is being presented to them, that they will value the information that is presented, and then use it within their own teaching.

Therefore, the outside-in model for teacher learning is an economical method of presenting information as it requires the expertise of only a few. As well the information

provided may be presented to a large number of participants at any given time. It offers new ideas on teacher practice that are often beyond the experiences of the participants. This model of teacher learning also provides opportunities for participants to interact with peers and colleagues from other schools on a professional basis. However, this model does not take into account the pre-existing knowledge and teaching experiences of the participants and does not recognise that each school that the participants are from has an individual culture that determine the follow up and implementation of the program within the school.

2.3.2   Inside-in Models

The inside-in model for professional development places great importance on recognising the previous knowledge and experiences of the teachers involved in the professional development program. The teachers provide the driving force of these programs, rather than outside experts, as was the case in the outside-in model. These programs are based on the teaching community taking charge of their own learning and not seeking the perspective of external people or bodies. Instead they involve teachers that are within a school setting. The main aim is to explore ideas within the school context and to develop these ideas. This is not unlike the theory of workplace learning. Figure 2.3.2.1 demonstrates the inside-in professional development model.
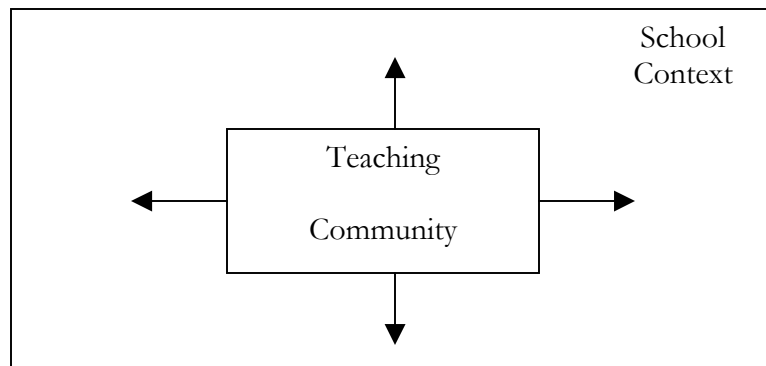
Figure 2.3.2.1. Representation of Inside-in professional development models. (King et al.
1997 p. 2)

Another important factor that underpins the success of this model is teacher reflection.
Teachers are expected to reflect upon their own teaching in order to assist them in
becoming more aware of their practice and develop a greater understanding of their own
practice. Limitations that may be associated with this approach to professional
development are that teachers may become too inward looking and lose the understanding
of what is occurring around them. Teachers may also believe that the practices that they
are involved in are appropriate and develop the belief that there is no need for change.

Several specific models that are examples of the inside-in approach to professional
development will now be described.

2.3.2.1 Individually Guided Staff Development Model

This model requires the teachers involved to be responsible for professional learning. It
involves teachers visiting other classrooms to assist in the development of new pedagogy,
devising new teaching strategies and reading professional material. Hoban in King et al

(1997), explains that there are four stages involved in this process: (i) identification of a personal need or interest, (ii) development of a plan to address the need or interest, (iii) the learning activity, and (iv) assessment. Spark and Loucks-Horsley (1990 p.235) argue that there are three assumptions that this model for professional learning is based upon. They explain that individuals are capable of self-direction and self–initiated learning and that they can best judge their own learning needs. They state that it is also assumed that adults learn most efficiently when they initiate and plan their own learning activities rather than spending time in activities that are designed for them by others and are not necessarily relevant to their needs. The third assumption that this model holds is that individuals are most motivated when they select their own learning goals on the basis of their personal assessment needs.

This is not unlike the theory of Action Research, which Freebody (2003 p.87) explains involves professional self-improvement through focused collaboration. Action Research aims to allow teachers to be both more deliberate and more accountable in their efforts to change educational practice. Action Research aims to challenge the separation of research from action. It also challenges the assumptions about control over knowledge and who should possess the power over the dissemination of knowledge. Action Research as in self-initiated and self-directed learning allows the person involved to decide upon their own learning needs and develop their knowledge over a period of time choosing activities that are best suited to their needs.

2.3.2.2   Observation / Assessment Staff Development Model

This model involves teachers working in pairs to create an alternative to the practices that already exists within the classroom. This type of model is used when working in a 'buddy' or 'mentor' system. It is also the model most often adopted when teachers are paired up to complete teacher evaluation and appraisal.

The observation / assessment staff development model includes several stages. These are: (i) a pre-observation discussion to determine the focus of the session, (ii) time spent within the classroom for the observer to collect data, and (iii) post observation conference in which data are presented and discussed. Much of the focus within this model requires the participants to reflect upon the data that is collected during the observation stage. When the reflection occurs it is hoped that teachers involved will find ways in which their teaching practices may improve and in turn this will assist in the improvement of the student's learning.   It is also thought that there will be improvement by both the participant being observed and the participant collecting the data. Through analysing the teaching strategies being used both the parties involved in the observation and assessment process may improve. As a consequence of this, Spark and Loucks-Horsley (1990) suggest that teachers will view their efforts to change in a more positive manner and continue to attempt to improve their own teaching practices.

Wise and Darling-Hammond (1985) suggest that a limitation that exists with this model is that teachers may view the process as a form of evaluation of their competency as a teacher and may be reluctant to participate in the process. In addition, although this model engages the participants in professional discussion with their peers, Guskey (1994)

suggests that many participants may not wish to encounter the disruptions associated with having an observer within their classroom.

2.3.2.3 Development /Improvement Staff Development Model

This model involves a group of teachers working together in order to develop their own school – based curriculum or school improvement plan. The process of remodelling and developing the curriculum acts as professional development for the teachers involved. In this type of model, there are usually five sequential stages that include: (i) identification of a problem or goal, (ii) action plan development, (iii) implementation, (iv) analysis, and (v) evaluation. It is expected that the process of learning for teachers occurs through the social interaction with others and the negotiations that are required to address the problem – centred tasks.

Sparks and Louck-Horsley (1990) state that there are several assumptions that underpin this model of professional development. There is the belief that adults learn most effectively when they are required to solve a problem. In addition, there is the opinion that the people who are working closest to the job best understand how to improve their own performance and that teachers acquire the skills and the knowledge that they need through being involved in school improvement or in curriculum development.

The main focus of this model is the sharing of ideas between teachers in an effort to develop or solve a problem that is important to them.   The major limitation with this model is that the depth and range of ideas is dependent on the people that are involved in the problem solving and curriculum development process.

2.3.2.4 Inquiry Staff Development Model

This model involves teachers working either as an individual or in groups. The participants involved in the process develop their own questions and conduct their own research by collecting data and analysing data from their own classroom. An important aspect of this process is that the problems are set in the context of the teacher's working environment and the data that is collected is from that context, and the knowledge and data collected will lead to information that will assist the teacher and will be valued by the teacher.

An example of this type of professional development model is the concept of action research that was developed by Lewin (1946) and then again encouraged by Stenhouse (1979) who both argue that teachers should become both curriculum researchers and developers. If teachers are undertaking this style of professional development, then Spark and Loucks-Horsley (1990) argue that they are teachers who are inquiring individuals that are inclined to search for data to answer questions and use this data to reflect on possible answers to their questions. They also suggest that teachers involved in this process will continue to formulate further questions and continue to collect data to answer these questions.

2.3.2.5 Contextual Model of Teachers' Workplace Learning
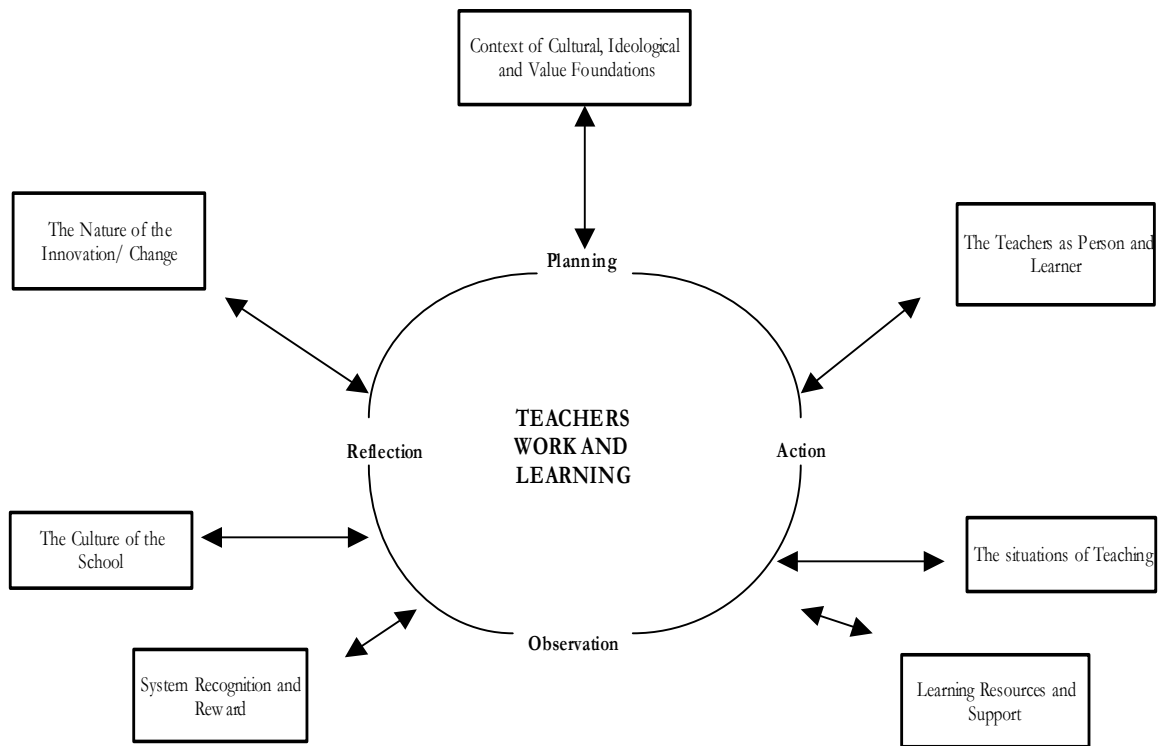
Figure 2.3.2.5.1   Contextual Model of Teachers' Workplace Learning
                        Source: Retallick, 1993. as cited in King et al p.185.

This model would usually see teachers working in pairs or in small groups. As with the Inquiry Staff Development Model, teachers develop their knowledge based on problems that are set in the work context. The Contextual Model for Workplace Learning often complements the work that is done by the professional development programs that teachers attend and plays an important role in professional learning as suggested by Day (1999). Strengths that may be associated with this model are that the process of follow up after and during a professional development program reinforces the learning that is occurring for the participants within a program as they have the opportunity to share their knowledge with others and often to put the new skills and knowledge into place within their schools and classrooms.

The four main processes within this model for teacher learning involve (i) planning, (ii) action, (iii) observation and (iv) reflection. The cyclical aspect of this model suggests that the learning process is one that is continuous. The stage of the reflection process that occurs after the action and observation processes would allow for future development and learning to take into account the positive and negative aspects that may arise during the stages of learning. This would assist in the future development of learning programs that are increasingly effective.

Another aspect of Retallick's (1993) model for teacher workplace learning is that it takes into account the culture of the school in which the learning is occurring. The culture of the school may determine the focus for the type of professional development that the teacher is involved in and the programs that are to be implemented within the school. The culture also plays an important role in determining how important the staff involved within a school view the process of professional development. It is also the culture that assists the staff in the sharing of information amongst peers and the creation of learning communities and in turn the creation of a learning organization.

The action process of the model for teacher's work and learning also takes into account that the teacher is both a person and a learner. This credits participants in the learning process with having their own characteristics that may enhance or inhibit their own learning. Teachers bring their own teaching experiences to the learning process and this model takes into account that the participant has experienced various situations and may have their own unique learning style that determines the effectiveness of the learning process.

As with the observation/assessment staff development model, this model requires participants to go through the phase of observation. This may again be perceived as a limitation as teachers may be reluctant to encounter classroom disruptions or may feel that their competency is being evaluated by their colleagues during the evaluation process.

Hence, when planning the learning process that is based within the workplace, it is important to ensure that it is in context of the culture, ideology and values of participants and of the school. This may assist in the program's increased effectiveness and possible implementation within the teacher's teaching program and in the programs of the school.

2.3.2.6   Model for planning, implementing and evaluating in-service sessions.

Siedow, Memory, & Bristow (1985) present a comprehensive cyclical type model representing how to design an effective professional development program (See figure 2.3.2.6.1). Siedow et al.'s model consists of six stages beginning with the assessment of the staff and concluding with a follow up stage of reinforcement and assistance. This model includes aspects of the development/ improvement staff development model. It is school based and attempts to meet needs of the improvement, curriculum development and the needs of the teachers.

The strengths associated with this model are that it begins by assessing the needs of those involved. The needs are then used to develop objectives for the program and an appropriate method of presentation is chosen according to the content of the program and the participant's needs. Another strength is that there is a period of evaluation in regards to the effectiveness of the program. This results in follow up assistance and

reinforcement. As a result of this process further development of future programs are planned to be of increased effectiveness.

Limitations that are associated with this model may be funding to the school. This was also a contributing factor identified by McRae (2001 p.7) in the Department of Education report on professional development conducted in the year 2000, as a contributing factor to the success or failure of professional development within schools. Funding limitations may inhibit the school's ability to have school closure days to run the programs and provide presenters and organizers from the school with release time from the classroom to complete the assessment, planning and evaluation stages. Another limitation is that the knowledge source for the program is often restricted to the school community. This may inhibit the school's chances to draw upon a wide range of experiences, skills, knowledge and theories in both the development of the school and of the teaching staff.
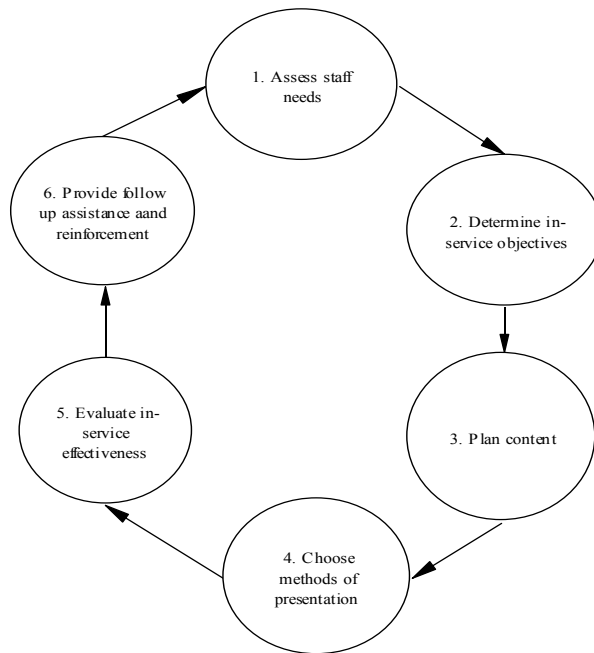
Figure 2.3.2.6.1   Model for planning, implementing and evaluating in-service

sessions. (Siedow et al, 1985 p.6)

2.3.2.7 In-service professional development process

Day (1999) presents a model of professional development that builds upon the existing

knowledge of the participants (Figure 2.3.2.7.1). This scaffolding of knowledge is thought

to assist in the development of skills and theories as it builds upon a base of knowledge

that is pre-existing with the participants. One problem which may occur within this stage

of the model is associated with the methods that are used by the organizers of the

professional development program in ascertaining the knowledge level of the participants

and deciding at which level to begin the program so that it caters for participants with a

limited knowledge base and for those who may have developed a complex knowledge of

the topic area already. The model demonstrates that the knowledge of the participant

needs to be aligned with the new theories and knowledge that are being introduced so that the new information has relevance to their existing knowledge and teaching practices.

A factor that is important within this model is the idea of the follow up of the program upon return to school. Like the Inquiry Staff Development Model, peer and tutor support and the action research suggest that there needs to be a formalized protocol for the follow up and implementation of the program upon the return to the classroom environment. This continued development of knowledge and skills upon the return to the classroom might further enhance the development of the participant's knowledge and skills. This step for sharing and development of knowledge within the school community would assist in the development of learning communities within the school and enhance the further development of the school into a learning organization.

At the completion of this process there is the expected outcome of new personal and practical knowledge for the participant. However, this model does not incorporate the opportunity for the participant to engage in some type of formalized reflection and evaluation period as suggested by both Dunlop (1990) and Fullan (1991). This would assist in the future development of the participant in future programs that are of a similar topic and assist future programs on similar topics in being developed into more comprehensive and effective programs.

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                    ┌─────────────────────────┐
                    │  Course members' personal│
                    │  practical knowledge (implicit)│
                    └─────────────────────────┘
                                 │
                                 ▼
                    ┌─────────────────────────┐
                    │  Contracting with self, course,│
                    │  LEA, school, colleagues │
                    └─────────────────────────┘
                                 │
                                 ▼
┌──────────────────┐   ┌─────────────────────────┐   ┌──────────────────┐
│ External critical │──▶│ Planning for deliberative│◀──│ Peer's practical  │
│ theory            │   │ inquiry                  │   │ knowledge         │
│ (new knowlege)    │   └─────────────────────────┘   └──────────────────┘
└──────────────────┘                │
                                    ▼
┌──────────────────┐   ┌─────────────────────────┐   ┌──────────────────┐
│ Tutor support     │──▶│ School-based deliberative│◀──│ Peer support      │
│                   │   │ inquiry                  │   │                   │
│                   │   │ (action research)        │   │                   │
└──────────────────┘   └─────────────────────────┘   └──────────────────┘
                                    │
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                    ┌─────────────────────────┐
                    │  Generation of new personal,│
                    │  practical knowledge     │
                    └─────────────────────────┘
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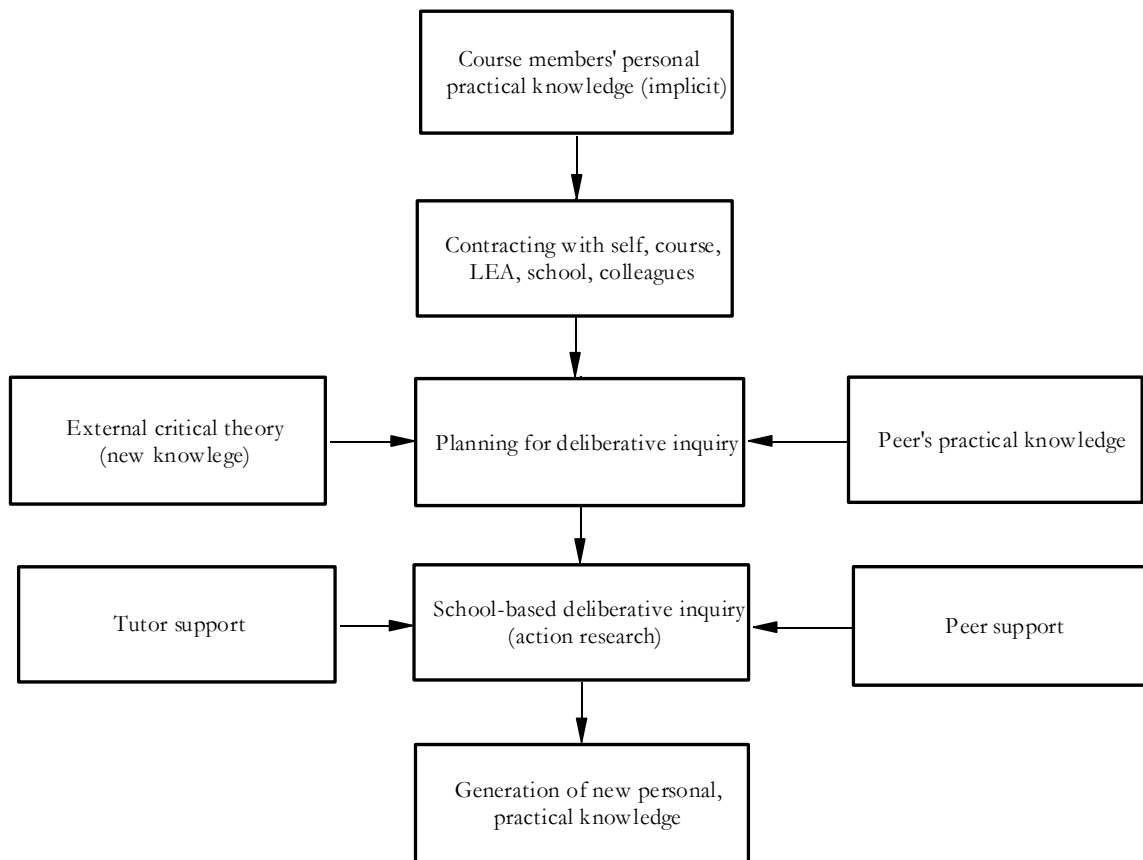
Figure 2.3.2.7.1   In-service professional development process (Day 1999, p.161)

2.3.2.8 Summary of Inside-in models

Therefore, the strengths that are associated with the inside-in models of professional development are that they encourage teachers to be proactive and responsible for their own learning. This model assists in the development of teachers who have a commitment to developing into reflective practitioners (Schön, 1987). The major limitation associated with this model is that teacher's interpretations of data and experiences are based on their current teacher practice. This will be more prevalent in teachers who are working and researching in isolation rather than part of a group.

2.3.3   Inside / Outside Model

Cochran-Smith and Lytle (1993) explain that the inside-outside models of professional development utilize the knowledge that teachers have, as well as the knowledge from the broader education community. The two fundamental aspects within this model are the beliefs that teachers are reflective, and that the perspectives of external bodies on teaching and learning will assist the teachers. Much of the time the agenda that is set in regards to research is set by both researchers and teachers. This allows for a wide variety of perspectives to be gathered. Figure 2.3.1 demonstrates the relationship between the teaching community, universities and researchers.
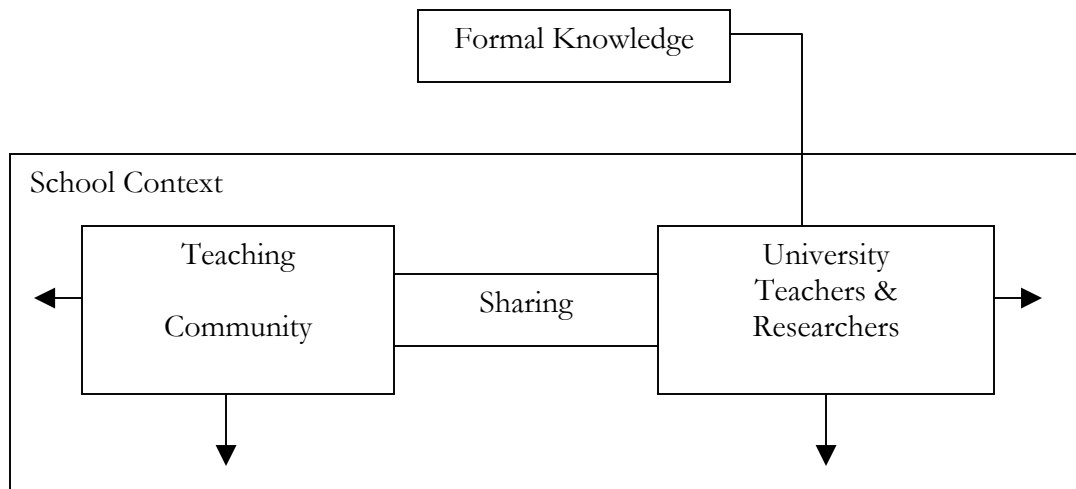
Figure 2.3.1   Representation of inside/ outside professional development models. (King et al. 1997 p.11)

These models attempt to integrate the ideas from theory and practice in order to establish a greater understanding of how theory may be used within the school setting.   This model is consistent with the findings of the Department of Education report in 2000 into professional development which was lead by McRae. In McRae (2001) the findings

reflected the belief that teachers wanted to be involved in professional development activities that involved a wide range of formats and styles in order to appeal to a variety of people and the needs that they have. There are two main types of the inside/outside model for professional development. The first of these models focuses on the professional development of pre-service teachers and the second focuses on the professional development of current practising teachers.

2.3.3.1 Inside /Outside Model for Pre-service Teachers

This model for professional development often incorporates the development of both pre-service and practising teachers. Examples of this style of professional learning would be conferences where pre-service teachers, practising teachers and university lecturers and researchers were able to attend. Another would be the development of Professional Development Schools that are discussed by Levine (2002 p.65) where universities develop a relationship with schools and develop them as place sin which pre-service teachers learn about theory and practice in a school setting in order to test their learning and develop upon the skills that they are learning in the university environment.

A recent New South Wales review of teacher education (Ramsey 2000) outlines that there needs to be a greater relationship between schools and universities in order to assist in the development and education of pre-service teachers. This would be like the Inside/Outside Model for Pre-service Teachers. In thew UK and the US there have been a number of approaches to further developing the relationship between schools and universities which would be of benefit to both teachers and pre-service teachers (Burstein, Kretschmer, Smith & Gudoski, 1991; Furlong et al. 1994, Valli & Cooper, 1999). Within Australia, the

increasing use of the 'Internship' as a model of professional experience is also a very successful example of this model which is of great benefit to both the teacher and the pre-service teacher (Hatton & Harman, 1997; Sinclair ,1997).

Darling-Hammond (1994) as cited by Hoban in King et al. (1997) describes a construction of knowledge on several levels when there is the opportunity for both pre-service and practising teachers to interact through professional development. These levels of knowledge construction include:

- Knowing through direct action and reflection, as well as by understanding and appreciating the findings of others;

- Knowing through sharing different experiences with colleagues;

- Knowing through research conducted by teachers along with researchers that is informed by the diverse experiences of individual children as well as the aggregated outcomes codified in empirical studies.

    (Darling-Hammond, 1994, p.15)

These interactions allow for the building of knowledge from a number of perspectives. There is the experience base of the practising teachers, the research of the university and teachers, and often the formal knowledge that has been developed by the pre-service teachers. The opportunity to share with peers and colleagues on a professional level is of great importance and enables many of the participants involved to think about situations at a deeper level, as there are a greater variety and number of opinions to take into consideration.

Another such example would be the opportunities that are available to pre-service teachers when they are on their supervised field experience. Often, many of the pre-service teachers on field experience are participating in research programs from their university by conducting testing and completing journals as a method of data collection for the university based researcher. The supervising practising teacher and university representative assist the pre-service teacher throughout the teaching field experience in the development of their teaching experiences and to go with the formal knowledge of theory that has been developed through the university degree.

2.3.3.2 Inside / Outside Model for Practising Teachers

This model focuses on the professional development of practising teachers rather than the previous model that also incorporated pre-service teachers. Examples of this style of professional development program are The Philadelphia Writing Project (PhilWP) as discussed by Lytle and Cochran-Smith (1994). This project was part of a National Writing Project aiming to foster a writing-across-the-curriculum initiative in schools. Members of the community which included K-12 teachers, university teachers, schools administrators and adult literacy practitioners researched, discussed and wrote about investigations for both local and public knowledge. The Project for Enhancing Effective Learning (PEEL) in Australia discussed by Baird and Mitchell (1987) involved action research by teachers and teacher educators in an effort to foster 'good learning strategies' and procedures to address 'poor learning tendencies'. This was achieved through weekly meetings of both teachers and academics to investigate classroom learning. These programs involved teachers working in collaboration with universities and community bodies to conduct research.

Another example of this style of professional development program is where formal knowledge was used as an alternative perspective to justify teachers' beliefs about their practice. One such example was the Reading Instruction Study as cited by Fenstermacher (1994) where teachers' lessons were taped and they were asked to give the rationale behind certain actions. This was in turn used to provide alternative views to the teachers' action based on formal knowledge. This is used as it is thought that if newly introduced knowledge is shown to have some relevance for the teachers it may be accepted and not viewed as attempting to devalue their current practice.

The strengths associated with the inside/outside models are that they involve the interaction between the knowledge that the teachers have developed from their experiences and the alternative perspectives that are generated by university based teacher educators, parents or students. These collaborations usually incorporate group discussions based on the research of the teacher and are usually conducted over an extended period of time. Limitations that are associated with this model of professional development are that it takes a great deal of effort to establish and maintain the relationships with the community and the agendas of various interest groups may taint the research that is being conducted.

2.4   Summary of models

In summary, professional development models should support the process of knowledge construction of teachers. All the three groups of professional development models presented have their strengths and weaknesses. The outside-in model mainly presents

information that has been generated for teachers by educational researchers and is usually beyond the experiences of teachers. The inside-in model for professional development draws upon the knowledge of teachers' own experiences and encourages teachers to experiment with their ideas. Finally, the inside/outside model supports teachers learning both outside-in and inside-in. This model also allows for teachers to reflect upon their practice and to consider evidence about teaching that may have been generated by other teachers or educational researchers. This model often leads to sustained workplace learning where teachers control their learning similar to Senge's (1990) notion of learning organizations. Appendix K summarises the strengths and limitations of the models discussed in this chapter.

2.5   Factors contributing to effective professional learning.

As it can be seen through the various models for professional development there are many factors that influence the effectiveness of such a program. Within the model presented by Day (1999), these included factors such as peer and tutor support, the practical knowledge of one's peers and the knowledge that the participant already had developed. Others such as the Retallick (1993) suggest that factors such as the culture of the school and ideology are important. However, Day (1999) goes further and suggests that there are several factors that contribute to quality and effective professional learning (See Figure 2.5.1).

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┌─────────────────┐      ┌───────────────────────┐      ┌─────────────────┐
│   Life history  │ ───▶ │ Professional learning  │ ◀─── │   Career plans  │
│                 │      │ biography of individual│      │                 │
│                 │      │       teacher          │      │                 │
└─────────────────┘      └───────────────────────┘      └─────────────────┘
                                     │
                                     ▼
┌─────────────────┐      ┌───────────────────────┐      ┌─────────────────┐
│ Professional    │ ───▶ │ Learning attitudes     │ ◀─── │ External        │
│ learning culture│      │ values, preferences,   │      │ influences:     │
│ of school       │      │ teaching practices     │      │ government,     │
│                 │      │                        │      │ agencies, media │
└─────────────────┘      └───────────────────────┘      └─────────────────┘
                                     │
                                     ▼
┌─────────────────┐      ┌───────────────────────┐
│ Support from    │ ───▶ │ Quality of professional│
│ school leader,  │      │ learning activities    │
│ colleagues,     │      │                        │
│ other agencies  │      │                        │
└─────────────────┘      └───────────────────────┘
                                     │
                                     ▼
                         ┌───────────────────────┐
                         │ Effectiveness of       │
                         │ learning               │
                         └───────────────────────┘
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Figure 2.5.1   Factors contributing to the quality of professional learning. (Day 1999 p.4)

Perhaps some of the most important factors that should be taken into account when developing professional development programs are the life history and the career plans of the participants in the program. Depending on their experiences and their aspirations in their career the participants' own objectives for a professional development program will vary and the quality of the program may be altered by the attitude of the participants.

Other influences such as the learning culture of the school may have an effect on the success of the learning program. If there is a positive attitude towards the continued learning of teachers at the school then the programs that they attend may be more successful. In addition, this positive attitude may add to the creation of a more open learning environment where the teaching staff shares their findings from the research they conduct in the classroom, or the knowledge and skills that they develop when at professional development programs. Other external influences that may have an impact on the quality of professional learning programs are the influences of the government,

media and other related agencies. Much of the policy development that has an impact on curriculum in schools is a result of the changes to government policy and as a response to the media and the wider community. In turn, this may have an effect on professional development. Examples of this within education in Melbourne were the "Turning the Tide" drug education program in 1997 and the "Water Wise," water safety program that was introduced in 1998 which were both essentially professional development programs for teachers. Although many teachers believed that their curriculum was already crowded and other areas of the curriculum were not emphasized enough these programs were included in schools as year long programs as a result of government planning. This is an example of how government can have a very direct impact on the professional development of teachers.

Factors influencing the effectiveness of professional development are also acknowledged by Day where he cites the work of Joyce and Showers 1980 (see Table 2.5.2). An important point that Joyce and Showers (1980) make is it is only when feedback on performance and assistance on the job occur that the skills and knowledge will be implemented into the teaching program. Although there is an increased chance of implementation when modelling occurs, they contend that formal lecturing will not assist in the adoption of new teaching theories and concepts into the planning and day-to-day teaching of a teacher. For the continued implementation of a skill or theory there needs to be the practice and feedback during the teaching process and continued assistance upon the return to the classroom. This is also discussed in Morrow (2003) where she argues that creating a more professional community will occur when teachers model lessons and develop more effective learning relationships with peers and students.

Loucks-Horsley and Sparks (1989) suggest effective professional development is global rather than problem-oriented and that an effective professional development program draws on a variety of activities, including:

- Individually guided activities (attending conferences, reading journals and books, taking a course);

- Observation and feedback on performance (peer coaching, clinical supervision);

- Involvement in developmental improvement processes (shared decision making resulting in projects developed to improve school);

- Formal training (lectures, demonstrations, and practice with feedback);

Hence, they are arguing that there is need for continuous inquiry into how to make practice more effective (conducting action research in the classroom). For professional development to improve and be as effective as it can be then many of these factors should be acknowledged and included in the planning and practices of professional development.

Level of impact	General awareness of new skills	Organized knowledge of underlying concepts and theory	Learning of new skills	Application on the job
Training method Presentation / description (e.g. lecture) of new skills	✓	✓		
Modeling the new skills (e.g. live or video demonstration)	--------------→	✓		
Practice in simulated or real setting	--------------→	--------------→	✓	
Feedback on performance in simulated or real settings	--------------→	--------------→	✓	✓
Coaching / assistance on the job	--------------→	--------------→	--------------→	✓

Table 2.5.2   Factors influencing the learning of new skills. (adapted from Joyce and Showers, 1980, in Steadman et al., 1995 p.44 in Day 1999 p.143)

2.6   The creation of learning organizations and communities through professional development.

There is a definite need for people to confront the challenges of education in the 21st Century. These challenges are not only present for those who are involved in formalized education as a child, they are challenges that is open to all. In the early years of the 17th Century, Jan Comenius, a bohemian exile living in Holland, wrote:

Just as the whole world is a school for the whole of the human race, from

the beginning of time until the very end, so the whole of a person's life is a

school for every one of us, from the cradle to the grave. It is no longer

enough to say with Seneca: 'No age is too late to begin learning.' We must

say: 'Every age is destined for learning, nor is a person given other goals in

learning than life itself. (cited by Longworth and Davies, 1996 p.8)

For schools to take the first step towards creating learning communities in which teachers

work at continuing their own formal education after the completion of teacher training at

university, there needs to be a greater emphasis on the importance of the knowledge that is

acquired at professional development courses. Rosenholtz (1989) as cited by Fullan (1993)

explains, teachers need to understand that teachers should never stop learning to teach.

Through attending formalized programs and meetings with colleagues there is the

continual but informal passing of knowledge to each other where teachers learn of other

ideas and variations in teaching methodology. In addition, the administration needs to

highlight the importance of the methods that are utilized to pass on the information that is

being learnt. However, how can this occur in today's society where educators are expected

to be involved in professional development in an effort to improve their teaching

knowledge but are not allocated sufficient time in which to pass on this knowledge to

others within their school community? In an effort to improve both the teaching and

learning and the use of professional development in education, if the professional

development programs that are being developed include follow up sessions and are spaced

over a period of time, perhaps the opportunities to share the developments from a

program may occur. To achieve this, the notion of what is education may need to be

enveloped by a change process so that the use of professional development displays greater value.

When aspects of learning are developed, schools will begin to evolve into learning organizations. Retallick in King et al. (1997) explains that much of the literature in relation to schools uses the term 'learning community' (Sergiovanni, 1994; Johnson, 1995; Morrow, 2003) or the term 'learning organization' (Isaacson & Bamburg, 1992; Hayes et al. 1988; Senge 1990; Argyris, 1993). These two terms are considered to have the same meaning and are often interchangeable; however, the term learning organization is more often used when in a business or industrial setting. But, what is a learning community or learning organization?

Watkins and Marsick (1993) explain that a learning organization is one that learns continuously and transforms itself. They go further and explain that the learning takes place in individuals, teams, the organization and even the communities with which the organization interacts. They also explain that some of the features of a learning organization are,

- Leaders who model calculated risk taking and experimentation;
- Decentralized decision making and employee empowerment;
- Skill inventories and audits of learning capacities;
- Systems for sharing learning and using it in business;
- Rewards and structures for employee initiatives;
- Consideration of long-term consequences and impact on the work of others;
- Frequent use of cross-functional work teams;
- Opportunities to learn from experience on a daily basis;

- A culture of feedback and disclosure.

Perhaps it may not seem practical for all of these features of a learning organization to be found in schools. However, perhaps the introduction of some of these features will assist in the transformation of schools into learning organizations. In particular, this may be assisted through the recognition of improved professional development methods enhancing the learning culture of a school, assisting in the creation of opportunities to share knowledge and skills and rewarding those involved in a school that undertake professional development programs.

Garvin (1993) as cited by the Harvard Business Review (1998 p.48) explains that for an organization to improve, it must continually go about the process of learning. It is only through this process that a learning organization can be developed. Senge (1990) as cited by Garvin (1993 p.49) explains that a learning organization is a place where people continually expand their capacity to create results they truly desire, where new expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together. Hough (2004, p24) also explains that society is now moving towards developing new forms of learning that requires employees to learn effectively, both as individuals and as part of a team. Hough also explains that everyone needs to learn and that learning expertise is required at individual, group and whole organizational levels. Hough also suggests that the new style of school that wishes to be a learning organization accepts and internalizes that constant learning is central to the current and future success of the school. This type of school assumes that students, parents and the community are partners with teachers in a learning community based around the school organization (p.26). These teams are the Learning Organisation. For this learning to occur there is a need for the sharing of information and experiences. Hence, it

may be concluded that there is a direct relationship between professional development and schools developing into learning organizations. This relationship may be based on the learning of teachers at professional development programs where people are expanding their knowledge base, learning new skills and continually learning how to learn and use this to assist in their own development and that of their students.

Garvin (1993) also argues that a learning organization is one that is skilled in creating, acquiring and transferring knowledge. Once this has occurred the organization also needs to alter its behaviour to reflect the insights that the new knowledge has brought to the organization. He further explains that there are three steps that need to occur to develop organizational learning. The first of these steps is cognitive. To do this members of the organization are exposed to new ideas in an effort to assist them to begin to think differently. The second stage of this process is behavioural. The members of the organization begin to change their behavior due to the new information that has developed. The third and final step is performance improvement. Once the changes in behaviour have occurred as a result of the first step of knowledge acquisition, there is a measurable improvement in the way that the organization operates.

Watkins and Marsick (1993) explain that for a learning organization to develop there need to be six actions that must occur. These actions are,

1. Create continuous learning opportunities;

2. Promote inquiry and dialogue;

3. Encourage collaboration and team learning;

4. Establish systems to capture and share learning

5. Empower people toward a collective vision

6. Connect the organization to its environment. (p.11)

Garvin (1993), Watkins and Marsick (1993) and Hough (2004) all emphasize that for learning organizations to develop there need to be learning opportunities which allow for the members of an organization to interact with each other and assist in the development of some type of shift or change in the organizations in order to assist in the organization improving. For teachers to believe that they have the opportunity to make a significant contribution to the development of the learning organization, they must have the feeling that they are part of that organization and have access to what is occurring within the organization. This is not unlike the ideas raised by Druker (1992) as cited by Albert and Bradley (1997). He suggests "the purpose and function of every organization" as "the integration of specialized knowledge into a common task" (p.42). He explains employees as "people whose ability to make a contribution depends on having access to an organization" (p.42). Druker describes organizations as places where groups of knowledge workers consistently come together to achieve specific goals, each contributing their particular expertise. Much of this expertise will have been developed through professional development and experiences through workplace learning. This is not unlike the first characteristic of effective professional development suggested by Dunlop (1990).

Argyris (1991) as cited by the Harvard Business Review (1998) also agrees with the thoughts of Garvin (1993) that there is a need for an organization to be perceived as a learning organization. Argyris explains that for a learning organization to develop the staff

need to know how to learn. However, Argyris contends that people do not always know how to learn. More time should be dedicated to meta learning so that the ways that people learn are investigated and best adapted to the correct situation. The knowledge that a person and an organization possess is often assessed and managed, but little time is spent looking at how it is acquired and passed on from person to person, and from organization to organization. When various learning methods are adopted in professional learning and development programs, perhaps the transition of schools into learning organizations may be assisted.

For an organization to develop into an organization that values learning, that organization needs to monitor the type of learning that is occurring. Organizational learning takes place when members respond to changes in the environment by detecting errors and correcting the errors through modifying strategies, assumptions, or norms. The altered strategies, assumptions, or norms are then stored in the organization's memory, becoming part of the private images and public maps. At least two models of organizational learning are possible (See figure 2.6.1). Learning is single loop when the modification of organizational action is sufficient to correct the error without challenging the validity of existing norms (Choo, 1998). This may be the type of professional development programs that add to the existing knowledge of the participants or look at various teaching strategies but do not look at altering the procedures that are being used by the teacher or the school. The goal of single loop learning is to increase the organizational effectiveness within current norms for performance.

Double loop learning has the purpose of ensuring organizational growth and survivability by resolving incompatible norms, setting new priorities and restructuring norms and their

related strategies (Choo, 1998). While single loop learning is adaptive and is concerned with coping, double loop learning is generative learning and creative. Hough (2004 p.26) explains that there is also triple loop learning. In triple loop learning, the individual, the group and the organization all learn together. Professional development programs are more structured around the double loop learning theory when the needs of groups within a school and teaching staff are identified and assessed, and the program is set to meet these needs. Through the introduction of new skills and theory, the organization may adapt and change in order to demonstrate some improvement in procedure and generate learning and creativity amongst the employees.

Norms Assumptions Strategies	→	Organizational Action	→	Outcomes

Single-Loop Learning

Double-Loop Learning
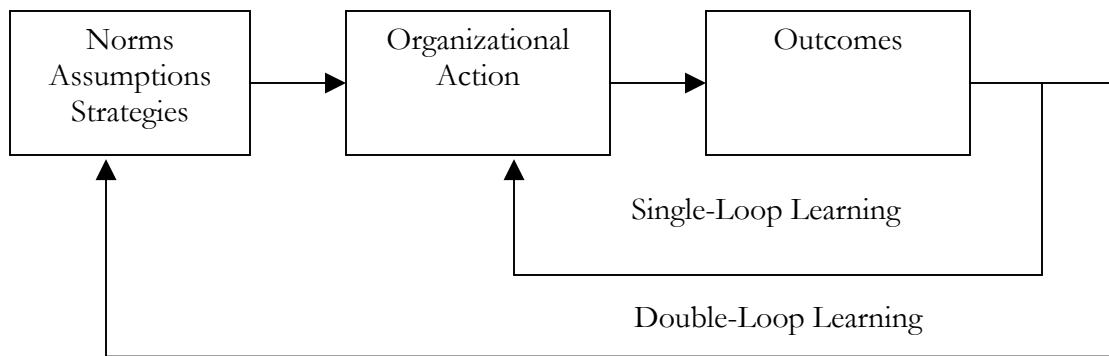
Figure 2.6.1 Model for organizational learning. (Choo, 1998 p.222).

For various types of learning to occur within an organization, the types of professional development programs that are developed both inside and outside of the school need to be effective. When the programs that are used allow the participants the opportunity to learn in a variety of methods and promote the sharing of the content upon the return to school, then a learning organization may develop. This coupled with the promotion of workplace learning and sharing with colleagues may assist teachers in pursuing professional

development programs to assist in the development of both the school and their own pedagogy.

Senge (1990) goes further to argue that for learning communities to develop, then a new type of leader is needed in order to assist in the development. This leader needs to be a designer, a steward, and a teacher. The leader needs to build an environment where people will continually be involved in expanding their ability to understand complex concepts, clarify visions and share their own views. Through doing this, inevitably all people involved in the organization will become responsible for the learning process. Perhaps when people within an educational organization such as a school become active participants in all parts of the learning process the passing on of knowledge through professional development will occur, and the process of lifelong learning will begin.

Hughes (1991, p.58) argues that the purpose of professional development is primarily to bring about change. This change has three general outcomes for an individual teacher.

   i.   Change the teacher's beliefs and attitudes.
   ii.   Change in the teacher's content knowledge.
   iii. Change in the teacher's instructional practices.

Hughes also believes that professional development will lead to more effective teaching and consequently, improved learning for the students being taught. However, how much thought into the learning process that the teachers undertake in order to learn the new knowledge and skills can be passed on to the other teachers. Professional development will not only have a substantial impact on the sole teacher who is attending the course, but also on teachers with whom the information is shared. For this to occur effectively there needs to be a formalized method created for the sharing of information and greater

understanding of the factors influencing the learning of adults within each school. The understanding of adult learning methods is an important factor. As Hughes (1991, p.131) highlights professional development is a process of growth in competence and maturity through which teachers add range, depth and quality to the performance of their professional tasks. This occurs and is manifested on the job, through the work teachers do, and through the career opportunities they have open to them. These factors make professional development a career long issue and not one that is only isolated to the day of the course or the year of study that the teacher is completing.

Although there are many people undertaking professional development on different topics one aspect of this process remains the same. Schools have invested both time and money in attempting to gain new knowledge that may bring about some type of improvement in the teaching and learning process for the students, teachers and for their organization. The type of change may be in either the form of a structural change in which the organization changes the way in which it operates, or it may be one which effects the culture of the school so that the people working within the organization operate differently. Such change in culture may place a greater value on being involved in the learning process and becoming not only leaders in education but also learners. It is through undertaking this process that many organizations are working towards developing into a learning organization.

In order to achieve this Fullan (1993) puts forward the notion that a learning organization must be dynamically plugged into its environment if it is to survive and prosper. If an organization is not aware of the environment in which it operates, it would be unable to adapt and modify itself to be both competitive and successful. Fullan (1993) emphasizes

that there are eight points that need to be adhered to in order to assist the change process

and create an organization that is successful.

i.   You can't mandate what matters (The more complex the change the less you can force it.)

ii.   Change is a journey not a blueprint (Change is nonlinear, loaded with uncertainty and excitement, and sometimes perverse.)

iii.   Problems are our friends. (Problems are inevitable and you can't learn without them.)

iv.   Vision and Strategic Planning come later. (Premature vision and planning blind.)

v.   Individualism and collectivism must have equal power. (There are no one – sided solutions to isolation and group – think.)

vi.   Neither centralization nor decentralization works. (Both top – down and bottom up strategies are necessary.)

vii.   Connection with the wider environment is critical for success. (The best organizations learn externally as well as internally.)

viii.   Every person is a change agent (Change is too important to leave to the experts; personal mind-set and mastery is the ultimate protection.) (p.21)

It is when leaders in an organization are able to work within similar boundaries to those

that are set by Fullan that the change process to a learning organization may occur.

2.6.1   Leading schools into learning organizations through professional development.

Evers and Lakomski (1996) suggest that there is a need for a specific type of leader in

schools and educational institutions to assist in the school developing into a learning

organization. They explain that there are two major styles of leadership, the

Transformational Leader (TF) and the Transactional Leader (TA). The TF Leader, who is

shares many similar characteristics with the Charismatic Leader (Dubrin & Dalglish 2003,

p.67) is one that attempts to alter the awareness of the people involved in the organization,

introduces vision and mission to the organization and hence transforms the organization and the organizations members. Dubrin and Dalglish explain that the TF Leader is on who brings about positive, major changes in an organization. In doing this the leader seeks to lead both the members and the organization into delivering above and beyond their expectations. The TF Leader also recognizes and utilizes the needs and demands of an employee and looks for motivation. The leader tries to actively engage the follower and in doing so empowers the follower. The TF Leader according to Bass and Avolio 1993, (as cited by Evers and Lakomski) is characterized by four factors:

    i.   Charisma

   ii.   Inspirational Motivation

  iii.   Intellectual Stimulation

  iv.   Individual Consideration

Characteristics of TF Leader (Howell & Avolio 1992, Sellers 1996, Waldman & Yammarino 1999) also include aspects such as their ability to be visionaries as they have an image of where their organization is headed and how to get there. TF Leaders, like the Charismatic Leader, are very good communicators and have masterful communication skills. They are also able to inspire trust and the members of the organization believe in the ability and the vision of the leader that they dedicate themselves to achieving the vision.

These characteristics allows for a leader that is easily identifiable with the employees, motivates the people that are involved within the organization to produce their best at all times so that the shared goals of the organization may be met. This person is a leader that

allows the members of the organization the opportunity to think of new and innovative concepts that may be adopted by the organization. The TF Leader is also one that will individualize the learning process so that the needs of each member of the organization are considered and duly catered for.

Research conducted by Howell and Avolio (1993) concluded that the TF Leader who displays more individualized consideration, intellectual stimulation and charisma positively contributed to their organizations performance. The researchers concluded that the leader who the increase in more positive contributions to organizational performance came from behaviors associated with transformational leadership.

In contrast the TA Leader is one that does not actively engage the followers and emphasizes the needs and extrinsic rewards of the follower as the main source of motivation for the employee. This is similar to the Theory X perspective of McGregor (1966). In Transactional Leadership, as in Theory X employees are coerced through punishment and threats in order to work (Sarros, Densten & Santora 1999, p20). Dubrin and Dalglish (2003, p76) explain that Transactional leadership is characterised by leaders and followers being in an exchange relationship. These exchanges between the leader and the group of followers are usually based on rewards and punishments to control the behavior of the group. TA leadership is very common and is often transitory and not long lasting. The TA Leader is characterized by the following factors (Sarros, Densten & Santora 1999, p20):

i.   Contingent Reward

ii. Management-by-exception (active and passive)

iii.   Laissez-faire

The TA Leader rewards the follower for the attainment of common goals and objectives. The TA Leader does not allow as great an amount of freethinking and will intervene when mistakes occur. This intervention is commonly characterized by a negative style of correction. This style of leader is also one that would delay a decision and at times shows very little leadership.

Hence, which style of leadership is preferred in the development of a learning organization? Armstrong (1999, p.231) explains that the leader who can bring about transformational change (Transformational Leaders) are more effective as they bring about more significant and far reaching developments that are planned and implemented according to the organizations structure and processes. Armstrong also suggests that Transactional Leaders bring about alterations to the ways in which the organization operates and the way in which people interact with each other on a day to day basis. This type of change is only relay effective when the organization want more of what it already has. Evers and Lakomski(1996) suggest that combining of both styles of leadership is important in the effective development of a learning organization. When the positive aspects of the transactional leader are combined with the four characteristics of the transformational leader the best results could be obtained for the organization. This style of leader is one that allows the members of the organization to be creative, and as Evers and Lakomski explain, the best strategy to adopt in creating a learning organization is to maximize the organization's ability to learn rather than putting all one's energy into preventing error. The combination of the two styles of leadership would assist this free flowing creativity that accepts and learns from errors rather than negatively interjecting

when an error occurs. Therefore, for organizations to develop into organizations that value lifelong learning and professional development there needs to be a leader that encompasses these characteristics of a good leader that can then guide in the development of the organization.

These concepts are not unlike the results of the research of Timothy Waters et al (2004, p.49). Through conducting research into 70 studies on leadership, a list of 21 key areas of responsibility in leadership that assist in school learning, improved teaching quality and an increase in student achievement. These key areas are:

1. *Culture* fosters shared beliefs and a sense of community and cooperation.

2. *Order*; establishes a set of standard operating procedures and routines.

3. *Discipline;* protects teachers from issues and influences that would detract from their teaching time or focus.

4. *Resources*: provides teachers with the materials and professional development necessary for the successful execution of their jobs.

5. *Curriculum, instruction, and assessment*: is directly involved in the design and implementation of a curriculum, instruction, and assessment practices.

6. *Knowledge of curriculum, instruction, and assessment*: is knowledgeable about curriculum practices.

7. *Focus*: establishes clear goals and keeps these goals at the forefront of the school's attention.

8. *Visibility:* has high-quality contact and interactions with teachers and students.

9. *Contingent rewards*: recognises and rewards individual accomplishments.

10. *Communication*: establishes strong lines of communication with teachers and students.

11. *Outreach* : is an advocate and spokesperson for the school to all stakeholders.

12. *Input*: involves teachers in the design and implementation of important decisions and policies.

13. *Affirmation*: recognises and celebrates school accomplishments and acknowledges failures.

14. *Relationship*: demonstrates empathy with teachers and staff on a personal level.

15. *Change agent role*: is willing and prepared to actively challenge to status quo.

16. *Optimizer role*: inspires and leads new and challenging innovations.

17. *Ideas and beliefs*: communicates and operates from strong ideals and beliefs about schooling.

18. *Monitoring and evaluation*: monitors the effectiveness of school practices and their impact on student learning.

19. *Flexibility*: adapts his or her leadership behavior to the needs of the current situation and is comfortable with dissent.

20. *Situational awareness*: is aware of the details and undercurrents in the running of the school and uses this information to address current and potential problems.

21. *Intellectual stimulation*: ensures that faculty and staff are aware of the most current theories and practices in education and makes the discussions of these practices integral to the school's culture.

It is believed that the leader who is able to work within the majority of these key areas of responsibility will create an organization in which learning is not only valued by the employees of the school but also the students in the school.

2.6.2   Transforming schools into learning organizations.

In order to assist in the transformation towards a learning organization, there may need to be changes to aspects of the education system's current methods of operation. Areas that may possibly need to be altered are areas such as professional development and the pre-service training of teachers in order to assist in developing a culture that values the learning process in which they will be involved. Changes may occur in the culture, structure and the policies of the school. In order for this to occur there needs to be a shift in the way that the people involved in the organization view their own position and develop an

understanding that they need to become active participants in the change process. This may occur through members of the school community becoming more aware of the importance of professional development and how it may assist in the development of a learning organization. Nias, Southworth and Campbell (1992) as cited by Fullan (1993, p.63) explained that personal commitment to learn played itself out in a "community of learners in which teacher colleagues and the head reinforced expectations and conditions that were conducive to learning". Nias et al. (1992) explained that seeing others learning was an added encouragement because people were able to realize that they were no longer alone in their need to learn. They went further to argue that learning now was perceived as improving one's own ability and not as an indication or a sign of inadequacy. The new culture may also lead to a pursuit of 'good ideas' that in turn assist in increasing the effectiveness of classroom practice. This also leads to teachers becoming able to question and challenge other's thinking and practice.

The literature suggests when members of a school community view professional development as a way in which to improve their own teaching skills and knowledge which in turn results in the improved learning of their students, then this will assist in creating an environment where professional development is viewed as an opportunity to develop into a better practitioner. When this occurs there is a shift in the culture of the environment and this in turn may assist in the organization becoming a community that values learning and the sharing of information and skills. This type of organization is known as a learning organization or learning community. To assist in this progressive development the body of literature reviewed here argues that the leaders within the school need to be of the type

that are open to change and promote opportunities for learning, both at a formal and informal level.

The literature also argues that for this process to occur professional development needs to promote the sharing of ideas, knowledge, skills and theories. This promotion will assist in the development of the teacher and the school. Various methods of teaching and presentation are required to enhance the effectiveness of the programs and these programs should be spaced over a period of time. When these are coupled with subsequent follow up within the school over a period of time, the effectiveness of the program and the development of the school will be greatly improved. With this in mind the research study outlined in the next chapter is intended to investigate: the validity of these concepts, assess what is needed in effective professional development programs from the point of view of the participants involved in the programs, assess what is needed from the leaders of the schools who are moulding their organizations into learning communities, and assess what is needed from the professional development providers, to promote learning for teachers and assist in the development of a culture that values learning, the sharing of information and skills and the subsequent creation of vibrant developing schools and education systems.

CHAPTER 3.

METHODOLOGY

In the previous chapter three specific approaches to professional development were discussed and the relationship of work to professional development was also investigated. Following this, factors contributing to effective professional development were highlighted and how these factors, in conjunction with leadership may assist in the creation of schools that are learning organizations.

This chapter highlights the methodology that was used to complete the research project. With the concepts from the previous chapter in mind, the procedure used to collect and analyze the data, and the rationale behind who was selected is discussed. All of this is explained with the intention of demonstrating the reasons why and how a particular procedure was adopted to identify characteristics of effective professional development programs.

3.1   The research paradigm that was adopted.

A combination of the Constructivist Paradigm and the Critical Theory paradigm best fit the type of research that was to be conducted in this project. The Constructivist paradigm has its roots in Kant's synthesis of rationalism and empiricism where it is noted that the subject has no direct access to external reality, and can only develop knowledge by using fundamental in-built cognitive principles ("categories") to organise experience. One of the first psychologists to develop constructivism was Jean Piaget, who developed a theory ("genetic epistemology") of the different cognitive stages through which a child passes while building up a model of the world.

In the Constructivist theory the emphasis is placed on the learner or the student rather than the teacher or the instructor. It is the learner who interacts with the objects and events and therby gains an understanding of the features held by such objects or events. The learner, therefore, constructs his/her own conceptualisations and solutions to problems. Learner autonomy and initiative is accepted and encouraged.

The Constructivist paradigm suggests that reality is constructed by the people who are present in the society of the time and that the nature of that reality varies as the constructor of the reality becomes more informed and sophisticated (Denzin & Lincoln 1994). This paradigm also has a strong link between the investigator and the subject in an effort to open up the lines of communication. The end product of this open communication is the investigator creating findings as the investigation proceeds. This paradigm holds similar methodology to that of the Critical Theory as it aims to reconstruct previously held concepts in an effort to either disprove or support the theories.

The Critical Theory paradigm presents the belief that reality is shaped according to social, political, cultural, economic, ethnic, and gender perspectives and values (Denzin & Lincoln 1994). The Critical Theory paradigm (Kritische Teorie) was developed by the 'Frankfurt School', particularly Jurgen Habermas and his followers, representing the German intellectual movement. The theory of critique – or how you go about personally and collectively being aware of the influences on your social theories of your person allocation, and society's location in social time and space.

Critical theory begins with the interpretation of meaning of action in order to reproduce communicative interaction. It is based on the following principles:

1. In examining the rules of interaction, critical theory assumes that people are not always aware of the rules by which they live. Such rules may have unintended consequences.

2. It is possible to develop a more complete understanding of the way in which the reality is socially constructed. This is achieved in reflecting on the use of language.

3. People are constrained to act by social institutions. Critiquing particular ideologies may show how particular ideas help to maintain power and authority relations that are inheritently oppressive, exploitative and even totalitarian.

4. It is possible to overcome as Hegel refers to it, the 'causality of fate', or something that we subject ourselves to as we respond to a world- by the power of reflection and by the change of direction that such insight makes possible.

5. 'Objective knowledge' is questioned or any theorising that erects standards of proof of objectivity that are detached from human interests and human agreement.

6. Reflection on modes of knowing in themselves and communicative interaction can help us to discover how and why we organise our experiences in a particular way.

7. The use of language, with the emphasis on its clarity and transparency can lead to a better and fuller understanding of social institutions that maintain the status quo, especially the legitimacy of injustice, exploitation and domination. (Zajda, 2003)

Based on these principles, Critical theory aims to focus more on the conditions that we need to meet to form informed and valid judgements about norms and normative consensus. This paradigm displays a link between the investigator and the subject and this

causes the findings of the investigation to be influenced by the investigator. Therefore, the findings of the research will be value laden according to the values of the investigator or researcher. The Critical Theory Paradigm aims to critically reconstruct previously held concepts through extensive dialogue between the investigator and the subject that is being investigated.

There are many common threads interlinking the two paradigms. The concept of presenting findings that are based on reality according to the social, political, cultural, economic, ethnic, and gender values and is constructed by the people who are present in the society of the time is what has occurred through the questionnaires and the interview process for data collection. There is the opportunity for these two paradigms to focus on the learner not the instructor in an attempt to ascertain what they know and what they wish to learn in the context of their values.

3.2   Participants

This study focused on three Catholic Primary Schools in the Northwestern Zone of Melbourne. These schools ranged in sizes and were in the categories of small (less than 250 children), medium (250 – 400 children), and large (more than 400 children). The schools were approached by writing to the principals of each school and asking as to their interest in participating in the research project. Their acceptance required the staff at the school, both classroom and specialist teachers, to participate in the completion of a questionnaire and the principals to be interviewed.

Once schools decided to participate in the research project, a time to attend a staff meeting was organized. The author then conducted a short presentation outlining the purpose of

the research project, some of the background theory that the project is based upon and ways in which both the schools involved and Catholic Education may benefit from the study. At the completion of this presentation the staff members attending the staff meeting on that day completed a questionnaire and this was collected by the author for later analysis. (See Appendix A).

The second part of the school's involvement was for the principal of the school to participate in an interview. In this interview the views on what the principals expected their staff members to achieve through attending professional development programs, what they considered to be the effective professional development, and what they considered to be the characteristics of effective professional development were sought. These interviews were approximately twenty minutes in length and were taped for later analysis in conjunction with the notes that were taken throughout the interview. The main interview questions and a transcript of an interview may be found in Appendix B through to Appendix E.

The last group of participants that were involved in the research project were the training and professional development staff from the Melbourne Catholic Education Office. Prior to interviews, permission was sought from the Director via written correspondence. Upon approval contact was made with the appropriate division of the Catholic Education Office and individual interviews were organized with nine of the staff over a period of three days. The nine participants ranged in teaching and professional development experiences, and were drawn from former primary and secondary teachers. Although many of the participant's curriculum focus area varied, the factor they had in common was that their

area of expertise was in the teaching and learning. Each interview ran for approximately thirty minutes and within these interviews the practices of the staff involved were determined, and what they believed to be the essential practices for effective professional development programs was also concluded. These interviews were also taped for later analysis in conjunction with the notes that were taken at the time of interview. The main interview questions and a transcript of an interview may be found in Appendix F through to Appendix N.

3.3   The questionnaire

Denzin and Lincoln (1994, p378) describe questionnaires as a method of collecting data in which the interviewer directs the interaction with the participant and introduces the ideas into the research process. There are three main types of questionnaires depending on the method in which the questionnaire is administered. The main types of questionnaires described by de Vaus (1995, p106) are the face-to-face, mail, and telephone. The face-to-face method of administration (Fowler, 1993 p.59) was adopted as it is traditionally the highest level of response rate, the schools were closely located to each other and the ease of accessibility of each school for me. As explained by Heberlein and Baumgartner (1978) mail questionnaires that are mailed to participants have less than a 50% response rate which was avoided by the face-to-face method of administration.

Questionnaires were used to acquire the data from the teachers involved in the primary schools involved in the research project in an effort ascertain the reasons behind why an aspect of professional development was considered effective. The questionnaires gave the participants the opportunity to list what each individual thought was a characteristic of effective professional development and what was the purpose of professional development

within education. The questionnaires gave a semi-structured opportunity for the participant to offer opinions and give the reasoning behind the opinion. Hence, it was not just the characteristic of professional development that was required but the reason why something was considered effective or ineffective.

The questionnaire (see Appendix A) was administered during staff meetings at the three participating schools. At the completion of a brief introduction the participants were allocated time in which to complete the questionnaire. The introduction consisted of two main sections. The first section was to highlight some of the definitions of professional development that were based in previous research and the second section focused on what this research project aimed to achieve.

3.3.1 Section 1: Personal Information

The questionnaire was broken up into several areas in order to obtain various types of information. The first part of the questionnaire asked for the participants to complete a variety of personal information in regards to their age, gender, teaching experience, position held within the school and the qualifications that they had achieved. This was set up in an effort to identify the sample group as experienced or inexperienced educators and to identify any gender or age bias that may be evident. The area pertaining to qualifications was to gain an insight as to the sample groups' further education so that links between further education and opinions on professional learning and development may be identified.

3.3.2   The structure of the schools participating

The second area of the questionnaire was to gain an insight as to (i) the size of the school that was participating, (ii) how many teachers were at the school and (iii) how many of these teachers were thought to be actively involved in professional development programs. It was expected that this would provide an insight as to how the teachers viewed the importance of professional development within the schools.

3.3.3   The choices and influences on professional development programs

The third sections of the questionnaire primarily focused on the choices of professional development programs of the sample group, the reasons they would choose particular programs and the influences of the school on their choice of professional development program. They were also asked to explain the reasons behind why they would choose a professional development program that was different from the focus of their school in order to ascertain a more personal view of their professional development needs. The last part of the third section required the participants to describe a professional development activity or experience that has had an impact upon their teaching and learning practices. This was done in order to identify qualities or characteristics of professional development programs. It was expected that through describing an activity or program that they attended, then participants would describe what they thought were positive and negative aspects of the program.

3.3.4   The purpose of professional development

The fourth section of the questionnaire focused on what the participants believed to be the purpose of professional development.   It was expected through doing this the participants would draw upon the knowledge they had gained from the 20 minute introduction session by the researcher and develop an understanding of why it is important to participate in professional development programs. This then directly related to drawing on the views of the participants of what they considered to be effective professional development and the impediments to effective professional development. The rationale behind this section was to develop a list of characteristics of what the teachers as a group considered were the positive and negative aspects of professional development. This list is what was anticipated would later assist in the creation of a list of the characteristics of effective professional development.

3.3.5   The structure, methods used and expected outcomes of professional development

The fifth section of the questionnaire consisted of four questions that directly related to the structure, methods used and the expected outcomes of professional development programs. This was done to determine the views of the sample group on the best practice in regards to structure and length of program. It was also included in an effort to determine what the participants expected to achieve through attending professional development programs. The research set out to conclude whether it was activities, or an increased understanding of theoretical trends in education and their uses, that the participants were hoping to achieve.

3.3.6   The characteristics of effective professional development

The last section of the questionnaire asked the participants to decide on what they believed were the most important characteristics of effective professional development. Within this section the participants were presented with a table that consisted of 7 characteristics that were presented as statements. They were asked to place a tick in the box that they believed most appropriate. The boxes offered the options of Strongly Agree (SA), Agree (A), Not Sure (NS), Disagree (D) and Strongly Disagree (SD). Within this section the total responses for each statement varied as some of the participants placed ticks in more than one box for each statement and chose to leave some statements unmarked. From the data collected, it was expected that further additions to the list of characteristics of effective professional development may occur.

3.4   The Interview Process

There are three main types of interviews. These are the structured (Brown & Dowling 1998, p.72; Denzin & Lincoln 2003, p.68), semi-structured (Brown & Dowling 1998, p.72) and unstructured (Brown & Dowling 1998, p.74; Denzin & Lincoln 2003, p.72). The structured interview has a set of questions with the purpose of collecting information on certain points and limits the opportunities for the participant in the interview to provide information that is outside of the topic area and focus of the interview. The semi-structured interview allows opportunities for the participant to answer the questions provided by the interviewer and to elaborate upon those answers by giving more information than may be required and linking other topics to the topic of the interview. The last of the interview type is the unstructured interview where there are no preset questions and the participant is given the opportunity to discuss any aspect of the topic of

research.

The interviews entailed an in depth discussion and questioning into the concerns and key issues that are relevant to the field of professional development. It will be remembered that these interviews were conducted with principals of participating Catholic Primary Schools in the North Western Zone of Metropolitan Melbourne, and members of the training personnel at the Catholic Education Office in Melbourne.

Numerous volumes have been published on the techniques of structuring interviewing (Babbie, 1992; Bradburn et al 1974; Gordon 1980; Kohn & Cannell, 1957). The interview format that was adopted in this research was the semi-structured face-to-face method of verbal interchange. Denzen and Lincoln (1994, p.363 and Brown & Dowling 1998 p.72 both explain that this interview process should consist of a series of pre-established questions that will allow for a limited response from the subject being interviewed. This would allow very little room for variation by the subject except when an open-ended question is posed by the interviewer. All subjects or respondents in the interviews received the same set of questions. The interviews were structured in this manner in an attempt to keep the responses focused upon the field that is being studied. (see Appendix B and Appendix F).

3.4.1   The structure of the interview questions.

The interviews were structured in a similar to the method used for the questionnaire for reasons already articulated. The first section of the interview for both the principals and the Catholic Education Office Training Staff was concerned with determining what the

interviewees believed was the purpose of professional development and stating what they thought to be the characteristics of effective and ineffective professional development based on their definition or purpose of professional development.

The promotion of professional development was then the focus of the questions for both the principals and the training staff. The interviews with the principals ascertained how the information was shared once a participant of a program returns. Both interviews then concentrated on how the focus of professional development is decided upon and what external factors may influence the determination of such a focus.

Following this the interviews centered upon the structure and methods used for the professional development programs. This was structured in an attempt to find the preferred length of program and group structure. This was also to ascertain if there was any link to the way in which primary school teachers set up their own teaching and whether or not this teaching method is reflected in their own preferred learning styles. This then related to what was expected to be achieved by the completion of a professional development program. This was once again to determine whether it was solely theories or activities that were expected to be achieved or whether it was a combination of both, and if so why.

The last section of the interview asked for a general comment on the effectiveness or ineffectiveness of professional development within Catholic Education. This was to have the interviewees think about what they are involved in and think at a secondary level of how professional development is progressing and why it may or may not be effective. It

was also hoped that participants would think of how professional development may be improved and add to the characteristics of effective professional development.

3.5   Analysis of data

The questionnaires were first analysed as school groups that were labeled as School A, School B and School C. Each response to the question was listed and the common responses for each question were collated and grouped. The information from the groupings were used to locate common themes on each question for the various sections of the questionnaire and later used as the responses for findings of the research.   The driving questions for the analysis emerged from the data during the collation and analysis. Where the questions asked for the participant to indicate an answer in a more quantitative manner such as through circling or ticking, the frequency of response was assessed and collated and represented in tables. These tables were then used to develop graphs indicating the frequency of responses for various questions for each school and overall responses from the sample group.

In all the interviews with the principals and the training staff from the Catholic Education Office, the information from the responses to the questionnaire were taped and notes were taken at the time of the interviews. At the completion of the interview process the tapes of the interviews were listened to several times in conjunction with the notes that were taken and the responses were transcribed.

In analysing the data that was collected form the questionnaires from the three participating primary schools, the responses were analysed and notes on the reflections

were placed within the margin areas of the surveys so that the main focus point of each answer could be easily identified. As described in Miles and Huberman (1994, p9) and Johnson and Christensen (2000, p.55), the analysis also consisted of sorting and sifting through the material collected from individuals, and then again from each school, in an effort to identify similar phrases, relationships between variables, patterns, themes, as well as distinct differences between schools and common sequences that were within the responses. This series of processes gave a combined analysis using the methods of interim consistencies collection, analysis-collection and analysis over a period of time (Johnson & Christensen 2000, p.425). In order to develop a set of generalizations that cover the consistencies within the data, the process of memoing was used. This is when the researcher writes reflective notes to him/herself in order to identify the common ideas which from the generalizations then became the basis of the recommendations that are discussed later in this thesis.

Similar methods for data analysis that were adopted for the questionnaires were also used for the analysis of the data collected from the interviews with the principals of the participating schools and with the training personnel form the Catholic Education Office. Each interview was transcribed and analysed in order to sort the information into segments (Johnson & Christensen, 2000 p.426) and the main focus of the answer for each question was collated so that at the completion of the collation, answers for each question from all nine interviews with the training personnel, could be seen under the general heading of each question (See Appendix U). Each group of answers was then sorted to identify relationships patterns and themes. From these the generalized conclusions could then be drawn.

Color coding for each interview was utilized so that at the completion of the data analysis of the interviews for both the group of principals and the training staff, all the responses were listed and each interview had a color allocated to the responses (Strauss & Corbin, 1990; Johnson & Christensen, 2000; Miles and Huberman, 1994). This assisted in discriminating between interviews and responses so that relationships and patterns could be identified and the information categorized according to the open ended questions (Johnson and Christensen, 2000 p.430; Strauss and Corbin, 1990 p.132). This then resulted in the development of a flow chart (Johnson & Christensen, 2000 p.440) on effective characteristics of professional development. A copy of the analysis notes may be found in Appendix U.

These data collection and analysis methods are linked to the paradigm that was adopted for this research project. As discussed earlier, the Constructivist Paradigm is based on the premise that reality is constructed by the people who are in the society at the time. This theory was used in investigating professional development within education as the people involved in delivering and participating in the programs influenced the creation of reality. This is why a semi-structured questionnaire was used in an effort to acquire the opinions of the school staff attending professional development programs. Critical Theory utilizes the beliefs that reality is shaped by the social, political, cultural, economic, ethnic, gender perspectives and values of the participants and investigator in the project. This is supported by the use of interviews with both open and closed questions where the opportunity for the participants in the interviews could demonstrate their own political views, values and gender perspectives in the open questions. The closed questions were used to collect data on the political views and the values of the interviewer.   These were

then grouped together whilst in the data analysis when relationships and patterns were looked for.

It was with these data collection and analysis methods in reference to the paradigm that was adopted that assisted in the creation of the conclusions and the recommendations of the research project.

CHAPTER 4.

RESULTS AND DISCUSSION OF RESULTS.

This chapter discusses the data that were collected during the research project in light of the literature that was previously discussed. The structure of this chapter begins with the discussion of the data collected from the questionnaires with the teachers from the three participating schools. Following this the comments from the principals that participated are discussed outlining their opinions on issues in professional development. The data collected from the nine interviews with the staff from the Catholic Education Office in Melbourne is then discussed and the main issues relating to these interviews are presented.

The issues arising from the data collected from the questionnaires and the interviews are used to create a visual representation of the characteristics of effective professional development programs. In conjunction with the data collected, this is then used to create a more holistic model of professional development.

4.1   Survey Results

There were three schools in the North Western Suburbs that participated in the completion of the questionnaires. The schools ranged in size from 14, 21 and 34 teaching staff. This was commensurate to the teaching staff that would be associated with a small, medium and large sized primary school respectively.

Within the group that completed the questionnaire there was a greater number of classroom teachers than any other position within the school. However, a good cross section of the teaching community was gathered including 5 specialist teachers and 8 educators who held positions of leadership within their schools at the time of the questionnaires (See table 4.1.1 and Appendix V for Distribution of positions held within schools by participants indicating classroom teachers that also hold positions of responsibility).

Curriculum Coordinator	3
Classroom Teacher	42
Extension Coordinator	1
First Assistant / Deputy Principal	3
L.O.T.E. Specialist	1
Librarian	2
Literacy Coordinator	3
Mathematic Coordinator	2
P.E. Teacher	1
Principal	3
RE Coordinator	3
Reading Recovery Specialist	1
Special Ed / Welfare Coordinator	2

Table 4.1.1   Range of positions held by participants in the questionnaire.

The range of experience of the participants in the questionnaires ranged from less than 5 years to 20 years or more (See table 4.1.2). With 52 participants in the survey there was a definite bias towards teachers who had been teaching for 20 years or more with this response appearing with a frequency of 40 %. The next most frequent response was the 10 –15 years of experience range with a frequency of 25%, with teachers' experience ranging from 10 years or more displaying a frequency of 75%. This indicates that the participants in the research project were mainly experienced teachers.

Less than 5	7
5-10	6
10-15	13
15 –20	5
20 +	21

Table 4.1.2 Number of years experience within teaching of the participants in the questionnaire.

The participants were also asked to indicate the qualifications that they had achieved. This was in order to gain an insight as to the attitudes towards continued professional learning and development as indicated by the postgraduate qualifications completed by the group (see Table 4.1.3 and Table 4.1.4). Of the teachers who participated in the research project the majority had completed a Bachelor of Education and a Diploma of Teaching. Twenty-four of the responses from the teachers who had completed the Diploma of Teaching or the Trained Primary Teaching Certificate had continued with their education and been admitted into the degree of Bachelor of Education in order to maintain their registration as a teacher with the Registered Schools Board of Victoria. There was also a significant number of those holding the Bachelor of Arts or the Bachelor of Teaching, with 11 participants completing a Bachelor of Arts and 10 participants completing the Bachelor of Teaching. This may be attributed to the Australian Catholic University in Victoria offering a combined degree in Arts and Teaching. Participants who have completed this combination of degrees have not completed any postgraduate study since the completion of their initial teaching qualifications.

The responses indicate that many of the participants have demonstrated the belief that they need to continue their professional learning. Sixteen of the 52 participants (25%) completed Graduate Diplomas or Graduate Certificates in many of the disciplines of

education. However, the questionnaire also demonstrated a distinct lack of teachers continuing their education beyond the Graduate Diploma or Graduate Certificate with only 3 participants of the 52 (2 %) completing a Masters Degree in a related education discipline.

Trained Primary Teaching Certificate	4
Diploma of Education	2
Diploma of Teaching	20
Graduate Certificate of Orff Music	1
Graduate Diploma in Criminology	1
Graduate Diploma in Education – Tesol +Literacy	1
Graduate Diploma in Education Administration	1
Graduate Diploma in Library and Information Studies	1
Graduate Diploma in Religious Education	3
Graduate Diploma in Special Needs	1
Graduate Diploma of Education	5
Graduate Diploma of Multicultural Studies	1
Graduate Diploma Teacher Librarianship	1
Bachelor of Education	28
Bachelor of Arts	11
Bachelor of Teaching	10
Master of Education	1
Master of Library and Information Studies	1
Masters in Professional Training and Practice	1

Table 4.1.3 List of formal qualifications that have been achieved by participants in the questionnaire.

	Basic Teaching Qualifications							
	Trained Primary Teaching Certificate	Diploma of Teaching	Trained Primary Teaching Certificate	Bachelor of Teaching	B/A B/T	Bachelor of Education	Bachelor of Arts	Total
Postgraduate Qualifications	3	14	2	7	7	16	3	52
Bachelor of Ed (4's Yr)	-	6	1	3	-	-	1	11
Bachelor of Teaching	-	1	-	-	-	-	-	1
Diploma of Education	1	2	-	1	-	-	1	5
Diploma of Teaching	-	-	-	-	-	1	-	1
Grad Dip (Criminology)	-	1	-	-	-	-	-	1
Grad Dip Ed – Tesol & Lit	-	1	-	-	-	-	-	1
Grad Dip Ed Admin	-	1	-	-	-	-	-	1
Grad Dip Multi Cultural Studies	-	-	-	-	-	1	-	1
Grad Dip Orff Music	-	1	-	-	-	-	-	1
Grad Dip Teacher Librarianship	-	1	-	-	-	-	-	1
Graduate Diploma in Special Ed	-	1	-	-	-	1	-	2
Graduate Diploma in Special Ed	-	1	-	-	-	-	-	1
Graduate Diploma Library and Information Studies	1	-	-	-	-	-	-	1
Graduate Diploma RE	1	1	-	1	-	-	-	3
Masters of Education	-	1	-	-	-	-	-	1
Masters of Lib & Information Studies	1	-	-	-	-	-	-	1
Masters of Professional Teaching and Practice	-	1	-	-	-	-	-	1
Total of Postgraduate Qualifications attained after initial Basic Qualification	4	19	1	5	0	3	2	

Table 4.1.4   Post graduate qualifications achieved by participants after completing basic teaching qualifications.

The breakdown of the sample indicates that there is a definite gender bias, which reflects that within Catholic Primary Schools in the Metropolitan Area of Melbourne there are many more female than male teachers. Of the participants surveyed, 77 % of the participants were female and 23 % of participants were male.

The sample group also reflects that the average age of teachers is increasing and that there is an aging community of teachers within Catholic Education in Melbourne (See Table 4.1.5). Of the 53 participants in the research project who completed the questionnaire, 29 of the participants (55 %) were over the age of 40 years. This indicates a high level of experience within the schools but a distinct lack of youth to balance out the ages. Within one of the schools there were no members of staff under the age of 25 years and only one staff member of the 16 involved who was under the age of 30 years. In contrast another school involved in the research project demonstrated a balance between ages indicating a similar number of staff members in each age group which allows for a balance between youth, maturity and experience.

20 – 25	4
25 – 30	7
30 - 35	9
35 - 40	4
40 – 45	10
45 – 50	10
50 +	9

Table 4.1.5 Age of teachers participating in the questionnaire.

The sample group reflects the idea that the factors of age, experience, gender and qualifications suggest that the majority of teachers within Catholic Primary Schools are

experienced females with an undergraduate degree and postgraduate diploma or certificate. Anecdotal data suggests that this group is similar to the overall profile of Catholic primary schools with the majority of participants being female over the age of 40 with an undergraduate degree. They have also achieved a graduate diploma or certificate but have not continued with formalised education. This may be attributed to these teachers having other influences upon their lives that inhibits their ability to continue with their own formal education. Many females at the age of 40 and above have families with teenage children and have the expectations placed upon them of maintaining a home and family. Hence, it can be inferred teaching becomes a way of earning funds to support the home rather than a career and the need for further formal qualifications such as at a masters level are not necessary for furthering their teaching career which is also suggested by Riley (1996) and Steun (1996).

4.1.1   How many teachers are within the schools and what number of these teachers attend professional development programs throughout the year

When questioned as to how many staff were involved in professional development programs in their school, 38 of the 53 responses indicated that there was an expectation that all staff would attend professional development programs that are set, both within the school and outside of the domain of the school. It was frequently indicated by the teachers involved, that around half the teaching staff at each school would be attending some type of program external to the school based in-services that were often held on school closure days. This may display a belief that not all staff members are able to attend professional development programs. However, professional development programs are

often not compulsory and many are chosen according to the preferences of the individual teacher. It may also suggests that if a teacher is attending a program that they have not chosen themselves they do not believe that it is part of their professional development program but rather the schools professional development program.

4.1.2   To what extent does the professional development focus of your school influence your choice of program?

There were a number of mixed responses to the question of whether the focus of the school for professional development affected their own choice of professional development program (questionnaire item 3). When the professional development programs were based within the school environment, 34 of the 49 responses indicated the opinion that participants thought the focus of the school in regards to professional development for that year was of great importance. The 34 of the 49 responses indicates the belief that there is only an influence of the school focus upon the in-services that the school organizes that are performed within the school. The participants believed that the curriculum focus of the school was set by the leadership team. It was this focus that would then drive and dominate the direction that professional development within year levels and during school closure days would take. In addition, the participants expressed the opinion that they did not believe the focus of the school had an influence on the choice of professional development that the individual chooses and attends. This issue is also discussed in later sections when this aspect of professional development was discussed with the principals who participated in the interviews.

When the focus of the school's professional development is compulsory there is very little other choice of selection of professional development. Many of the programs that the teaching staff from Catholic Primary Schools participate in have a focus on literacy. There is some desire to extend and add to this focus. This is so that there may be a choice of a personal interest at least once a year but this is acknowledged as being dependent on the availability of funding. Some 46 of the 53 responses indicated that there needs to be more of an opportunity to choose programs that they are interested in and may assist in overcoming a weakness in their own teaching. 15 of the 49 responses reflected the opinion that not all the staff members believe that the focus of the school would or should guide their program selection. This may reflect that there is a need to be given the opportunity to choose programs that are structured to deal with their own needs and those of the students rather than of the wider school community.

4.1.3 Why would you choose something different from the professional development focus of your school and how often would this occur?

The responses of the sample group reflect that the participants would be involved in professional development programs outside the focus of the school when they identified an area of their own teaching that required specific work, to extend their already established knowledge base in a subject area or when assistance is required in an effort to improve their ability and teaching skills within a Key Learning Area (questionnaire item 4). Another reason that was suggested as to why professional development outside of the school's focus may be sought is when a teacher is considering a development in their career or changing schools. There was also a high response, 46 of the 53 responses, that

indicates the opinion that when there was a personal interest in an area of curriculum the participants would participate in programs outside of the school's focus.

An important aspect that was frequently acknowledged by the participants was the need to attend professional development programs that were going to specifically meet the needs and requirements of students in their class. If students or a particular student had a specific need then there was a need to attend professional development in that area in an effort to assist the learning of that child. The participants also acknowledged the fact that attending professional development programs outside the school's focus was an event that was not regular, and may only occur when the need arises. The participants have acknowledged the belief that professional development addresses the need to improve teacher's performance and student learning by seeking programs that will assist their teaching or assist students with specific learning needs.

Only 8 of the 53 responses suggested that it is important to remain aware of new educational trends even if they are not the focus of the school at that stage of the school's development. This need may exist in order to assist in the further development of one's own teaching practices and assist in career development. There is also an opinion that the continuation of programs that have already begun in previous years need to be continued in some manner, even if the school's focus alters. The value of a program needs to be acknowledged and that program followed through to meet the needs of the students and the wider school community. Hence, the teachers seem to be saying that there is a need for professional development to overlap. Programs do not have to end as another begins, there may be an overlapping of programs and more than one whole school or part school program may be underway at any given time.

4.1.4   In what topic area would you attend the majority of your professional development programs and Why?

Although many of the responses to the question on whether or not participants would attend professional development outside of the school focus indicated they would (questionnaire item 5), the majority of the professional development of the participants was within the areas of focus for the school for that year. For the schools involved, this was in the areas of numeracy in accordance with the participation in the Success In Numeracy Education (SINE) Project and literacy as part of the CLaSS Project.

Many of the participants acknowledged the fact that if they had a specific position of leadership or responsibility within the school they would attend zone networks and professional development programs within that area in order to maintain a knowledge base within that area and continue to keep up to date on the current trends and educational influences in that area of leadership. In addition, there was also an indication that if teachers were in a year level that had special requirements or programs such as a Sacrament of the Catholic Church, then they would attend programs relevant to that. If there was a particular program that the school wished to commence within the school this may become the professional development focus for an individual to be involved in if that teacher weas responsible for developing that program within the school. This may inhibit their chances to attend programs of interest or where they need to concentrate on specific skills or Key Learning Areas as the school may not afford the replacement costs or be able to replace the teachers in the classroom. There were also responses that indicated that participants would seek out professional development in areas that they believed they needed assistance in when looking outside the focus of the school. This was often the area

of Information Technology, which is rapidly developing and being increasingly relied upon and integrated into teaching.

4.1.5   Professional development activities had an impact on teaching and learning practices and reasons that could be attributed to their impact

When asked if the teachers had attended professional development programs that had an impact on their teaching and what aspects of that program made it memorable, 9 of the 53 responses referred to the CLaSS Literacy Project. Responses that referred to the success of the CLaSS literacy project were such as;

"… there was time to discuss issues with team/peers."

"… it built upon previous knowledge."

"… there was the immediate opportunity to utilize skills being taught."

"… spaced learning supported by professional learning teams at school."

"… training complemented by theory and practice."

The responses indicated a positive opinion on the way in which the CLaSS Literacy Project is organized and run. The participants who gave these responses demonstrated a belief that the extended period over which you participate in the program, the opportunities to share with peers and discuss content of the project were all very valuable and assisted in the effectiveness of the program. They also indicated that the weekly meetings and the formation of professional learning teams were very valuable as they once again allowed for the opportunity for the teachers to share, reflect and evaluate the teaching and learning

theories that they were using in their own teaching. These were the most common aspects of professional development that were highlighted as adding to the effectiveness of the programs that they attended.

The participants also highlighted the importance of the opportunities to work in small groups again so that there were many opportunities to share and discuss what they were doing in their own classrooms. Peer interaction, whether it was through discussion or observation, was a major aspect of what was considered to be a contributing factor in good professional development programs. The opportunity to listen and watch others do what you would normally complete in a daily task, and making the connection between how this can be utilized within your classroom, was important to many respondents. It can then be concluded that learning through doing and watching others in realistic classroom scenarios and situations assisted these teachers in their own learning. They believed this assisted in creating professional development programs that are of high quality and effective.

Nineteen of the 53 participants displayed a preference for speakers who used a variety of presentation methods and also kept the participants involved and motivated. The participants were looking for presenters who are dynamic, challenge the thought process of the participants, and incorporate hands on activities so that they are actively involved in their own learning. Much of the time at professional development programs involves listening to presenters and watching presentations. Therefore, if the presenters are interesting and the presentations are of high quality the respondents believed this adds to the program's effectiveness. This is not unlike the arguments of Steadman et al. (1995).

The concept of spaced learning was an important aspect of effective professional development. This seemed to enable the participants to complete follow up activities with their own schools, and children using the information gained from the program. They were able to bring the information learnt from the follow up activity back to the next stage of the professional development program and discuss their own findings. This again promoted small group discussions and time for evaluation, reflection and sharing with peers. This period of reflection and peer support was also highlighted in the work of Day (1999).

The opportunity to challenge your own teaching methods and think critically about how a participant completes a teaching task was also considered to be an important factor. There was a response of 12 of the 53 participants that indicated that in maths programs there is a greater opportunity to be actively involved in activities and see how these may benefit the learning of the children in classroom situations. This, coupled with the opportunity to work in groups and share with peers, is considered to be an important aspect of professional development. Programs that are spaced over several days led to this belief as well. When the programs are designed over several weeks these aspects may be more easily included in professional development programs.

Many of the aspects of what was considered to be important in an effective professional development program in mathematics or numeracy were similar to those that could be found in the literacy programs. Both the programs included speakers who used a variety of presentation methods, the programs were spaced over an extended period of time, included the opportunity to share with peers, participants are actively involved and the

activities that are utilized within the program are based on theory and linked back to theory showing how they may assist the teaching methods of the individuals and the learning of the students.

4.1.6   What is the purpose of attending professional development programs

Many aspects of what should be included in professional development were identified in the first section of the questionnaire (items 1-6). The questionnaire then investigated what the teachers believed to be the purpose of professional development (questionnaire item 7). Forty-seven of the 58 responses to the question relating to what was the primary purpose of professional development programs indicated that it was to assist in the improvement and development of the teacher's own skills and knowledge in some way that would improve their classroom practices. Sixteen of the 58 responses also indicated that the participants believed that this development in skills and knowledge would assist in them becoming improved educators. This would in turn transfer to the students, who would benefit from the teacher's new found learning and the result would be improved learning for the students in their classes.

Comments such as, "Professional development is there to broaden my experiences in education and strengthen the quality of my teaching," and "It improves teaching and learning and in turn the outcomes for the children," strengthen the conclusion that teachers are attempting to develop some improvement in their teaching pedagogy and that this improvement will result in improvement in the student's learning.

The results from this group of teachers also indicated that there is a belief that professional development serves a purpose of assisting teachers in remaining aware of the current

trends and issues within education. Professional development should also assist in motivating teachers and assist in broadening their knowledge of how to continue to complete the tasks associated with the profession of teaching. One such response that further highlights this is,

Professional development serves to motivate and extend previous practice.

It is through developing a mind set like this that professional development fulfils the purpose of reenergizing and stimulating the individual through being exposed to new ideas and situations. It is not only an opportunity to become aware of the emerging trends in education. Professional development also assists in providing an opportunity to broaden the interests of educators. It provides the opportunity to meet and share with others from different school as schools are very insular and often unaware of what others are doing. Through being immersed in the practices of others and comparing their own practices with their peers it is the hoped that the best practices of others may be picked up and used in one's own teaching and planning.

4.1.7   Impediments associated with effective professional development

Perhaps the greatest impediment to effective professional development in the opinion of the participants is the methods that are used to present the information to the participants at programs. Twenty-seven of the 50 responses to this question (questionnaire item 8) indicated that if the participants were attending programs that were structured in a way that the presenter stands and delivers the information to the whole group and is not motivational or using a variety of methods to share information, the participants believe that it will not be as effective as other programs. Programs that allow for presenters who

run a whole group lecture, incorporate group discussion and sharing and reflecting with peers and then bring the small groups back together to share as a whole and summarize the session are often of greater impact. This allows for the theory being taught to be placed into a practical situation and then a connection between how it may assist in the classroom environment made.

In addition, there was evidence to suggest that there needs to be a clear understanding of the expectations of what is to be achieved from the program regardless, of who organizes the program. If the participants are aware of what is to be achieved they are able to work towards that goal. The direction of what is intended to be achieved must also be clear when at school based programs so that the fear of change may be alleviated in some way, as explained by the work of Dunlop (1990). If teachers know what to expect at the completion of the program they have an increased understanding of why certain aspects are being included and how each segment of a program relates to each other.

A factor that is thought to impede effective professional development is time. Nine of the 50 responses indicated that the time to attend programs, organize programs, and follow up with activities and sharing with peers upon return to school, was a factor that affected the success of a professional development program. This also goes hand in hand with the funding of the programs and replacing teachers who are attending these programs. The cost and time is an increasing problem and this was reflected by 6 of the 50 responses indicating that funding restrictions needed to be taken into account when analyzing the success of professional development. More and more schools are finding it difficult to fit professional development sessions into their schedule and the cost of replacement teachers is high. There needs to be more sequential professional development and less one day

programs with more follow up activities as reflected by 6 of the 50 responses indicating that reporting back to staff and follow up activities upon return to school as an important area of professional development. This opinion was also substantiated by the response of the principals that were involved in the interviews.

4.1.8   What assists professional development in being effective?

The teachers' group demonstrated the belief that one of the characteristics of effective professional development is a program that includes the opportunity for the participants to interact with each other in small groups and discuss the information that they are being given.   Nine of the 65 responses indicated that there is a need to interact and work in small groups, in a workshop like environment. This suggests that discussion and reflection is a major aspect of what is considered to be effective. The participants value the opportunity to share and discuss with their peers and offer feedback to the presenters. The presenters must be able to motivate the participants and share their information in interesting ways, utilizing a variety of methods of presentation. There was also a push to have presenters who are current classroom teachers or have just left the classroom. The theories, educational trends and issues that are being focused upon need to be coupled with relevant activities. The link between how these will have direct influence on the improvement of their own teaching and the students' learning needs to be clearly articulated. Thirty-two of the 65 responses indicated that they believed the programs needed a component of activities that were practical but also based on theory. The programs need to be over a period of time and include follow up activities so that they can implement this knowledge in their classroom and evaluate its' effectiveness. The use of follow up activities was highlighted by 8 of the 65 responses and may allow for the further

consolidation of new-found knowledge and skills that can be reflected upon and further developed at a later session in the program. The group indicated that when there is the provision for more than one member of the school community to attend it assists in the sharing process at school and the subsequent implementation of the skills and knowledge from the program within the school

4.1.9   Which method of professional development program is preferred?

When asked what was the time allocation that the participants preferred to work in their professional development programs, the group was offered the opportunity to choose more than one option (see Table 4.1.6).   The most frequent response indicated a preference for full day professional development courses (50%).   This was also coupled with the response of 20 of the 70 responses (29%) indicating that they preferred courses that consisted of more than one day in duration.   This suggests that these participants believe that when they are involved in programs that are at least one day in duration, but preferably longer, and are full days rather that part days, evenings or weekends, the program will be more effective.

Half Day	11
Full day	35
More than 1 Day	20
Weekends	0
Evenings	1
Multiple evenings	2
Other	1

Table 4.1.6   Distribution of preferred methods of professional development programs.

4.1.10   Effective areas of professional development programs

When asked as to the areas that professional development programs are most effective, the sample group indicated the area of Teaching and Learning Strategies (see Figure 4.1.7). This field attracted 31 of the 53 responses (58%) with the area of Curriculum Development having a response rate of 18 of the 53 responses (34 %). This may be due to the group believing that the area of Teaching and Learning Strategies was the one that is most effective in assisting in their improvement in classroom practice, and in turn was most important in improving student learning.

Curriculum Development	18
Teaching and Learning Strategies	31
Both	2
Neither	1
Unsure	1

Table 4.1.7 Areas considered to be effective in professional development

4.1.11 Preferred working structure within professional development programs

In response to the question asking in which way the participants preferred to work while at a professional development program (questionnaire item 11), the results demonstrated a frequent response towards small groups (22 %). However, this was not as high as the response that was evident for the combination of whole groups/ small groups / whole groups (see Table 4.1.8). This combined structure had a response rate of 41 of the 55 responses (75 %). Two responses expressed a desire to work in a mixture of all of the different combinations depending on the program that they were involved in. Interestingly, there were no responses for the participants wanting to work solely as a whole group, or lecture style, which indicates that there is a great deal of value placed by the participants on the opportunity to share with their peers and discuss what is being focused upon during the program. The opportunity to interact with peers and reflect may occur in groups. The sharing of this as a whole group, is believed to be effective in enhancing professional development programs.

Whole Groups	0
Small Groups	12
Whole/ Small / Whole	41
Other	2

Table 4.1.8   Preferred working structure of participants during professional development

programs.

4.1.12 Expected outcomes of professional development programs

When asked what participants expected to have achieved at the completion of a professional development program (questionnaire item 12), the responses indicated that these teachers placed small value on knowing only about theories and ideas in education. This received a response rate of 4 of the 56 responses (7 %) (See table 4.1.9).   The participants indicated that if they were to receive only one concept from the program, they would prefer to leave with the knowledge that they had activities that they could use within their classroom which would assist their teaching and the learning of their students. This response occurred with a frequency of 16 of the 56 responses (29 %). However, the participants expressed a need and belief that they achieve the most when they have completed a program that has a mixture of both theory, ideas, and activities that are associated with those ideas. When the link is made between the two, such a program is thought to be of greater success by the participants. There was also an expression of interest in being immersed in references and resources that may be used in the focus area of the professional development program.

Theories and Ideas	4
Activities	16
Both	33
Other	3

Table 4.1.9   Expected outcomes from professional development programs

4.1.13   The characteristics of effective professional development

When asked to respond as to what is believed to be the characteristics of effective professional development, the participants were given several characteristics to respond to (questionnaire item 13). They responded by choosing an option from strongly agree (SA), agree (A), not sure (NS), disagree (D) and strongly disagree (SD) (See table 4.1.10).

The first of the characteristics that was presented was whether they believed that the content of the program should draw upon their own experiences, both professional and personal. The participants believe their own experiences are of great importance, and when these are taken into account then the program has an increased chance of being more effective. This is similar to the findings of Day (1999) and King et al. (1997). The responses indicating strongly agree displayed a frequency of 28 of the 53 responses to this statement (53 %) (see Table 4.1.10). The response to agree displayed a frequency of 23 of the 53 responses (43 %). It can then be concluded that if professional development programs do not take into account the experience and knowledge of the participants, it has a decreased chance of being as successful as the program that acknowledges this prior knowledge.

	SA	A	NS	D	SD
Content of course draws upon your own experiences, both professional and personal.	28	23	2	0	0
Provides teachers with up to date learning and teaching methods.	31	17	1	0	0
Focus upon one specific curriculum area and problems that may arise with that topic.	19	25	4	1	1
While focusing on one key learning area, the program incorporates other associated key learning areas.	12	32	9	1	0
Assist teachers with resources to assist both the gifted and struggling students.	34	15	2	2	1
Uses a variety of presentation methods throughout the program.	39	9	3	2	0
The structure is such that it allows for the sharing of information, skills and knowledge amongst the participants.	33	16	1	4	0

Table 4.1.10   Possible characteristics of effective professional development.

The second statement asked whether or not the program should provide teachers with up to date learning and teaching methods. The results of responses to this statement were similar to those of the first statement. The response to strongly agree was 31 of the 49 responses (63 %) and the response to agree was 17 of the 49 responses (35 %) (see Table 4.1.10). There was one response for not sure and no responses for disagree or strongly disagree. Therefore, it could be concluded that the sample group believed another aspect of effective professional development strongly appreciated by these teachers was that it provided them with up to date learning and teaching methods. Presumably these would be used to assist in their improved teaching, and hence improved learning of the students within the school.

When asked to respond as to whether professional development programs should focus upon a specific curriculum area and the problems that may arise within that topic, there

was a favorable response towards this aspect being included in what is considered as effective professional development. The responses for the strongly agree component was 19 of the 50 responses (38 %). The responses for the agree option was 25 of the 50 responses (50 %). There were four people who were undecided as to whether it was an important aspect of professional development, 1 who disagreed and 1 that strongly disagreed. This places the frequency of the response to disagree and strongly disagree as 2 of the 50 responses which is 4 % and not considered to be of great influence upon the result.

The results from previous questions suggest that teachers involved in the research project found that they preferred professional development programs that included some type of activities. They wanted activities that could be taken back to their school and used within the classroom to assist in the improvement of their teaching and the learning of the students within their programs. This was also the opinion of the principals that were interviewed and the training personnel at the Catholic Education Office (see responses in later sections of this chapter). However, both the principals and the training personnel that were interviewed explained that these activities must be linked back in some way to the theories, education trends and issues that are being focused upon in the professional development program.

This opinion was reinforced when the teachers involved in the questionnaire were asked to respond to whether they believed that the participants involved in professional development programs should be assisted with resources for gifted and struggling students. There was a positive response towards this as 34 of the 54 responses (63 %) were in the area of strongly agree and 15 of the 54 responses (28 %) were in the agree

portion of the response sheet. This indicates that 49 of the 54 responses (91 %) were of the opinion that activities and resources for a variety of ability students was an important component of effective professional development. There were 2 responses of not sure and 2 of disagree. There was also 1 response for strongly disagree. These responses were again only of a small percentage and could not positively indicate that there was great support for participants believing that this aspect of professional development was not important. Hence, activities for students that are related to the theories being focused upon is an important aspect of professional development.

Throughout the responses in the questionnaire and in the interviews there was a recurring trend that educators believe the presenter and the methods of presentation being utilized to be an important aspect of professional development programs. Several of the responses in the questionnaire highlighted the fact that the participants in the research project believe that presenters need to motivate the group involved in the program and be both energetic and enthusiastic. They also expressed the opinion that the presenter should use a variety of methods in presenting their information and this may include multimedia presentations and how they structure the format of their program.

This was also reinforced by the distribution of the answers to the statement in question 13 of the questionnaire that referred to the presenter using a variety of methods in presentation. There were 39 of the 53 responses (74 %) strongly agreeing with the opinion that this was an important aspect of effective professional development.   There were also 9 responses of the 53 that indicated an answer of agree (17 %), therefore, displaying a frequency of response that indicates 48 of the 53 responses to the statement in the questionnaire believe that the method of presentation that is used to be of great

importance in the development of professional development programs that are highly effective. As with previous statements there were 3 responses that indicated that the participants were not sure as to the importance of presentation methods and 2 responses that indicated that they disagree with the concept of how the information is presented being of importance to effective professional development.

When asked as to the importance of structure assisting in the effectiveness of professional development, the participants were asked to respond indicating whether they were of the opinion that the structure assisted the sharing of information, skills and knowledge amongst the participants and whether it was of value to a program. The distribution of the responses once again demonstrated that the participants in the questionnaire were of a similar opinion to the principals and the training personnel of the Catholic Education Office. The response, strongly agree, received 33 of the 54 responses (61 %) and the response of agree received 16 of the 54 responses (30 %). These two responses combined represent 91 % and indicate that a program which allows for the participants to interact, share their opinions and discuss the content that is being focused upon in the program is a contributing factor towards effective professional development programs. The response of disagree received 4 responses of the 54 and while this was one of the highest frequency of results in the disagree and strongly disagree options it can not be considered a significant result to impact upon the conclusions with 7 % of the responses indicated for this option.

4.2   Discussion of results from interviews with principals.

The principals involved in the interviews were from the three schools involved in the completion of the questionnaires. In this section I will collate their responses. The set of questions used to structure the interviews is located in Appendix B

4.2.1   The opinions of principals as to the purpose of professional development
        programs

When asked about what they believed to be the purpose of professional development, the principals explained that professional development is multi faceted. It must focus on innovations, educational trends and the latest developments that are relevant at the time to education in general, but also on the specific school. Professional development should broaden the horizons of the participants as it should assist them in seeing what other schools are doing, and it should serve to assist in personal development. It should assist in developing the individual's horizons, interests and assist in overcoming any deficiencies. The purpose needs to be clearly defined to the participants so they know what is to be achieved before attending the program. It is also there to offer practical and philosophical concepts of education and how these can add to and improve the learning within a school. Clearly then there was a balancing between individual personal goals often related to the teachers' school, and a broadening thrust going beyond the individual and the immediate content of the professional development program.

4.2.2 The characteristics of effective and ineffective professional development programs from the point of view of the school principals

The participants explained that in light of the purpose of professional development, the characteristics of professional development should consist of several aspects that are standard and constant so that the participant may refer back to this. The professional development programs need to be of the structure that includes spaced learning, where the programs consist of several sessions spaced out over a period of time, rather than one day so it may also assist in the further development of the teacher. The further development may occur through the scaffolding of learning over a period of time and the consolidation of the teacher's learning through implementing the concepts learnt at a program and then returning in subsequent sessions to discuss the learning and implementation process. This is in line with the arguments of Fullan (1991). Professional development needs to provide a certain structure that the school or the staff need. It needs to be based in what occurs in the work area. Move away from telling what should happen and assist in showing how and why something should occur. One strength of professional development, according to the principals, may be seen in the CLaSS Literacy Project as all aspects of the professional development program in the principal's opinion, are dependent on each other. The professional development group ideally should work as a whole, then in small groups, and then return to work as whole group to share again. The program should be ongoing and should allow for reflection and opportunities to work with colleagues and peers. It also addresses a particular educational philosophy and then the practice reflects that particular philosophy. Another aspect that is considered to be part of effective professional development is when the opportunity is there for a number of people from the same staff

to attend a program so that they may share. However, this is often hampered by funding restraints.

4.2.3   How principals promote professional development within schools

In all three interviews the principals emphasized the importance of the professional development handbook that is circulated by the Catholic Education Office (CEO) and the flyers that are received in bulk mails from the CEO, as the main method of promoting professional development within their schools. They also explained that there were many very good programs that they received information on through the surface mail from various clubs and associations that focus on specific areas. All principals explained that they had a focus for their professional development for the year. This was decided upon and guided by the school development plan. However, it was often changed in the previous year according to the needs of the children, staff and the school as a whole. It was also explained that different levels within a school may have a different focus so although a school may focus on a particular area during school closure days, when staff from a year level attend an external professional development it may be on a different focus. Another area that was highlighted is the use of the network meetings that are in a particular zone. These assist in sharing of educational concepts and they are of little expense to the school, hence, many staff are encouraged to attend. One principal saw professional development fulfilling three aspects:

1. The school's needs;

2. Teachers' needs – increase expertise or work on deficiencies;

3. Teachers' interests.

This principal explained that for professional development to be effective there should be a balance between all three aspects with staff attending programs with the focus of each aspect at least once each year.

All principals explained that there is a problem with funding for replacement teachers and this is inhibiting their promotion of teachers attending professional development programs.

4.2.4 Methods of sharing content from professional development programs within schools

All principals interviewed expressed a problem with the lack of sharing of ideas developed during professional development programs with the remainder of the school. They would like to see the staff have the opportunity to return to school and have a formalized method of sharing information at staff meetings, but it was the general view that this was very difficult due to the constraints already placed upon the staff meetings. It was acknowledged that many staff share what they have learnt with their own year level, and often discuss their findings with their colleagues, but much of what is shared is then a 'watered down' version of the program. Often the purpose of the program is lost and the activities shared without an understanding of why the activities were constructed in a particular way, and hence, their real learning value is often lost. All principals explained that time is always allotted at a staff meeting if the professional development program may cause some change or have an effect on the whole school, but when the program is for an individual's personal or classroom needs, this sharing does not often occur.

4.2.5　How the focus for professional development within schools is chosen

When asked as to how the professional development focus for the year was chosen and whether it changed according to the needs of the school, staff and/or students, the principals explained that the school development plan often guides the focus. But this often altered depending on the needs of the children and the staff within the school. The curriculum focus is often the main focus of professional development, which is usually decided upon by the leadership team. The initiatives of Government, Catholic Education Office, and external funding and grants, also impact on developing the focus for professional development for each school.

4.2.6　The preferred structure and methods used in professional development programs

When asked as to the structure that the participants should be working in during professional development programs, the principals all expressed the opinion that one of the important aspects of professional development was a presenter that was able to motivate the participants and was enthusiastic. This was extremely important in the instances where the program was set up like a lecture and there were very few opportunities for the participants to interact with each other. Each principal interviewed explained that they prefer their staff to be involved in practical workshop type programs that are hands on, but have at the same time a solid foundation in philosophy and or theory that is clearly explained and communicated to the participants. They explained that they believe it very important for all subsequent activities to be related to this philosophy so that the staff had an understanding of why an activity was structured in that way, what it should achieve, and when and why it would be used. The principals explained that they believe opportunities for sharing and reflection with other participants is important.

Programs that are set up with a whole group information session followed by small group activities based on the theory and philosophy being investigated, and then finishing with a whole group share session are very effective in their opinion.

4.2.7   What should be achieved at the completion of a professional development program.

The principals all expressed an opinion that at the completion of the professional development program there needs to be a balance between the theories and the activities associated with that theory. All principals thought it important for the participants to gain a bank of activities, but thought that they were only useful when there was a clear understanding of how they related to the concept and what the purpose of each activity is in achieving a learning objective. The principals also explained that there needs to be some type of improvement in the teachers' own skills that will assist both the teachers' practice and the subsequent learning of the children upon their return to school.

4.2.8   Comments of principals as to the effectiveness of professional development within Catholic Education in Melbourne

The final opinion that was sought from the principals was how effective they believed the professional development programs that are initiated by the Catholic Education Office are. They explained that they believed the programs that the Catholic Education Office develop are improving, although they could be better. There is a perceived problem with who is presenting and how they present their information. It was suggested that perhaps the Catholic Education Office could use outside presenters more often, but it was acknowledged that this was difficult due to funding constraints. Improvement in

professional development may occur through increased negotiating between principals, curriculum coordinators and the Catholic Education Office so that the needs of the schools and the teachers are matched with the programs that the Catholic Education Office is developing. As the Catholic Education Office has moved away from single day programs to spaced learning programs there has also been an improvement in their effectiveness.

4.3   Discussion of results from interviews with training personnel at the Catholic Education Office in Melbourne.

The interviews took place at the Catholic Education Office with nine professional development providers whose main focus was in the area of teaching and learning in a variety of Key Learning Areas. In this section I will collate their responses. The set of questions used to structure the interviews are found in Appendix F.

The participants in the interviews from the Catholic Education Office demonstrated a wide range of experience in the area of professional development. This varied from 18 months through to several who had been involved with professional development for 12 to 15 years. One of the participants had over 20 years experience in the area of professional development.

The participants in the interviews had completed a range of post graduate study. Six of the participants had completed a Bachelor of Education and one was completing a Bachelor of Teaching. There were 12 of the group who held Postgraduate Diplomas or Certificates

and 5 participants had either completed or were in the process of completing a Masters Degree in a discipline of Education. One of the participants had completed a Doctor of Philosophy in Science and was currently working in the science area of professional development in both Secondary and Primary Education.

The teaching experience of the participants ranged from 6 years to more than 30 years. The responses indicated that the people involved in professional development were mostly experienced teachers, with the majority of teachers teaching for 12 to 20 years and with 3 of the participants teaching for more than 20 years.

The group of people interviewed and involved within the Catholic Education Office that participated in the interviews, who provide professional development to teachers in both primary and secondary schools in the Melbourne Metropolitan Area have an average of 8.8 years experience in providing professional development programs of some type. They have a solid background in postgraduate studies in education and have an average of 19.33 years experience in teaching within schools.

4.3.1   The opinion of Catholic Education Office Training Personnel as to the purpose of professional development programs

The participants that were interviewed believed the purpose of professional development was to improve teaching and learning practices. For them it attempts to create a change in teacher practices in order to assist student's outcomes and improve the learning of the students in the classes of the teachers attending the programs. It also serves to create reflective practitioners and thinking teachers who are actively thinking about the way in

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which they teach and how the students learn so that the student's learning is improved. It also serves to assist in the development of the teachers' confidence in their professionalism.

The participants also expressed the opinion that the professional development programs attempt to create an environment that allows for the teachers involved to share in and create an environment of collegiality. They can then become aware of issues and emerging trends in education and make links as to how these trends and current research may be used in the schools and classrooms in an attempt to improve the learning of students.

4.3.2   Characteristics of effective and ineffective professional development programs

When asked what was considered to be the characteristics of effective professional development the participating trainers in the interviews expressed the opinions that they like to adopt a whole school approach to professional development. They expect that the leadership team of the school involved drive the professional development and any changes that occur as a result of the programs. In order for the programs to be effectively integrated into the school community it is expected that there are weekly team meetings involving the people involved, and as in the example of the CLaSS Literacy Project, the principal and the Literacy Coordinator meet weekly as do the professional learning teams in order to track and discuss their progress.   In addition, to assist in the effectiveness of the program, the principals as well as teachers and Literacy Coordinators attend professional development programs.

The programs need to begin in the opinion of the providers, with the theories and beliefs that drive the innovation or teaching practices, and then the activities that are designed in

coordination are explained. It is when an understanding is developed between how any activities are linked to the theories and what the purpose of these activities are, that they are of long term value. The participants need to recognize why an activity would be used in a teaching situation to assist in the learning of a student, rather than the activity being a stand alone task that has no bearing on the learning of the students involved in the class, as argued by Dunlop (1990).

The normal practice of the CEO staff in developing a program would be to begin with the facilitator making contact with the schools involved, or the network of teachers involved, to assess their needs and expectations for the program. They would gain an understanding of the teachers' prior knowledge on the focus area of the program and build upon that base, scaffolding on the teachers' knowledge. In this way the information is pertinent to the needs of the people involved and those of the students in their classes.

Follow up and evaluation was considered to be an important aspect of the programs as it is from the feedback and evaluation that the future success of similar programs may sprout. One such method of collecting the thoughts of the people involved was the journals that are kept by the CLaSS Literacy Coordinators in an effort to use the information and feedback of people involved in the professional development programs in the future planning and design.

The programs that are designed should incorporate, according to this group, the opportunities for the participants to share and reflect with their peers on the information that they may have just learnt, or knowledge that they acquired in previous sessions. In order for this to occur it is believed that the sessions need to be spaced out over a period of time so as to give the participants time to implement new ideas and theories in their

own practice and evaluate their success or failures. This may require two or three sessions over a period of six months, or if the program is a whole school program it may be over the period of a year or even two.

4.3.3 The Promotion of professional development programs within Catholic Education

The promotion of professional development programs that are developed and operated by the Catholic Education Office occurs primarily through the mailing out of the handbook that provides an outline of the programs that are offered for the year. The promotion is also strengthened by the mailing out of flyers to schools, written expression of interest for a program. More recently the promotion has also occurred through bulk e-mails as well as through contact being initiated by the facilitators of the programs and the zone networks for various Key Learning Areas and Principals networks.

Although many of the professional development programs that many teachers attend is organised and faciliated by the Catholic Education Office, there is the opprtunity to choose from programs outside of those developed by the Catholic Education Office. This may occur if the program meets the specific needs of the individual or may be of direct benefit to the school as it may be coincide with the professional development focus of the school.

4.3.4 The focus of professional development programs within the Catholic Education Office and factors that influence the development of the focus

The focus of the programs that are operated by the Catholic Education Office coincide with the interest of the staff within the office at the time, and through the evolution of previous programs. Many of the programs are developed in response to the expressed needs of the schools, and the needs of the students within schools located in the metropolitan area of Melbourne. However, there are also programs that develop as a direct result of the Government Initiatives and the funding that is allocated according to these initiatives. One such example is the Technology in Catholic Schools Program (TCS), which was a direct result of government funding for schools. Many Information Technology based programs developed from this initiative.

When questioned as to whether the focus of the professional development programs varied according to which personnel were within the Catholic Education Office, the perceived needs of schools and students or whether it was mainly influenced by the funding available from both Commonwealth and State Governments, there was an overwhelming belief amongst the people interviewed that the main focus of the programs was influenced by the government funding.

In addition to government funding, the focus of the professional development programs is also influenced by the feedback that is obtained from the schools and the teachers who attend programs and attempt to meet the needs of the schools in general, teachers and the students.

4.3.5   The best methods and structures that can be used in professional development

programs

When questioned as to what would be the best methods of professional development for primary school teachers, the main theme that emerged from the interviews was that participants in professional development programs best worked in small groups where there was the opportunity to share and discuss their opinions and the content of the program that they are involved in. They also explained that they thought the large room of participants that sat and were lectured to was not the most effective method of professional development, as this did not allow enough opportunities for the participants to interact, which is the same as the findings of the research of Steadman et al. (1995).

There was also the belief that the teachers involved prefer to leave the professional development program with practical ideas that may be used within the classroom to reinforce their teaching and the learning of the students. It was also stated that there should not be a variation between how programs involving primary and secondary teachers are run. Both groups are adults and the methods that are utilized in teaching adult learning programs should be adopted, regardless of what the teaching background of the participants is, which is featured in the work of Dunlop (1990).

There were definite opinions on what was considered the most effective grouping and structure for the participants to be working in when they are attending professional development programs. The main concept that emerged from the interviews on this topic was that depending on the focus of the program there was a need for the participants to

begin the program working in a lecture style or whole group and then break up into smaller groups. This allowed the participants to have the opportunity to discuss what they are learning and be involved in a workshop type atmosphere where the sharing of ideas and skills is more likely to occur amongst those involved in the groups.

These groups will also assist in the follow up of concepts and activities that are completed by the participants over a period of time and between sessions of the program. When the programs are spaced out over a period of time and the content is recognized by the participants to be sequential then the success of the professional development program is considered to be more likely. The personnel from the Catholic Education Office suggested that the venue for the program was not of great importance in that as long as there were surroundings that allowed the participants to feel comfortable, it did not matter whether it was external to the school or the program occurring during the school's closure days, which is in contrast to the research conducted by Dunlop (1990). They also suggested that the small groups assisted the participants in becoming more actively involved in their own learning. Hence, there was a higher likelihood of the content being used upon their return to school in their own teaching or as part of a school based program. This in turn led to the opportunity for the sharing of their successes with the colleagues in the groups.

Once the work has been completed in the groups it was also suggested that it was necessary for the groups to disband and for the participants to reconvene to share with the whole group their findings, or the main focus of their discussions for that day. This assists the participants in developing into more reflective thinkers, and in turn more reflective

teachers. It is when the participants in the professional development programs have the opportunity to share their ideas in small groups, think about the implications of the topic being discussed and follow up the learning over a period of time that the possibility of the use of information, skills and knowledge that is being learnt upon their return to school increases.

4.3.6   Expected outcomes at the completion of a professional development program

At the completion of the professional development program the personnel from the Catholic Education Office hope that as a result of attending the program the teachers involved will become more reflective teachers who are more aware of their students' learning. It is hoped that they are more highly driven by the data collected through the testing of their students, and use this data to modify or mould their teaching to best meet the needs of the students. It is also hoped that the teachers will be more aware of where their students' learning is at any given point, and be more aware of how to assist in their further development.

Coupled with this there is the expectation that the participants have become immersed in new ideas and theories that can be used in the classroom and be able to make a link between the theories and activities. When the link is established and the activities are used within the classroom in order to meet a specific learning objective rather than a stand alone activity removed from its true purpose, then there is a higher likelihood of the program being successfully implemented in the classroom.

As a result of this occurring there is also the expectation that the teachers involved will become more aware of their own teaching methods. This will assist in the improvement of their teaching skills and as a result there should be subsequent improvement in the learning of the students. It is also expected that there may be some type of change occurring within the school as a result of professional development programs whether it be a whole school's change or within the teaching methods of individuals or small groups.

4.4.7   Comments of Catholic Education Office Training Staffs as to the effectiveness of professional development within Catholic Education in Melbourne

When asked as to their opinions on the effectiveness of the programs that are organized by the Catholic Education Office, the responses indicated that there is constant change occurring within the professional development sector of Catholic Education. There is a difficulty for the centrally based staff of the Catholic Education Office and the zone based staff having the same understanding of what is expected to be achieved through individual professional development programs. When there is a greater understanding of expectations amongst all those involved in the development and delivery of professional development courses and there is greater communication regarding the needs and expectations of the schools and teachers, the Catholic Education Office staff were of the opinion that the quality and the success of professional development programs increases.

It was also suggested that there needs to be a review of the programs that are currently being offered to assess their current value to the schools involved and ensure that they are

offering information that is new and innovative. It was also suggested that there is a need for the development of programs that scaffold and build upon previous programs.

There was also the suggestion that there needs to be a move towards developing professional development programs that are based in a zone rather than within the central office of the Catholic Education Office. If this was to occur there would be the opportunity to meet the needs of many schools in the area at one time and the possibility of having a group of teachers and perhaps administration staff from each school attend a program which will in turn increase the possibility of success of the program's ideas and concepts being implemented into the school.

Finally, the staff believed that the programs need to be spaced over a period of time and allow for the participants to complete tasks within their own schools between meetings so that the implementation of the program may be monitored and the successes or failures of the program shared, reflected upon, analyzed and discussed amongst those attending the professional development programs. There needs to be a move away from the one afternoon or one day program that does not allow for the subsequent follow up and building up of skills and information. There needs to be programs that are over a period of weeks or months and involve several follow up sessions.

It was explained that when many of these changes occur the continued development and success of the programs that the Catholic Education Office organize will also occur and the programs that are developed will be of the highest standard and considered to be amongst the most effective professional development and training programs in education.

4.4   Links between the results of effective characteristics in professional development and the development of a holistic model for professional development.

4.4.1   Factors influencing effective professional development and training

As a consequence of the results I have been able to develop two flow charts. One of the flow charts focuses upon the characteristics of effective professional development and the second offers a holistic approach to professional development. These two flow charts have been developed using the results of the research project and attempt to demonstrate some of the links associated with the results from the questionnaires and interviews.

As part of this study many of the good aspects of professional learning were identified. These characteristics are featured in figure 4.4.1. The characteristics are broken up into four major categories.

1. School factors;

2. Structure and content of program;

3. Post professional development follow up;

4. School-based follow up.

The four categories, whilst closely linked to each other, are not dependent on each other. There are several aspects associated with each category and many of these aspects are linked to aspects in subsequent categories. However, each aspect is not dependent on another and may exist as separate entities.

The results from the research project suggest that the characteristics of effective professional development may be grouped into these four categories. The success of

professional development programs is dependent on these categories all being taken into account and working in parallel. The results suggested that when developing a professional development program, the factors that are associated with schools such as taking into account the prior knowledge of participants and assessing the needs of the participants and the schools involved is of great importance.

This will then have an effect on the structure and the content of the program that is being developed and run. The main aspects that are associated with the structure of professional development are ensuring that the program is spaced over a period of time, there is a link between the focus theory and the activities, there is the opportunity to share with peers whilst in the program and there is the opportunity to work with peers from other schools.

The results also indicated that another aspect of professional development was the post professional development follow up. Within this aspect there was great importance placed upon the opportunity to reflect on what has been learnt within a program, evaluate what has been learnt, attempt to implement some of the skills and knowledge that has been learnt and share the successes and failures of the implementation with peers upon the return to the program for subsequent sessions.

This follow up will then directly result in the follow up of the program at the school. The extent of this category stretches out into the areas of sharing with other members of the school community and the follow up of activities with the students involved. These are dependent on the structure that the school has in place for the sharing and dissemination

of information obtained from professional development programs and the implementation

of this information.
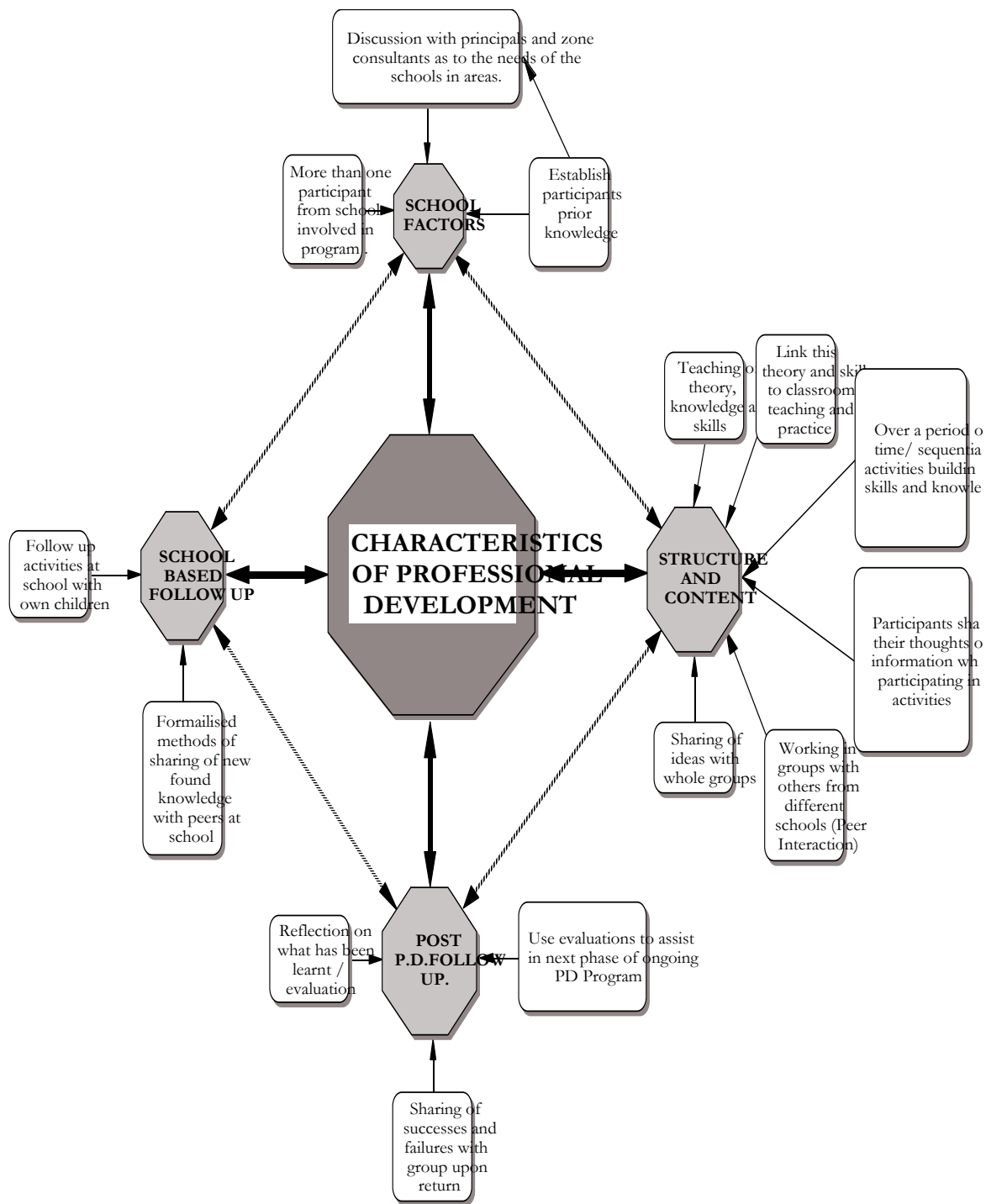
Figure 4.4.1   Factors influencing effective professional development and training.

4.4.2   Model for effective professional learning programs in education

The creation of a list of characteristics of effective professional development has assisted me in developing a model for professional learning that incorporates many of these characteristics of effective professional learning (Figure 4.4.2). As explained previously in the results and discussion of the results chapter, as part of this model there needs to be improved communication between the training providers and the schools both before and after the programs to assess the needs of the participants for that program and future programs.
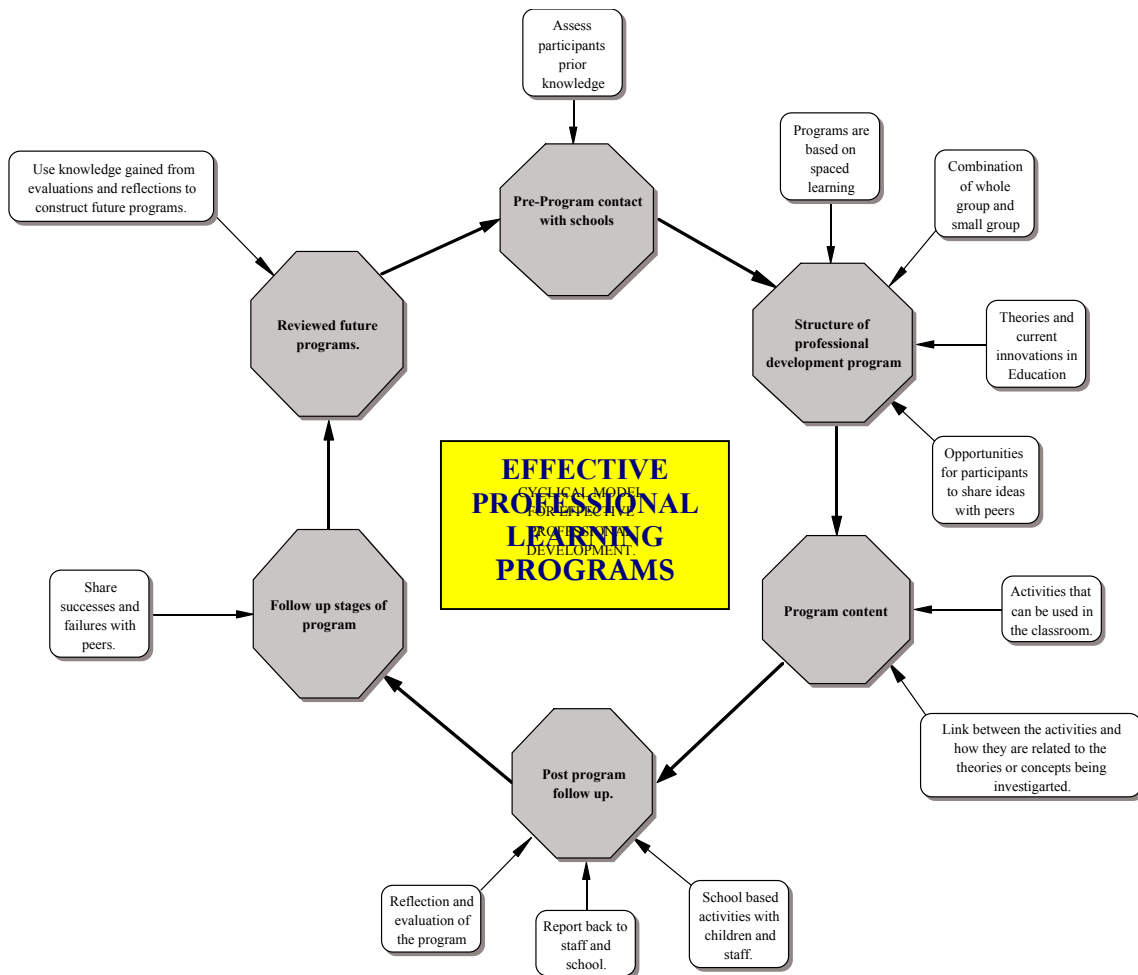
Figure 4.4.2   Model for effective professional learning programs in education.

The programs that are offered need to be spaced over a period of time and allow for the participants to return to their schools and with follow up activities to assist in the consolidation of their own learning. The opportunity to share newly learnt concepts with peers and colleagues upon returning to school is a factor that is very important in effective professional learning. The dissemination of knowledge amongst peers is of great importance as this allows others within the school to have an understanding of who is attending programs, in what area they are learning and of what benefit it may be to the individual, the other teaching staff and the school in general.

The wish to improve is always present in all that we do. The idea of changing something that many may believe is operating well is often met with much resistance and trepidation. However, I am not calling for wholesale changes to professional learning. Much of what is presented in my model may be found in others. This model incorporates many of the already effective characteristics with the inclusion of one very important aspect, that of linking the theory and the activity together. Educators want to know why they should include something new to their program and how it will be of benefit to themselves and to the children that are taught. If this model or aspects of this model are incorporated into the professional learning programs of Catholic Education in Melbourne the programs will continue to develop into the best developed and operated in education.

CHAPTER 5.

CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to investigate the reasons why teachers from three schools in the Northwestern suburbs of Melbourne and a cohort of professional development providers were participating in certain voluntary professional development programs. It was to gain an insight into what these teachers thought the purpose of professional development was and to determine what they expected to achieve from attending professional development programs. In addition, this study intended to determine what these teachers, principals and training personnel believed was the most effective method to set up and run a professional development program.

In order to do this, as well as having teachers completing questionnaires, principals were interviewed to allow for a view of professional development to be obtained from a group of people who were not always actively involved in professional development programs but still had a vital interest in professional development being effective. The view of the principal was also important from another viewpoint. The principal is often very closely involved in determining the focus of the school's professional development for the year and in setting the direction for which the school will take. Through doing this, the principal has expectations of what s/he believes a staff member may achieve, and opinions on whether or not these expectations were being met also needed to be included.

Furthermore, the interviews with the training personnel from the Catholic Education Office were of great importance. Through these interviews it was determined if there were any variations between what the teachers and principals expected would occur at professional development programs and what was occurring.

5.3   Findings

This research has displayed the following six features that are associated with effective professional development. These features are listed below and later expanded upon within this section.

1. Professional development has the purpose of improving pedagogy in order to improve the learning of students.

2. Choices of professional development programs are usually within the focus area of the school. However, there is a need to be involved in programs of personal interest.

3. The structure of a professional learning program needs to be sequential and spaced over a period of time. Within these programs there needs to be opportunities to work in small groups where the participants may share through discussion and reflect upon what they are learning.

4. There needs to be a variety of methods adopted when presenting information to the participants in order to appeal to the variety of learning styles and methods of those involved.

5. Follow up through the use of professional learning teams upon the return to school will further enhance the implementation of newly learnt knowledge and skills.

6. A link between the theory being focused upon and activities associated with the theory needs to be highlighted so that the participants develop a greater

understanding of the reasons why an activity would be used and how it will assist in the student's learning.

The research study found that the sample group of teachers, principals and professional development providers from the Catholic Education Office, were of the view that the purpose of professional development programs are to assist in the improvement of their own teaching skills and knowledge in various Key Learning Areas of the curriculum. They believed that it was to provide them with the opportunity to be exposed to new theories, ideas and activities that may assist their teaching. Moreover, the improvement in their teaching pedagogy would in turn assist in the learning of the students who were in their classes and result in greater achievement of outcomes for the children (Fickel 2002).

The results also indicated that the choices of professional development programs that were made by the teachers were influenced by the focus that the school had for professional development in that year. They also reported that the majority of their choices of professional development programs were within the focus area of their school. In addition the group demonstrated the view that they would like to choose programs that were outside the focus of their school when they believed that a specific program would assist in the improvement of their own teaching and learning, and in turn assist and improve the learning of the students in their care.

The teachers held the view that there were several aspects of a professional development program that they believed to be imperative to its success. Many of theses aspects could be found in the professional development programs that were associated with the CLaSS

Literacy Project and in the Numeracy programs in Catholic Schools that these teachers had all participated in. These characteristics that the teachers placed a great importance upon were the opportunities to share and reflect with peers both within the structure of the program and once they have returned to the school environment. The fact that the programs were sequential and spaced out over a period of time really did seem to allow for the gradual scaffolding of knowledge and skills that could be reassessed as the year progresses. This is in line with the work of Fickel (2002), Dunlop (1990), Joyce and Showers (1988), Retallick (1993), Steadman et al. (1995) and Day (1999). These points had been noted by these authors and hence is of no great surprise.

The opportunities to work in small groups during the professional development program further highlighted the need for sharing and discussion amongst peers. The use of professional learning teams upon the return to school which enabled the participants to share their successes and failures once a week also allowed for an increased level of sharing and further learning from their peers. Again these types of issues in regards to follow up sessions with peers and colleagues have been canvassed in the literature of Morrow (2003), Day (1999), Steadman (1995), Watkins and Marsick (1993) and Joyce and Showers(1988). It was also discussed in the formation of learning organizations in the work of Garvin (1993), Argyris (1993) and Choo (1998) who wrote of the learning process that would best assist an organization in developing into a learning organization.

The quality of the speaker is also an aspect of professional development that had a great influence on the effectiveness of professional development programs in the opinion of the teachers and the principals. When the presenter at a professional development program uses

a variety of techniques to present information, is dynamic and at times inspiring the prospect of the program being considered effective increases (Steadman et al. 1995; Joyce & Showers 1980; Loucks-Horsley & Sparks 1989). In addition, when the presenter allows for the opportunity for a session of group work and then brings the groups back together to share their experiences and ties these experiences and activities back to the theories being discussed, the program is more effective.

This linking of the theory with the activities is a concept that was not evident in the literature that was reviewed. This was an important aspect of what was considered to be effective professional development by the teachers. The group was interested in learning new theories in education that were being developed by researchers and teacher researchers, but thought that the theory alone would not be able to improve their teaching and the students' learning. The group was also interested in learning new skills and activities that may assist in their teaching, but the activities alone were not sufficient. What the group explained that they required from a professional development program was a link between the theory and the activities that they were being immersed in. They wanted to know the theory or rationale behind an activity so that if they had a learning problem within their classroom or they were trying to achieve a goal, they knew the activity that would best fit that goal and they needed to know why the activity would be successful. The strategy behind the activity was what was of importance to the group rather than the activity alone.

The combination of factors of a brief session on theory or possible practices followed by group work and an opportunity to share as if in a workshop type atmosphere, complimented by the bringing together of the groups again to discuss the activities in light of the theory in an imaginative and dynamic method is not a new concept (Steadman et al. 1995), but

definitely an important aspect of effective delivery of professional development programs. The effectiveness of the program continues to increase if the program is spaced over a period of time, and includes follow up activities to be completed by the participants with their peers upon their return to schools and with their own students in the classroom. An important aspect of this follow up is the sharing of their findings with other participants when they return to the program.

The best method for the structure of professional development programs based on the feedback of these teachers, principals and the CEO staff is when the programs are set out over a period of several weeks or months and they are either full day or half days in length. When there is opportunity for the participants to follow up their own learning with the peers that they have at school their learning is reinforced and the possibility of the skills and knowledge that are learnt being used within the school and in the individual teachers' own teaching is increased. There was further evidence to suggest that when there is more than one teacher from a school attending the professional development program there is an even greater instance of the skills and knowledge being introduced into the school's curriculum and into the teacher's own teaching program.

To assist in future development of professional development programs at the completion of the program there should be some type of follow up and reflection procedure. This procedure should allow for the participants, presenters and organizers to evaluate the successes and failures of the program so that future programs that are based upon similar content and procedures may continue to develop and grow. Couple this with the advanced contact with schools and Zone Coordinators involved in Catholic Education in an effort to

determine school, teachers and students needs in various areas and professional development, programs will continue to improve.

Perhaps the most important finding of the research project has been in the area of the expectations of what teachers and principals hope to achieve through attending a professional development program. Much of the research reviewed in the literature discussed the importance of educators being immersed in theories and new concepts when they attend professional development programs (Hoban in King et al. 1997; Lytle & Cochran-Smith 1994). Other research projects stress the importance of activities being made available to educators in order to assist in their classroom teaching or in an effort to make their job easier (Retallick 1993; Sparks & Loucks-Horsley 1990).

This research project demonstrates that the teachers were becoming more aware of the students' needs and working to improve their own teaching. The teachers, principals and the CEO staff in this research study were of the view that there needs to be a balance between making educators more aware of educational trends and changes to curriculum and providing them with activities.

This research demonstrates that activities in professional development programs need to be linked back to the theory that is being discussed so that a greater understanding of why an activity would be used and in which context it would be used is clarified. There needs to be a move away from the times where an educator would attend a professional development program and at the completion of the day leave with a kit bag of new activities that could fill a morning when a specialist teacher may be absent. Activities that are not linked to the

curriculum and are only 'time savers' for teachers are no longer good enough. The continual emergence of professionalism of teachers requires professional learning programs that provide a link between the theory and teaching activity so that the activity is only a method of assisting in the consolidation or development of student's learning.

5.4   Limitations

Prior to discussing the recommendations of this research study it is important to note the limitations of the study. The limitations occur in three main areas:

1. The sample group of teachers was only from three schools. The schools were all of varying sizes, and were from the one zone of the Melbourne Metropolitan Area. Although the sample group was not large in number, it did have a good cross section of ages, gender, experiences, qualifications and positions held within the schools.

2. There were only a limited number of principals interviewed in the study as the principals that were interviewed were from the schools involved.

3. Although the majority of the training staff from the Catholic Education Office in Melbourne were interviewed, not all the staff could be involved in the research study. It is also important to acknowledge the fact that the participants were all from the Central Office of the Catholic Education Office and none of the participants were from zone offices. Nor indeed were there representatives of other groups and individuals who provide professional development from time to time for these three schools.

It was also beyond the scope of this study to examine any other information from the different respondents. Nor was any examination of documentation, or observation of the programs being operated conducted as a part of this study. Hence, all data are of a self report type either by filling out a questionnaire form or through surveys.

These results may well be seen to apply by these professionals in their situations. With these restrictions there is not the possibility of confidentiality generalizing these results to the wider school population outside of those who participated in the project. However, despite these limitations the research study has produced some important findings for professional and learning development coordinators, educators and people who administer training programs both within the education sector and outside in commercial and private industry.

5.5   Recommendations

No project by itself can ever complete the study of a particular field. A research project with a similar focus to this one could be developed and proceed with a larger sample group. Although the sample group involved in this research project offered a good cross section of the teaching community, it would be interesting to discover whether the same finding would be present with a larger sample group. Clearly this would require more time and other resources than were available for the present study.

Further research into this area may focus on the concept of the educators' need for professional development programs that are based on theory and research. The future

project could highlight the need for the link between educational theory and the activities so that teachers are being exposed to activities that are based on the concept that they are being taught. Hence, the educators may come to understand the rationale behind an activity rather than thinking that the activity is a "one off", stand alone activity in a particular Key Learning Area. This knowledge has the opportunity to develop through the participants in professional learning programs interacting in small groups after a session on theory and modelling the activities so that they have first hand experience of the activities. The sharing and work shopping of these activities and the reporting back to the group of their experiences will assist in their future teaching using these activities as they will have developed a more in depth understanding of the skill and knowledge required for a child to be involved in such an activity which is also a belief held by Burbank & Kauchak (2003).

When this understanding further develops, and the purpose of professional development is viewed by educators as an opportunity to learn, develop skills and knowledge and enhance their students' learning. The present project suggests that when these important links are highlighted, professional development will grow in value in the eyes of teachers and become a more valuable experience which assists in the development of their pedagogy and interest in teaching.

A consideration that may emerge from the last point is that professional development programs in education may be better renamed as "Professional Learning Programs." This alteration may assist in the continued development of teachers to being perceived by the wider community within Australia as professionals who have undergone several years of university study to achieve their knowledge and skills. In addition more professional

learning programs that are affiliated with university degree programs could be offered so that units studied in these programs may be credited towards a graduate program of some type such as a Masters degree. At present there is the possibility for this to occur via a Graduate Professional Diploma for teachers which is articulated with masters programs in many universities in Victoria. However, it is not well advertised. This may assist educators in undertaking programs of considerable length or programs that are out of usual teaching hours as they not only develop their own teaching pedagogy and have the opportunity to achieve further qualifications.

The renaming of these programs and the development of a greater emphasis on the learning of the teaching staff within a school may also assist in the creation of a learning organization. If an environment may be created where teachers are learning within their workplace and in formalized, structured programs, the information and skills may be shared and a more vibrant learning culture created within the school environment.

This research project has identified aspects of professional development that are consistent with effective professional learning programs. My research findings have assisted me in developing a more holistic model for professional learning that incorporates many of these characteristics. On the basis of this research it has been demonstrated that effective professional learning programs need to reflect not only the changing needs and desires of both teachers and students but also the changing and evolving multiple perspective approach to knowledge, values and skills.

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Appendix A

QUESTIONNAIRE: FACTORS INFLUENCING EFFECTIVE PROFESSIONAL DEVELOPMENT

Name of School: Location:
Position held in School: Gender:
Years of Experience: Age:
Qualifications:

1. How many teachers are there in your school?

2. In your school, in your estimation, how many teachers will attend professional development courses during this year?

3. To what extent does the P.D. focus of your school influence your choice of P.D. that you select?

4. Why would you choose something different to the P.D focus of your school and how often would this occur?

5. In what topic or Key Learning Area would you attend the majority of your P.D. Programs? Why?

6. What one P.D. Activity, if any, do you believe has had the most impact upon your teaching and learning practices? Why? Was it the format of the P.D., What happened during the P.D. or what occurred after the P.D.?

7. What do you believe to be the purpose of attending P.D. Programs?

8. In your opinion, what is the greatest impediment to good P.D. Programs?

9. Which method of P.D. Program do you best prefer?
   Half Day   Full Day   More than 1 Day   Weekends
   Evening   Multiple evenings   Other

10. At present, do you think that the P.D. Programs that you attend are most effective in ;
    Curriculum Development   Teaching & Learning Strategies

11. During P.D. Programs do you prefer to work as;
    Whole Group   Small Groups   Whole/Small/Whole   Other

12. When you attend a P.D. Program, do you hope to leave the program with;

Theories & Ideas   Activities   Other

13. In your opinion, which of these are features characterising effective P.D.?
    (Please place a tick in the boxes you find appropriate.)

SA = Strongly Agree;   A = Agree;   NS = Not Sure;   D =Disagree;
SD = Strongly Disagree

	SA	A	NS	D	SD
Content of course draws upon your own experiences, both professional and personal.					
Provides teachers with up to date learning and teaching methods.					
Focuses upon one specific curriculum area and problems that may arise with that topic.					
Assist teachers with resources to assist both the gifted and struggling students.					
Provides teachers with an bank of resources and activities that can be used in the classroom.					
The structure is such that the participants sit and are lectured to.					
The structure is such that participants are actively involved in activities and learn through doing.					

Thank you for your assistance in completing this survey.

Robert P. O'Brien

Appendix B

Interview questions for Principals of Catholic Primary Schools in the North Western Zone participating in Research Project.

1. What do you consider to be the purpose of professional development courses that are set up by the Catholic Education Office?

2. What do you consider to be the characteristics of effective and ineffective professional development in Catholic Education?

3. How do you promote the involvement of your staff members in professional development?

4. Within your school how is the information from professional development courses shared with other members of the school community?

5. Within your school, how is the focus for professional development for the year chosen?

6. Does the focus change according to the staff that are at the school at the time, the children's needs or is it predetermined by the School Development Plan?

7. Which methods of professional development do you believe are the most effective for Primary Teachers?

8. During a professional development program do you think participants should work in;

    Whole groups

    Small groups

    Whole/small/whole

    Other   Why?

9. When staff have completed the professional development program would you prefer that they have achieved or gained

Knowledge in theories and ideas

Activities

Improvement in teaching and learning strategies

Other

10. Do you have any comments about the effectiveness or ineffectiveness of professional development courses in Catholic Education?

Researcher: We have surveyed teachers from the three schools and interviewed members of the professional development staff from the Catholic Education Office and just finishing off the interviews with the principals now and just trying to find out what the Catholic Education Office is trying to provide by doing the interviews and what the teacher want to get out of professional development to see if they are the same thing and see if they are on the same track and make sure they are doing it as effectively as they possibly can. The purpose of the interviews with the principals is to see what you think you hope your teachers are getting out of it as I think that sometimes the teachers have different expectations to the principals and to see what you hope the Catholic Education Office is providing them with.

The first question is trying to see what you think professional development is all about, if you are sending someone to a professional development program or running a school closure day, what are you trying to achieve through it?

Principal: I see that as a providing ongoing professional learning for staff to ensure that all the latest developments in education are clearly defined and clearly communicated to the staff so that they are kept on track and kept up to date with everything that is new and everything that is current. That would be the main reason I see professional development, developing them in their profession. It is an ongoing learning program.

Researcher: Great amount of importance on the ongoing aspect do you think?

Principal: I think that is very important the ongoing because no matter what you can't say I've done that unless it is something very structured like a 'Bike Ed Program'. You do the Bike Ed program and you know what it is you learnt it but if it something like a learning program and involved different approaches to learning programs and different approaches to teaching and learning then it has to be ongoing.

Researcher: With that in mind, what do you consider are the characteristics of effective and ineffective professional development programs? Are there things that you think always need to be added into a program to make sure it works properly or are there things that you think gee, if teachers are going to a program and they are doing that sought of thing all the time you would try and avoid them going to those programs.

Principal : The most effective from my point of view is programs that are actually set to provide a certain structure that the school or the staff need for example the ClaSS Program. Now that needs to be ongoing as no matter how much the staff do it you need to be able to go back see how it is working keep going and keep continuing. The only draw back with that is centrally or zone based and that means that it is separate from the work area. So the fact that they do say you go back to your classrooms and you try this and then you come back and report back so there is that continual practice in the classroom and twill show you how , there is too much of we tell you what and you try and find out how and that's always

been a draw back, always, ineffective, all the wonderful things I have seen in the Catholic Education Office. This is what you should be doing. You should be doing this you should be doing that. How are they going to do it in a classroom with thirty children, no one will go and show them that. ClaSS is probably the most specific in that area it has actually said that this is the structure that will work and if you try this and have your meetings and discuss how that worked and then exchange ideas.

Researcher: So then would you say that there needs to be a link between the things that they learn at a PD Program and how they are going to directly affect why they're teaching and what they're doing? They need to be integrated back into the classroom.

Principal: All the time. See so much of the central is a one of thing. Go in. Oh good I've met all my friends this is wonderful I've had a great day but it is just so one off, unless there is also a procedure back at the school where you have to set up a plan and present it to staff and ensure that that plan is put into action in the classroom and somehow then just check on it perhaps two or three times a year. Check is it happening, is it still happening or has is this program still effective, if it is not then drop it. Typical one of that was turning the tide. Or you are forced to go to it. You were told, you will send teachers there, and teachers went. You were told you must plan this program but really to incorporate that into the classroom or what is happening in the school was almost impossible. So it has to be, staff have to really be convinced too that it is worthwhile to then and worthwhile for the kids so what is going is going is going always be effective in improving their own teaching and improving the children's learning.

Researcher: How do you promote teachers within your staff attending professional development Programs? Is it something that you need to push all the time to try and get them to continually learn or is it something that they are left up to their own devices?

Principal: It is a bit of both. Usually we say if see anything in the handbook that you think is worthwhile let me know and we will look at it and see if yes it would be really suitable for you personally and for the school and then there are others we see for example we knew WA First steps this year our two new staff would have to do that course in order to catch up with us. We knew that the threes and fours would have to do that literacy pilot program because we had committed ourselves to start that so that had to be a commitment and we also knew we had the ClaSS Program and apart from that we are really expected to provide people for all the networks and we only got today the commitment for next year. I guess another draw back or another problem involved is the budgeting. We had to budget $20,000 this year as we just said to be on the safe side we will budget $20,000 for PD this year which was double plus. I think we spent about $9,000 last year. Just looking through we have spent $17,900 up till now.

Researcher: Is that for paying for replacements for them to be involved in programs?

Principal: It is.

Researcher: Have you had many people in this year to run your school closure days?

Principal: Only the gifted Ed lady Karen Green and she charged us $90 an hour which is reasonable a lot of them charge you $150 - $200 an hour because she works for the ministry she charged us $90 because she is working independently of the ministry but still offering her services. She is the only one and that's for three hours of service. If we asked people like Grace Garaffa and those who zone based you don't have to pay. It is mainly emergency teachers. That is a constriction. The most effective really is ongoing and school based and practical and meaningful to the staff it is like anything, it has to be worthwhile to them.

Researcher: The whole idea that professional development that people attend away external to their school, when they come back to the school do you try and promote the sharing of information through formalized methods in staff meetings?

Principal: It is usually within their levels, we usually say that see what you can do within your levels when you get together but also present back to the staff so that they are aware of what it is and they are aware of the resources that you have gathered you have given them the resources and if it something that we must take on as a whole school then we have to address that as part of our professional development as part of our school development plan.

Researcher: When you are setting up your professional development focus for the year, how do you go about designing that? Is it based on the development plan?

Principal: Usually the school developments plan and usually based around what our foci are for the whole year in curriculum and policy development. This year it has been literacy. We have had so little numeracy this year and of course it has to do with your clientele too and your staff for example when Paul was here because he really was able to promote SINE and had the ability and the enthusiasm it became infectious and you could see how that has died down a bit this year.

Researcher: One of the questions that was to come later on was depending on who you have on staff and depending on the needs of the school you would be willing to move away from your development plan in professional development of the school and address the needs of the time and that that is an important thing to be aware of.

Principal: Yes, you can't be that rigid you have to be flexible as well. There are so many things advertised during the year too.

Researcher: Looking at structure of programs that you run within your schools on closure days or that people are attending, is there a structure that you think works best for teachers and in particular primary teachers. Do you think that they work most effectively or learn most effectively when that they are spoken to a whole group by someone who is really enthusiastic and presents a fantastic information session or do they work better when they are given the opportunity to share with their peers in small groups or is a mixture of the whole lot?

Principal: There is a place for a little bit of that, you need the big passion first where you really spark them up and get that going as if you do not spark the interest you do not have anywhere to go. But also there must be that practical workshop either planning, working together writing together, communicating with each other, discussion hands on. All of that is needed. That is the structure that I think works the best. You have the working and ongoing, feeding back to each other and it is just all practical workshops.

Researcher: So you think you would start with something as a group, work in small groups and return.

Principal: It is like the ClaSS thing, whole / small /whole.

Researcher: Always coming back as a group to share.

Principal: Always feeding back to the whole so that we are all aware of what everyone is doing once they have worked together in their small groups.

Researcher: An opportunity for a reflection and evaluation.

Principal: Yes.

Researcher: When you have had your staff finish a professional development program at the end of it would you hope that they have left with a bank of activities that they can use or is it the whole ideas of theories and ideas and how they inter relate to the activities and what they are going to achieve or a mixture of both, an improvement in their own skills.

Principal: You would hope that you would expect that they would improve their own professional ability of learning theories and learning approaches but also they need that practical information that they can put into practice in their own classroom on a regular basis that will improve the organization of the classroom and improve the learning programs so that they can help the kids with them.

Researcher: And again I suppose there is the link between the theories that we spoke of earlier so that if you are doing an activity there is an understanding that the reason you do an activity in your classroom is because it links to theory.

Principal: It is like those who go to the Religious Education Programs I know our two girls will have to go to do the RE accreditation course, now a lot of that will be quite theory based and Catholic Philosophy and doctrine and so on but that will need to be there to give them the background but I hope to goodness that it also gives them some practical knowledge of how to take lessons in the classroom and how RE can be used and taught. As many of the CEO programs are very theory based.

Researcher: How effective do you think the professional development programs that the Catholic Education Office are running? Are they as good as they possibly could be or are they on the improve perhaps are there things that they need to think about changing?

Principal: Look we have had so few go to centrally based this year that it would be really hard for me to make a judgment and I really don't push centrally based programs as I know what it has been like in the past. I know that they said I did that day and that day and then so much I have heard before. I know that their hand book has improved, they are at least explaining more clearly what the program will be so that anyone who wants to can say I have done all that, where as once upon a time you would say Oh I need to do that I am a beginning teacher here and you would go and do it to find that it is all kinds of things they have done at school or it is run by people who have been doing the same thing for ten years or run by people who have not been in a classroom for ten years. So you think well is that keeping those people in a job, is that why I am sending staff there or is it really going to be worthwhile for them.

Researcher: So how can they improve what they are doing.

Principal: I feel myself that they could improve by doing more negotiating with principals in zones and those curriculum coordinators. So they are negotiating with them they are getting feedback and saying what they offer and asking would you find use for that as they must do their own evaluation and see there would be so many of those programs that no one would even think of going to. If they are zone based they are usually a little more effective because they are set up for the Curriculum Coordinator for he the zone or the IT Coordinator for the zone and there a little more interaction because more people will get to know each other and network. If you put them into a big place like that you can't to much practically because there would be huge groups and you would have to basically make it a power point presentation where you say sit there and watch this and it is not practical.

Researcher: So open up communication lines between principals and teaching staff to find out what they need and why they need it and then try and tailor their programs around that a bit more.
OK . Thank you very much.

Transcript B: Interview with a participating principal.

Researcher: What I'm actually trying to do is I'm trying to find out what the teachers are going to achieve by going to PD programs…(etc etc)   What do you think we're trying to achieve through professional development courses?

Principal: Well…I think that they provide PD and what they think are the important things to do.   So, for example, there would always be something in the RE area and there are a few standard things that are ongoing par for the teaching process.   Then, I think, they put PD on what they think are the educational trends at this point in time.   You can see huge commitment to particular focuses.   And so, in recent years the enormous commitment that has gone into CLaSS and Literacy.   Now it started before CLaSS – it was into West Australian First Steps before that…   But that whole business in literacy, that's still going on but they're also doing it in numeracy.   So a number of their programs are a balance of practical (what they see as practical) stuff that adds to the teaching practice.   And also the philosophical stuff that adds to the understanding of the system we work in and what's going on.   There's also standard things like there will be recycled things like crystal incidence, about legal matters, about welfare.   There are some things that are sort of standard things that need to…opportunities need to be provided for people to engage in those.   I think they've changed their focus – it's hardly any One-days anymore.   They are nearly always spaced learning.   So at the moment, Anna and Rachael are going to the Five/Six Science within a short space of time.   There are a least three that go.   They go to that so that there is something to be done in between, and all of that kind of thing.

Researcher: We'll just talk a little bit about the space learning over a period of time…You're sending teachers to PD programs – is there a particular thing that you think needs to be added into a PD program, or needs to be there to make it more effective?

Principal: My view is that the most effective PD from the school's point of view is stuff that a number of people engage in, or the total staff engage in, so there is shared information – shared understanding.   And so I think more effective PD is stuff that you do on school closure days rather than going to the CEO.   Ones or Twos, things like that.   Within the Grade-5/6 areas, over the last couple of years, we've applied for and got ??? and we've tried that PD through develop the awareness and understanding of Asian perspectives across the curriculum.   And this year we did one on understanding Asian religion… that kind of thing. A number of the staff got to go to them.   But then it petered out.   The ones that were supposed to go to the last couple of days…those days were cancelled. So there mustn't have been enough interest from enough people for this to go on.   So that was a development of PD in response to…   We have a rise in Asian population in the school.   It wasn't just that.   It was also a response to the 9/11 – the lack of understanding of other "isms" like…   That whole thing.   It's a bit of a mixture.   I really got focused on that when one of the children last year was invited to take part in a reconciliation service at Moonee Ponds Town Hall after the 9/11 and she was there representing the Christian/Catholic focus.   And I went into the classroom to tell the rest of the kids that that's what she was doing.   And they didn't have a

clue about different religions. You don't expect that they know it all, but they saw different religions only within a Christian context and that's the whole publicity stuff with all of that kind of thing. So… That's a side-track there.

Researcher: As well as the whole school focus is there…?

Principal: Sometimes the whole school focus is too large so we had a senior school focus on Asian perspectives for a couple of years. Next year we will be looking at, probably, a middle and senior school focus in Civics and Citizenship as a platform on which to build your integrated curriculum. So we put in a submission for a grant for that. We probably won't get it since there are five ?? But the focus of that application is for PD for the staff that are going to be involved in it seriously.

Researcher: And also looking at PD programs and yourself going to Leadership-type ones, when you there are there particular structures that you think work more effectively with the people who are involved? As a way of working together…

Principal: I'm very much into something that has spaced-learning in it. I think it's a day out if you just go out and stick your toe in the water. But what needs to happen is there needs to be relevance. But sometimes it needs to take people beyond what's good for me in the classroom. I think that one of the strengths of the CLASS thing was the continual going back to the design element. And the teachers used to come home from the PD's cheesed off because…!! Well, they wanted recipes of what to do in the classroom! But what really has made, in my opinion, made that effective in changing the approach to understanding literacy is that people really had a fair depth thing in the philosophy section… you know, the design element. Sometimes what teachers say and think they want doesn't actually take them much out of the space they're already occupying. It's a balancing act. If you take them too far out of their space they just turn off. So nothing is gained. It's, as I said, a balancing act. The practicing classroom teacher is always looking for stuff I can use in my classroom. And that's understandable. But it doesn't actually take you anywhere new. Well… it is in danger of not providing anything new. It's just a different way of doing the old. And that's why, I think, sometimes teachers are the worst people in the world at letting go of the old. So even if something new is introduced *you'd still do the spelling list just in case. Still do the testing on Fridays.*

Researcher: Within the staff here is there any way you particularly go about trying to promote PD programs – or trying to get them involved in externally run PD programs? I know that with school closure days..

Principal: Yes, we do that with school closure days and those focuses, generally, follow the curriculum focus that the school is working on, so the school closure days have been on numeracy. Sometimes they provide something that is actually needed, like everybody's upgrading their First Aid – those kinds of things. When the booklet comes out from the CEO at the end of the year we put it around to people to bid for what they would like to go…But we put up what the focus is to be and what the people should work in and consider. And then you have your Leadership Team people who keep an eye out for things, like Martin and Kerry – they'll look and put their eyes on something that is good. Kerry is

actually seen as a bit of a catalyst in having people go to some after-hours stuff that is going to enhance their practices in the classroom. And they've quite enjoyed it. So I think it's all coming from me all the time – it's like *She said we've got to.* But if you could have that team approach…But it basically starts off with *Where does this school think it's going and what is it doing?* The other thing that happens is that this year, when I had the interviews about coming here with each person (which were very informal and ? meetings) but I asked every one of them – one of the questions I asked was what are you looking for in PD? What are you hoping to go to (and I've got the notes written down) of what people are seeing and there is a degree of asking for InfoText, there is a degree of asking for more numeracy stuff; there is a number of people who said I'd like to do something ?? So I've got a bit of a picture of what they've all individually said to me. Then we go into a panic about the potential redundancy and so… They were all supposed to tell me what they were doing so I eventually wrote out a sheet and sent it back. They've all forgotten they had that interview with me. They think the only thing they had to do was write out that sheet to say whether they were coming back or not. So I actually had an interview with… all bar one. There was one person who didn't get to make her appointment. And when I had a sheet to write things on it was very easy.

Researcher: When people have been to externally run PD programs, upon their return, have you got a way of getting them to share what they've learned – ?

Principal: It's mainly pressure of time. Like we never have a staff meeting… We try not to have staff meetings that go on forever because there are people in the school who are committed to at least two nights a week and sometimes three nights a week. And so, you know, as you'd remember from being here, I used to say *Well this staff meeting will go for an hour from when it starts.* But because a lot of this year's meetings have gone into Science and Literacy… Really, by rights, you should have a report-back session to staff meetings. But we don't ever seem to do it. So the answer to that question is that the process of sharing is fairly informal and anecdotal and people sitting around the table and talking to each other.

Researcher: Is there another way that you could use the Internet perhaps and have people upload stuff…?

Principal: Well I think we've got to have people…

Researcher: Learning how to use it?

Principal: Well not… I think we've probably got to bite the bullet and go ? instead of me writing out a staff newsletter each week and putting it on the InterNet and doing the…but I've got to be more technically competent than I am to do that! But they'll only get more competent if I do it! There's all sorts of PD now and you ask me something about my Leadership stuff that I do. Every year, within the Principals group, there is something that we do as Principals that I find really supportive and helpful. And, of course, then going away this year… Doing those couple of things… They were "out there" things in terms of philosophy and stuff that we can bring back and change the world-type things. But while I was away the principals had their conference and out of that came the setting up of Professional Learning Teams. So half of the Principals meetings for this latter part of the year has been worked in Professional Learning Teams. Some of them have been effective and some of them don't appear to have been that effective. And there is one lot that does it

in InfoTech. But we were just looking at imagining ways of organising schools that might be better at fitting children for the world that's coming. Not teaching like… And I found that most supportive! And really, there's nothing down on paper that I can pick up… It's just that chance to talk with people about ideas that I found was really really effective for me.

Researcher: And the focus of the school's PD program… obviously decides on where the school is going to go with their school closure days and trying to get people to go to certain PD programs… How do you go about deciding on the focus for the year?

Principal: Well we review the 5-year development plan and set out on that is what we were hoping to do in this year and that year and the other year. We're at the stage now where what we put down two years ago for next year isn't as relevant as where we might want to go. And so the Leadership Team has been meeting and we had a leadership afternoon (a 1:30-6pm at Kathy Brown's house) where we went over looking at lots of things that might be for the future and I did a thing with them all. We just went through these things… Which is really just the world that we're coming to and that was something that came out of the Catholic Education Conference – the Principals Conference in NSW – and it's done by Phil Rusden. So we talked about Social change and education and that kind of thing. Then we looked at an overview of the Lane Clark enquiry approach; and then we looked at (of course we had this pressure of putting in this submission for the Civics and Citizenship grant) … So we didn't actually come out of there with a blueprint but we came out with stuff that we talked about and so when we meet on Wednesday mornings… We've got through a fair few things on our Wednesday mornings lately. We've decided on changing the hours of the school in terms of … Well the beginning of the day to the end a little bit but basically having lunch start at twenty past one instead of early, so you get two 2-hour blocks of teaching. But they've all come out of the Leadership Team sitting around and talking about things. There's never enough time to do everything. They're the kinds of things that… So the planning for our PD will come out of that. What's in the school development plan – what we see is the need. And we see a need to revitalize the Three to Sixes in terms of how they do their integrated curriculum. And I'm seeing a real focus of basics Preps to Grade-2. And you know the two triangles? Like you start with wide triangle in the numeracy and literacy and Prep that goes up to a pointy bit at Grade-6 and a wide triangle at the top of Grade-6 with the pointy bit - that's enquiry on top of numeracy and literacy stuff/ So we've started off with that and then we're looking at skilling people to … It will be a bit of a challenge for some people here to look at what we need to do to have the kids learn about continuing to learn. Not learning stuff if you know what I mean.

Researcher: This moves us on to the next section which is about the needs of the school – they obviously change quite often so that's where you PD sort of focus is going to come from. You can set your five-year plans but they can be altered.

Principal: Yes! The five year plans come out of Review and they're valid for time of the review. But when we did our review there really wasn't this thought *Well we really need to just stick the basics and the gen? Score and spread things out from there.* We're probably coming out of the stage of still trying to be true to the nine key learning areas – and they're driving everybody batty! Because there is too much work. And for people talking about the crowded curriculum and all that kind of thing. And not being as effective as we would hope to be probably. You need people who are enthused about what they're doing. They'll do

anything if they're keen on what they're doing. They'll get stressed and burnt out if it's drudgery. And some people will get that at some stage but.. I mean the general tone and climate at the moment is fairly affable. I'm absolutely astounded – there is hardly anybody who's not going to help at the Fete! Now they've always been good at that kind of thing around here, but it's all been done without any… I haven't had to make noises or anything. People are just taking it on. It's that part of being part of a team. Emma being the butt of the jokes is just an enormous thing in the staff room and it's really an enormous learning thing for some of the new Teachers Aides who aren't Catholic. They've never had anything to do with a religious before. And they just think she's the bee's knees – that's quite the dilemma! It's all that sort of stuff.

Researcher: Looking at the structures that are within your PD programs, do you think that when you're running a PD program here at school or if the teachers are going to a PD program do they work best when they're sitting there in a whole group; sort of being lectured at in content; when they're in small groups or if they do the whole small whole-type thing…?

Principal: I think there is a place for all of that but I would focus on small groups as being more valid learning places than whole lectures. But sometimes you need to hear the good news. Like the day we had Janine? From St.Oliver's here taking us for one of the sections of numeracy she was SO enthusiastic! She carried the whole group! She had people eating out of her hand! So it does depend on the quality. She was a Maths enthusiast; in every sentence she talked about practical stuff you could do in schools. You need to be organized but the school… Usually they're doing the Mathematics term of the week on it. But really raising the idea of mathematics. So there are some people who can carry a whole group. But I would say, in general, most valid learning occurs in small groups.

Researcher: And at the completion of those programs do you think that they need the theories and ideas? More activities? Or they're hoping they're going to have some sort of improvement to teaching and learning strategies? Or all?

Principal: Well they need all of them. They think they need *Activities I can do in the classroom*. I don't think they give improvement to teaching and learning strategies if they don't have the theories and ideas. I don't think there is an either/or there. I think that they're all part of it. But I think you need small doses of theories and ideas. And the other things that help them feel satisfied that what they've got is going to improve their performance. But to know why! If you don't have the theory and ideas you don't know why.

Researcher: And finally – about the effectiveness of the PD programs that the CEO are running at the moment:

Principal: I think that they've been doing a lot of good stuff in particular areas. And I think they've changed their direction somewhat. But they've have always done spaced learning stuff. Like, back in the early 80's, there was a program started called the Triple-I program which you may or may not have heard of? Induction. In-service. And I can't remember what the third I was. It was the brainchild of Wendy Carl who was working in PD (Wendy Waters then) And it took a Principal and a Coordinator from a school and we

had intensive… We didn't just have one thing. We had meetings with Principals' Groups. We had meetings with the coordinators. We had live-aways at places like Mulgrave. And it really worked on developing particularly… It's where the beginning Teachers Program came out of (eventually) And it worked on Induction, In-service and… I can't remember. Wendy would be ashamed of me. So that was really the key… Professional Development program that made differences in practices in schools that the CEO have quite often had lots of those things running. But they've also had these one-day wonders. But I don't reckon they have as many one-day wonders as they used to. I don't think that they're just blindly going ahead. I think they work on theory and hopefully an understanding of good practice in PD. There are people who would have different boats to push I'm sure. I suppose one of the areas that they've spent a lot of energy and time on in recent times is Lattice? With the IT. And they haven't done that with just taking people out. They've set up Lattice schools where people can go and see things happening in action. So I think… They don't score a bulls-eye all the time but I think basically (as compared to lots of other places) I think they're struggling along with the course and not doing too badly.

Researcher: All right. (thanks etc)

Appendix E

Transcript C: Interview with a participating principal.

Researcher: I'm doing a Doctor of Ed (etc etc). We'll start off by looking at the purpose of PD programs: What do you think that you, as a school, gain out of sending people to PD?

Principal: I look at PD as multi-faceted, I suppose. And that's in terms of making sure that, as far as we can, most of our staff members being aware of innovations in education - current trends is another cliché, I suppose - and just getting people to broaden their educational horizons to find out what's going on a) in other schools… And in most cases that's very affirming as in people are finding out what we're doing here and the things that we're investigating or implementing is all happening at other schools and we also finding too, in some instances, that we're a step ahead of all of the other schools. That's affirming as well. In terms of personal development as well, I suppose, that's part of PD as well – I think that's important also. So I would see that as teachers being able to broaden and investigate, I suppose, their own horizons if you like. They've got a particular interest that can be extended or an area of deficiency (for want of a better term) to work on that as well. So it's a very broad range of things that I would see our staff and our school getting from ?expected PD.

Researcher: How many school closure days did you have a year to have PD in a school –

Principal: It varies from year to year. This year we looked at … (my memory!) We had a couple of Development Days – Personal Faith Development Days. We did a day here and half a day up at St.Vinnie's. Next year we will have four (probably more if it's available) and that will be whole-staff stuff on the Enquiry Approach. This is where we've decided to go next year.

Researcher: Considering, I suppose, the reasons that you've got people going to PD being like the whole idea of broadening and keeping up with current trends, when you're asked to PD programs are there things that people come back and describe and you think *yea that's effective stuff* that you've got to keep ongoing through when you're running your own PD programs here, do you see some things that work better than others?

Principal: For sure! You can always tell when staff members have been to effective PD days when they come back and talk about it, essentially. And when that sort of banter is happening around the staff room then you know that some really top stuff has happened. I guess the challenge for us, and it's one that we could do a lot better, is spreading that information amongst the rest of the staff. That also has its dangers because in a lot of instances (and I'm talking about the time that I've been teaching – 25years) is that some of the messages that you get back is like Chinese Whispers. You get a diluted version of what happened at the PD. And teachers being teachers, especially …not so much nowadays, but

tend to grab new things without thinking about it and taking the bits that they like… That dilutes the whole program. I think that's one of the strengths of CLASS: that you can't just take the bits that you want because all of the bits are interdependent and if you don't have one then the rest of them don't work etc etc.

Researcher: So would you say that a typical structure that seems to work better is (going back even to the CLaSS program) where you've got whole, part, whole; getting to work with others; listening to peers…

Principal: All of that. I think the CLaSS model for PD has been sensational. And it's the ongoing PD so that you find out stuff at the sessions, take it away, go and do it, use it, try it, poke it, prod it – see how it goes – come back. And the opportunity to be working with peers and colleagues is another strength. And the fact that CLASS has rested the philosophy behind something too we found to be – or I've certainly seen a real growth in some of our staff members because they've addressed and changed the philosophy and their practice reflects that. They know where they are and they know where they're going rather than going off to an in-service at the Zoo and getting a whole lot of activities to come back and do as a kit.

Researcher: So you think effective PD is they go through theories and concepts as to why something should happen; there might be activities that are related back to the whole idea of where they'd be going so they understand where it sits within their Classroom. That's pretty important?

Principal: Look, we're getting to the stage now where if there is not that aspect of things in the PD, then, I would say, in a large number of instances the PD is probably not worth doing. It doesn't have that long-term affect – it's a one-off.

Researcher: Within your own staff, how do you really promote the PD? I know that there's a CLaSS program that's something that you go to, but outside of that?

Principal: Outside of that I've tried to encourage people to look at PD from three aspects: i) from what the school needs; ii) from what they need personally to increase their expertise and iii) again, personally, to look at an area where they might be deficient or might need more work in. And if I've been able to fund it… Funding is an issue – obviously. Not so much… Usually not the cost of the course but for a replacement it's a big day. I'd encourage people to try and do three of those during a year: one for the school's needs, one that they need to increase their already existing knowledge and interest and the third one is one that they need work on or to find out about…

Researcher: So you've found lately, more than other years, that funding of replacements is a big issue.

Principal: Oh yes! But we've got a fairly healthy BP budget but that's on purpose; I've constructed the budget in that particular way so that people are able to attend CLaSS PD days. There's one tomorrow – we've got eight staff members out and six of those have to be replaced at $180 per person. So that particular day is quite expensive but that's been budgeted for. More replacement costs would be horrific.

Researcher: Do you think most of the PD people are picking up on is from the CEO handbook or from the fliers you get in bulk mails or…?

Principal: In our situation, mainly from the handbook. People will come to me on the odd occasion with something from a flier. And occasionally people come to me with something from the flier that's after hours – so an after school thing…That sort of stuff. I've found a lot more people doing those sorts of 2-hour/3-hour twilight sessions for want of a better term off their own bats.

Researcher: When they return from their PD programs, have you got a specific method that you set up (like in your staff meetings or something) for sharing what they've learned?

Principal: It's something we've spoken about…But finding 15minutes is tough. People generally speaking… It will spread just by word of mouth. We probably need to make some form of structure so that people do report back, but again, the message can become diluted in that. So what I'm thinking about (or what School Development has been thinking about) is having the person just give a very, very brief report on what they did, what they tough about it, what was bad about it and leaving it at that. Rather than going into the intimacies of it. And if people want more information then they can go and get the big story from that particular person.

Researcher: And your school's PD focus, I suppose, this year…You said the Enquiry Approach next year – is that something that's developed in your School Development Plan? Or is it something you assess each year?

Principal: Its something that we assess each year. School Development Plans are fine, but I think everyone finds that once you go out more than a couple of years things change. We've had CLaSS, we've had other programs… We've identified the need for the Enquiry Approach here probably in the first six or seven or eight months of this year and investigated it and found that that's where we need to go and where we'd like to go. And that's become the main PD for next year. Whereas two years ago we hadn't even thought about that. While it is part of our school development plan it's not something that we've

had… If I'd been able to say 3-4 years ago: *This is what we'd like to do*… Our School Development Plan almost changes overnight.

Researcher: So the needs of the PD is more based on the teaching staff needs? Or is it driven by the children's needs?

Principal: In my time here I would have to say it was driven by what the needs of the school kids are. Not particularly the staff.

Researcher: With primary school teachers the way you run PD is probably different to the way you'd run it for the secondary school teachers? I mean, the secondary teachers are more content-based.

Principal: Absolutely.

Researcher: And they sort of share their information in their own way. Do you think there's a specific way that we need to focus our PD programs to address Primary school teachers?

Principal: From a Primary teachers point of view (that I was once) I guess good PD finds that balance between the theory, the practice and the reality. While you can walk away from one PD session without anything to take back to your Classroom (and it can be a fantastic session. Generally speaking I believe Classroom teachers like the theory side – or should have more of the theory side – but they also need something that they can ?? on and actually use in the Classroom or try in the Classroom or test in the Classroom. Modified for their own particular needs and the needs of the kids.

Researcher: Other teachers that we've surveyed seem to think that they want to leave with a bank of activities… I think we'll just say then that that's fine to leave with a bank of activities as long as they understand the interrelating theories. Having said that, you would prefer them to leave with that combination of theories <u>and</u> activities.

Principal: I think you can just list the activities from a book. You can buy that sort of stuff. There are book sellers that will sell you reams and reams and reams of books of activities like my Masters! That's great. But why are you doing it? What difference is it going to make for the kids? What needs do the kids have rather than what needs do the teachers have in terms of a whole lot of activities to keep the kids quiet. It's got to be kid-focused. And what the needs are of your particular grade and your particular school.

Researcher: So ultimately you'd say that the whole idea of PD is to see some improvement in children's' learning.

Principal: Absolutely.

Researcher: Just a general statement on PD that are run by the CEO: my experience (personally) and the reason I've done this work is I'd attended CEO run PDs and PDs run from outside the CEO and found that often left with a more enthusiastic, motivated mind-set after being to PDs outside of CEO. Would you say that the CEO is doing a good job? Or are they improving? Or that they've got to improve?

Principal: I think it could be better. And I think it's got a lot to do, I believe, with who and how they present. I think that's the real key. And, obviously, that's got financial implications as well. For example, we're doing the Lane Clark PD Enquiry Approach and the feedback that I've got from other schools is that the ?/ is just totally inspirational. I'm looking forward to that and so are the staff. To just reinvigorate the curriculum – how people think about their teaching; how they think about kid" best learning; And that" the sort of stuff that we need right across the board. It's almost like the American Evangelists getting up there and getting people excited. PD that can do that is terrific. I don't think the CEO has quite got that down pat yet. I think the use of outside people rather than just the CEO staff (and I'm not bagging the CEO staff by any means) I would encourage them to explore a little bit more.

Researcher: That's about it.

Appendix F

Interview questions for training personnel at the Catholic Education Office.

1. What do you consider to be the purpose of professional development courses that are set up by the Catholic Education Office?
2. What do you consider to be the characteristics of effective and ineffective professional development in Catholic Education?
3. How do you promote the involvement of schools in professional development?
4. Within the Catholic Education Office, how is the focus for professional development chosen?
5. Does the focus change according to the staff that are at the Catholic Education Office at the time, the children's needs or is it dominated by government and educational trends?
6. Which method of professional development do you believe is the most effective for primary teaching?
7. During a professional development program do you think participants should work in;
   Whole groups
   Small groups
   Whole/small/whole
   Other   Why?
8. When staff have completed the professional development program would you prefer that they have achieved or gained
   Knowledge in theories and ideas
   Activities
   Improvement in teaching and learning strategies
   OTHER

9. Do you have any comments about the effectiveness or ineffectiveness of professional development courses in Catholic Education?

Transcript A: Interview with a participating Catholic Education Office Professional Development Provider.

Researcher: What I am doing is interviewing the professional development staff here, and surveying the teaching staff at several schools and interviewing there principals as we are trying to ascertain is what the teachers think they are getting out of professional development programs, what the principals think the teachers are getting out of it and trying to find out what your main focus and purpose of running a professional development program is.
To begin with, how long have you been working within professional development?

CEO PD Provider: In my role as a curriculum coordinator and VCE Coordinator, from 1988 onwards.

Researcher: What are the qualifications that you have?

CEO PD Provider: A B. Ed; a Grad Dip Ed Admin and currently studying towards a Masters in Leadership at A.C.U.

Researcher: And how many years teaching experience do you have and where about?

CEO PD Provider : 16 years at Salesian in Sunbury and St Bernard's in Essendon.

Researcher: Firstly, when you are running a professional development program , what do you think the purpose of it is and what are you hoping participants will get out of it?

CEO PD Provider: One is professional support for the teacher and affirmation of them as a professional and thirdly it has to obviously meet the objectives of the program in the first place that were established. In the end it has to result in better teaching practice and it has to be reflected in the classroom.

Researcher: So with that in mind are there specific things that you would always try and include in your PD program that are going to make it more effective?

**CEO PD Provider*:*   I think there has to be theory balanced with practical examples for teachers to implement the theory. There has to be time for reflection and time for teachers to give feedback. You are starting with a deficit model so we are looking at their prior knowledge. The element of reflection is really something very important in our professional development. I think that you need to propose new questions for them to consider for them to go away and keep thinking and engaging in the topic.

Researcher: So how would you set up your professional development programs, are they one day, two days, over a term?

CEO PD Provider: We do all of that in terms of there are one day and continuous programs. The ones that I am most involved with at the moment are networks and I find the networks to be the most effective form of professional development in that there is the opportunity to learn form their peers and the opportunity to be mentored by the peers and there is sharing that takes place in the networks. People feel that there is the opportunity to talk to those who are in exactly the same position that they are there is not somebody who is removed sometimes they can perceive that people can come and assist but it is good to talk to people who are experiencing the same problems. I work with curriculum coordinators I have been a curriculum coordinator but I am not at the moment and they like to speak to people who are and as a facilitator I have to accept that. So I suppose anything that is ongoing is more effective and it is also effective to continually look for the participants or a representative group of those participants to set future agendas and directions.

Researcher: Mid way through a professional development you might look at where you are going to go with the second half of it.

CEO PD Provider: Exactly and what we also have with our networks is an executive who are participants that we invite on to the executive that form a planning group for the year. We bring great ideas and some initiatives from the government so we can take it from a government sectoral response and also issues from our professional reading and dialogue as we may come in contact with a broader things than they do but at the same time they are saying that we also want this, this, and this. This provides a good balance.

Researcher: Did you mainly work with secondary schools?

CEO PD Provider: Yes, mainly with Secondary School.

Researcher: Does the Catholic Education Office try to promote professional development within your area or is it something that you think just happens because people think they need it?

CEO PD Provider: No the Catholic Education Office definitely promotes it.

Researcher: How do they go about doing that?

CEO PD Provider: The promotion is basically because the networks are highly valued so a letter goes to the principals promoting the networks seeking their support of it and then we have the professional development handbook plus the web page and then we send flyers for particular events and we also have a bulk e-mail account that is sent to all schools, both primary and secondary and I am the gate keeper for that.

Researcher: Is that something that you have set up?

CEO PD Provider: Yes, the office has it for the secondary schools if an account has been set up it will go straight to the curriculum coordinator directly.

Researcher: So within the Catholic Education Office, do you think the professional development focus changes according to the staff that are within the office at the time, on what the Government decides are the needs or is it through feedback from the schools?

CEO PD Provider: I would say it is the later two rather than personnel and I think that programs are established and when people come in they inherit and then modify if they see the needs changing. Certainly I think the way we are looking at what are some of the big issues that have been identified and they are the things that the office is saying, lets become more strategic and in time I can see the focus moving away from the one of.

Researcher: When you are looking at your programs, do you have a particular structure that you to follow? Do you work in whole groups, small groups, or the whole /small / whole structure?

CEO PD Provider: It really depends. It is not just central professional development it is also what you do in schools. It depends on whether it is a school based professional development program or a central professional development program which is a small group in itself or whether it is a very large network or a conference. We run a conference every year for around 120 people which is then very different. The average program that I am involved in would be large group, breaking into small and coming back into large.

Researcher: Is that because they get to feedback after being in their groups?

CEO PD Provider: Yes, they share with their peers and also they share information.

Researcher: After you have finished your program, you said earlier that you hope that there would be better practice within the classroom.

CEO PD Provider: Ultimately that is what we would be hoping for. Improvement in teaching and learning strategies would what I would think is the number one priority and second I suppose that the knowledge theories and ideas would be improved. But the improvement in student engagement, but sometimes that can be difficult to measure. Some of the areas I am involved in I can measure. One of the areas I am in charge of across Victoria is Indigenous Education as we have to be accountable to the Commonwealth and we have to give data based on the benchmarks and we have set our targets then and we can measure our inroads in student performance and that is good but not always is it available to us as to whether we are hitting the target or not. Evaluation at the end of a program depends on how people feel on the day. Whether they go away and implement it is another thing. I think that effectiveness is when you have more than one person I think when you have one day professional development program with one person from a school I think that person receives personal development. For professional development or professional learning which may be a better term for it to be sustainable should involve teams and it should be over time involving teams and have a whole school approach.

Researcher: Do you think the thing that may hold that back is cost?

CEO PD Provider: Cost and at the moment the biggest problem is the availability of Emergency Teachers. That is going to be a driving factor for shape of PD that comes from this office. If you add up all the programs, there are more than there are gazetted school days. Obviously every school is not going to pick up an every day of PD for every teacher.

Researcher: As a broad overlapping summary, would you say that professional development within Catholic Education is as effective as it could possibly be or as strategic development occurs it will get better?

CEO PD Provider: I think it will get better. I think there are a lot of programs at the moment that need to be re examined as to their effectiveness within the classroom. There are a lot of programs that we need to look at and say that just because they have been done in the past it does not mean that they need to be done in the future but a lot of peoples work has been around the construct of PD and delivery and I think some need to change the focus and on how they can deliver service and perhaps the role of consultancy may increase rather than PD.

Researcher: Thank you very much for your time.

CEO PD Provider: I hope that it was helpful.

Appendix H

Transcript B: Interview with a participating Catholic Education Office Professional Development Provider.

Researcher: How long have you been a PD provider?

CEO PD Provider: That's an interesting question. I'll just have to go back and think about that. Probably since the mid-80's. I worked as a Literacy and Numeracy Consultant for the Dept of Education out Sunbury way – the Western Suburbs, rather. That was in a support structure we worked very closely with (tape skips). Then went into the Board of Studies and developed the C.S.F. I only picked up on PD in the last couple of years again. But I've only been here for 4years so it's become a major part of my role, both in an administrative way and planning and developing it.

Researcher: So your qualifications show…

CEO PD Provider: I've got a Grad-Dip in Ed Admin and a Bachelor of Education.

Researcher: // for?

CEO PD Provider: Yes, I had 15 years teaching experience – Primary.

Researcher: In the Catholic system?

CEO PD Provider: Yes.

Researcher: As I said I'm looking at what's considered effective and what the practices of the CEO are. So that we get an idea… I think that teachers, from the surveys we've been doing, are expecting to get out of a PD are probably different to what the CEO is providing. Whether that's good or bad we'll get to see. But what do you think would be the main purpose and focus of PD put out by the CEO.

CEO PD Provider: Well we have an obligation – at two levels – what school skills they need, but also our obligation to the board of Education or Commonwealth Government. So we have an obligation for that. Probably strongly linked to funding and it's become more so over the last probably ten years, linked to that accountability with what you do in terms of the funding. The government gave us money. For example, DFP – you're familiar with that program perhaps? The accountability measures are quite loose. I see PD meeting those needs but also meeting the needs of the school as well as that, it's improving.

Researcher: But is it improving the quality of education as far as teaching skills who'll in turn provide better education for children?

CEO PD Provider: Well the bottom line is that we want the best-educated children. So the ripple effect is that my personal belief that the better the teacher, the better the result – the better the outcome for the student.

Researcher: So it's an outcome thing?

CEO PD Provider: What I'm saying is Yes, we've got children that can read well by the end of Year-1.

Researcher: Just actually to clarify something, with your PD that you set up, is that across the whole primary years or specifically for secondary teachers?

CEO PD Provider: No, what I'm responsible for leading the team that has developed the Year3-4 literacy strategy. It builds on what we've learned from the CLASS – you've just spoken to XXX, so there are other things that we've failed to do in terms of tracking, peripheral things that we haven't measured and no one's done any particular survey on those sorts of things. So it's Year 3-4.

Researcher: Was that in mind, then, when you set up your programs for Year3-4 literacy, were you thinking of all they need to add into your programs to make it as effective as you can possibly can and are there specifically things that you can choose? Like I'm going to move away form that because I know that it just doesn't work.

CEO PD Provider: Okay. Resource that we use for our project is material that has been. That is the basis of it. Things that I would include – always include - is…I can just talk to it actually. I'll give you a little overview. I believe that teachers need to feel that // What we've done is we've utilised the model of improving and renewal from Dr Neville Johnson. So we have sort of a couple of tracks running through our PD. One is we familiarise themselves with…we familiarise them with current theory: this is what our strategy is, how do we organise that. That's all in that kit. What we say to them is what does it mean for you? Not what *WE* think it means for you. What's your challenge? Now Dr. Neville Johnson's work asks them to identify literacy // think that their children aren't comprehending, that they're good de-coders having been on CLASS, they now cope in Year3-4, but they're not comprehending. What does that mean for you? How can you //… Here's material that we can base it on. There's // strongly referred to in the PD. // their knowledge and skills as well. Sop a bit of knowledge and skills // Think the beauty of this… We've had very good feedback about this and we're presenting all the notions. They can say Actually assessment is an issue for me. Would be if I went in and said that this is what we're doing, this is what you have to do and there is no negotiation. While in terms of structure, the five-day program over a period of time, we can say This is what I've found has been said about assessments – this is what I found recently // process I suppose.

Researcher: With the whole idea of PD in schools, do you have to effectively try and promote this program in schools? Or are they approaching you to be involved in it?

CEO PD Provider: // been very much of the…very sort of Catholic…it was a directive.

Researcher: When you approach the schools…?

CEO PD Provider: What we did was we sent out // two years later 50 are still with us. We communicated that with them, told them up-front that they were the guinea pigs and that they would…we really require them to have an active // a lot of feedback, and we find that Pilot-A were very much guinea pig. Pilot-B we've refined a bit more but we're still saying Tell us what we need to do. And we'll now be able to refine it again.

Researcher: So with Catholic Ed, obviously with the literacy programs that's their main focus for that… How long has it been going?

CEO PD Provider: It's two years. We were hoping to extend it to Speaking & Listening. Next year they do the writing. The following year we were hoping to do the Speaking & Listening. But there's no resources to do it.

Researcher: So is it the CEO that decided that was the focus they needed to work on? Or were schools expressing that they needed it?

CEO PD Provider: I think that … I don't think that there was a formal expression of need. However, given the class??to Two, lots of class schools were saying What do we do? // We've overhauled our whole P to Two program, how are we going to help our teachers?

Researcher: // grade-2s will be in grade-5 now. Do you think there is a move that will push in terms of skips)

CEO PD Provider: so you had people coming off CLASS and particularly intake-1 // Plus we started hearing some funny adaptations to CLASS rather than a good message getting twisted into a wrong message for other parts of the school, it wasn't everything to everybody so we had to // This was very much a CEO initiative for 3-4, what happened at the same time was the Commonwealth Government identified the QTP project which focuses on ?? and developed a package as well for that which our team will refine. So you can see that there's two initiatives come from very different needs in the same year really. I think // would have been classed as a responsive need and //

Researcher: Do you think then, that the PD programs that are run – your own PD programs perhaps – were you chosen to do this because of your expertise in the area? Or did the CEO just say ??

CEO PD Provider: I think if you happen to be coming around a corner a particular time… That's how I feel. Other projects haven't been like that. People were interviewed and da-de-dah. I was here, I've been involved in a range of projects…// I don't think any of us realised how // to all schools. I think that's an important thing. After you've been involved //

Researcher: With your PD programs that you've run, obviously you say that you need a lot of feedback from teachers to decide where they…they're on a continuum and what their needs are. Is there a specific way that you set up the actual day that you run so that you think it's most effective? Is it using whole-groups, going to small groups, coming back again, or…?

CEO PD Provider: We use a combination and this year it was more facilitation where we tended to present and there were small activities. We're realising that as they've been on the program for a couple of years, I) they get bored, ii) they get very familiar with us so they know it quite well so we do a lot of ... WE might present a small component that may be presented as an issue or a challenge // because we can't predict what they're going to say, but then we also do have our bottom line about things that we need to mention: Don't forget that you might consider this and What Ifs. Like, for example, we did an assessment. We asked them to indicate what their strategies were: What do you do? What does assessment mean to you? Time. Not valid data etc. So we just picked that up and said Okay. Consider what Neville Johnson's saying So we just threw it back to the process. So this is an "outside-in" because he talks about outside-in: it's coming from the outside and it's being imposed on the school. So how could you turn that to be useful rather than say it's a waste of time? That opened up a huge discussion and teachers that // responsive! A lot of group work, a bit of talk, not a lot. Like the other day we talked about the ?? Assessment Strategy. I was ready to say You all know about this, how many people have you ??through with in detail and say well what are the considerations? If you do this, what does it mean?

Researcher: Pretty open-ended.

CEO PD Provider: Yes. // they get between unit activities that they have to do. So we always make time and we always make sure that the points that we think are important are made.

Researcher: And they don't mind doing between unit activities?

CEO PD Provider: Oh we're not… You've now got the opportunity to talk about your between unit activities. This week you were supposed to…Even if they haven't done it they're hearing about it or they're hearing about it from their colleagues.

Researcher: Would you say that allowing the teachers to become quite active in their PD programs is being quite responsible for their own learning? They're guiding that?

CEO PD Provider: We expect them… The job is just about harder for them than it is for us // willing to give up five days a year that they've got a very specific target. And that's another mechanism that we use – we visit them. So that we.

Researcher: Do you have any comments on how effective you think the PD programs are that you're running at the moment?

CEO PD Provider: Oh I think they vary Rob. // There are a lot of people there that have a particular mind// There's got to be a balance between PD being applicable to their own needs and/or the needs of the school. So it doesn't mean that that's what my PD can be. I have to be directed – I'm being employed and paid to attend because I've got a job to do. But I think the most powerful thing is that they've got ownership. So they develop projects and they go through all the phases: the Action/Planning, identifying the challenges, the action planning, the time-lining, the evaluation. And once they've done that we get them to work for nearly half a day on really powerful questions. We don't ask them to share what

you did on your project, we ask them to say What teacher learning was there? I think that the office is in a state of flux at the moment. Difficulty I think, between central staff..// I never worked that way when I was an Area person 10years ago. We had …didn't get what their first priority was. Relationships – the fact that we've built this relationship over a number of years and // they've got a say in where they're going with this in terms of how they take it back, I think // it's just too much.

Researcher: Thanks for your time.

Transcript C: Interview with a participating Catholic Education Office Professional Development Provider.

Researcher: I'll just start off explaining what I'm doing (explains purpose of interview) With an EdD we have to come up with a concept of what we would do to improve things. So that's what we're looking at. I suppose we'll start off with how many years you've been involved with PD.

CEO PD Provider: Here at the CEO, four years.

Researcher: And did you have PD experience?

CEO PD Provider: I ran a bit of PD at the schools.

Researcher: Your qualifications?

CEO PD Provider: Masters of Ed.

Researcher: And what Undergrad courses?

CEO PD Provider: A Grad-Dip in Maths Ed. And B-Ed. So it would be eighteen years.

Researcher: So we'll start off with what you think the purpose of the PD programs that you run are. I assume they'd be Maths?

CEO PD Provider: Yes.

Researcher: What do you hope to actually achieve by running the PD programs – what will people obtain by the end of the program?

CEO PD Provider: I suppose we run two different types of programs: we run courses just for teachers and then we run courses for whole schools change and commitment. I suppose the bottom line is that we would hope that we'd give teachers ? to be able to help their children in the classroom to increase their // of mathematics. That would be the underlying aim of good PD. That's the individual ones. The whole-school ones // schools would change their // and structuring in mathematics and give mathematics more of a // is working with Leaders within the school.

Researcher: With the working with teachers would you go about it by trying to provide them with theory and how it could link to activities? Or giving them activities utilised for certain areas…?

CEO PD Provider: The background we do is we bring in the theory, the research, practical activities and then let them go away and trial some of that in their classrooms and then come back and discuss. And we divulge from that more theory/ research/ activities.

So all of our courses are space courses, so from 2-days through to 6days and then come back. And hopefully over that time they'll see a bit of a change in thinking maybe?

Researcher: How far apart would be each day?

CEO PD Provider: It depends: some courses are 2-weeks apart, some may be 3-4 weeks. It just depends on availability of venue and all that sort of thing.

Researcher: When you work with whole school, how would you go about doing that?

CEO PD Provider: It's very similar. They come in for… Two teachers are chosen to come in and receive professional development. We then give them some big ideas. And then we link it into the theory, the research, the practical. They then go back and trial some ideas back in their classrooms. They then come back and receive more professional development. And over that time, the key element is them trialing the activities in the classroom to gear them up for when they've finished the course with us they'll then go and run it with their staff members. The crucial element there is that it doesn't happen overnight so that the two people who we train for the next 3-5 years, hopefully, will be able to have a bit of an influence in the other people within the school.

Researcher: So three to five years is the…

CEO PD Provider: Yes. With effective change happening in schools // ask them, in their leadership role there is to set up a 3year // so it will address a lot of the issues in regards to Maths Ed // at the school level that they need to address.

Researcher: Would you be mainly focusing on primary or secondary?

CEO PD Provider: We started Prep to Four with our first focus and we've developed that Five to Six and now we're just going into secondary, so we've got a Five to Eight. So that's in whole school in primary. We've just started to get into secondary and we do a bit of work with BTE as well.

Researcher: In PD programs do you think there are some things more effective than others? //large groups…Just pulling out individuals?

CEO PD Provider: I suppose there is a couple of ?? I think working in smaller groups, but also letting or giving the teachers time to talk as professionals... To get ideas from each other. That certainly works very well and I know that they really enjoy it. Primary teachers love the show-bags. That always goes down really well. // large groups of about 60-80 people and it's a lot harder to… Well it's a lot harder to work with and it's also… I don't think we're getting the message across in a way that we have in the past because of those large groups. We certainly want to decrease that for next year to probably 40-50.

Researcher: Regarding the focus of PD within Catholic Education, do you think it is chosen because of input from schools or because of the staff they've got at the PD Department here? or because of government initiatives? What do you think is the main push in PD?

CEO PD Provider: The main push comes form the direction of government, but also needs of schools and needs of…for instance literacy and numeracy are high on the agenda. And so the office is doing //

Researcher: So does the CEO really push the reflection of teachers input? How would they go about doing that? Do they evaluate after a PD program? Or do they contact schools and ask them for their own focus for that year?

CEO PD Provider: Well with us, we look at (very much) evaluation. We also have numeracy resource officers who go into schools and work in schools. // that we have people who go in and meet with them and try to give them support as much as they can. So that may mean one of our people going in and working in the classroom. It may mean meeting the leadership team. It may mean // introducing what signs all about. I think that ongoing support is also really valuable to schools.

Researcher: That would be your promotion then? That would be how you promote your PD programs – with your people going out to schools? Or through mailing or…?

CEO PD Provider: It's actually interesting…Probably the promotion has gone through in principle network// and through Expressions of Interest application forms. For example, for our sign programs schools have to an application of about 3-4 pages for the provisional part. And then we have gone out and spoken at different networks about what signs all about. And then word of mouth. // other principals.

Researcher: Do they receive any funding from participating in the program?

CEO PD Provider: Limited funding. This year, for the very first time, each Catholic school got a small grant to help with their numeracy. And then the schools who have come on board to sign have received 4-days release. So two teachers and both teachers get four days out of the five.

Researcher: These are very positive, effective things in PD. Are there things that you think you would try and avoid in PD programs?

CEO PD Provider: One day, one-off PD. We've certainly gone away from that. I also think that, basically, the lecturing style… especially from evaluations – it comes through – that they want the practical stuff. So for the primary just love that show-bag stuff. I also suppose (it may be jumping the gun but) I think for the future we need to be able to work //

Researcher: Out at schools or in a central place.

CEO PD Provider: Probably out in the schools. We've set up network within our program this year. There are only two teachers who are receiving the PD. And then take it back to staff. And it depends on the leadership from the school how much that gets out. To be really, really effective we probably need to work with whole schools – maybe 3-4 schools together. Because they're all hearing the same //

Researcher: Ideally when the school has a closure day for a PD program three schools around them have closure days…

CEO PD Provider: I think that's probably… I don't know whether we'll ever get to that. But I think that seems to be a thing that schools really value.

Researcher: We've found that primary school teachers, more than secondary school teachers prefer to small groups working with each other and then coming together as a whole – going off to do things, discussing as they've done with their activities during the period in between…And then sharing it.

CEO PD Provider: Secondaries have really…Because we've done that style for the Five to Eight and also in other programs who have done the Five to Nine – the secondaries have really adapted well to that too.

Researcher: What do you think would be the best set up? Working as a whole group and then getting them to their small groups and then back again?

CEO PD Provider: Yes.

Researcher: Why would you think that's the best set up though?

CEO PD Provider: I think you tend to lose it too much if you're working with the whole group all the time. I think one should deliver a few things and then set a few things and let them digest what you're saying and be able to then talk about it or trial it out or something like that. It gives them the practical time to be able to apply it to suit their needs. That's probably the…

Researcher: You spoke of the activities between programs – between days – Most teachers, I'd assume, would go off and do it. Do they find that to be a really effective thing?

CEO PD Provider: I think so. Yea, I mean I suppose our PD programs are probably a little bit different to some of the others. A lot of PD programs, the teachers want to be there, whether its individual programs or whether // Most of the teachers want to be there for individual programs because they choose that they want to go to that particular program. So a lot of them (I'm not saying all of them) but a lot of them are keen to go and trial the activities and bring it back. Some of the things that come back and the teachers talk about – you can feel the positive vibes coming through and that it has had some practical effect, if you like. That's not always the case but it depends too on the teacher; whether they're there just to … To learn or whether they're there to fulfill PD, or what.

Researcher: You talked about the clusters and working within schools – or you hope in the future you might have clusters of schools working together – Having thought about that, is that, you think, the way PD is going to become most effective in Catholic Ed? Or do you think it's as effective as it could be now?

CEO PD Provider: That's interesting because, I suppose, the CLASS program was the starting off program here; working with whole schools - and that was teachers from Prep to Two who would go off and receive the PD. For lots of reasons we didn't go with that model but we went with teachers leading other teachers. A Principal mentioned to me, probably a few weeks ago, that schools now like the opportunity of going and receiving intensive PD, then bringing it back to schools and then letting the schools get their head around it and be able to develop it for themselves. So all the staff are involved. I see that as the important development from just the junior school getting the PD to the school then bringing back and develop it in a whole school approach. And the interesting part is when we were developing size, we thought we were only just going to do stages of schooling: Prep to Four, and the Five to Nine. And when we did our trial program the teachers said to us Please make it a Prep to Six program because we want the whole staff involved. So we threw that "*stages of schooling*" out the window because we wanted ?? receiving all the PD. So I think that's been the change. I think it's been a good change in allowing the staff and the leaders to develop it as much as they can in this busy climate. I think to really sell the program… I think there is a possibility that what the leaders are delivering is watered down. Obviously. To build that up a bit I think the most effective way would be to be able to work in those clusters of schools so that all the teachers within the schools are actually hearing the same thing and getting their head around the same thing at the same time. I think manpower would probably not allow us to do that.

Researcher: At the end of it, you spoke about teachers wanted to gain confidence so that they are going to be able to teach their students better – or be more effective. What is the one broad thing you hope to get out of it: Is it theories and ideas? Activities? An improvement in teaching and learning strategies? A combination of all of them?

CEO PD Provider: I think it's improving teaching and learning – for the teachers. And also for the students.

Researcher: So it should run over into the classroom then?

CEO PD Provider: Definitely.

Researcher: Thank you.

Transcript D: Interview with a participating Catholic Education Office Professional Development Provider.

Researcher: How long have you been involved in PD within CEO?

CEO PD Provider: Three years

Researcher: And your qualifications that you've attained over the last few years?

CEO PD Provider: Bachelor of Education and I'm currently studying a Masters of Education.

Researcher: Teaching experience before you came here…?

CEO PD Provider: Thirty-two years in special education.

Researcher: You have your area of expertise! What I'm actually doing is… This is part of a doctoral thesis and I'm interviewing the PD people at the CEO and surveying Teachers and Principals and schools involved to ascertain what teachers are trying to get out of PD programs: what they think the purpose of it is and what the Principals think the teachers are getting out of it. And then I'm interviewing the PD Department to (hopefully) find out what they think they're doing with the PD program - to see if they've basically got the same expectations – just to make sure it's as effective as possible. Whether it's the teachers who have the wrong idea about why they're going there or the Principals…just to see how we're all going. I'm getting towards the end of it and just doing the interviews at the moment… Some of these questions will mould in together… First we'll start off by asking what you think the purpose of Professional Development is when you run these programs?

CEO PD Provider: To embed in the teachers knowledge a theoretical understanding of \\ that in a practical sense where ??

Researcher: To do that, how would you go about setting up your programs?

CEO PD Provider: The way I run my PD programs here is to ? intensive training with teachers. We cover various aspects \\ I work with the students and the teachers over the ensuing 12months so that there is regular contact with them and regular development of what needs \\ to try to help them plan their curriculum and so on. It's very much theoretical instruction first and then a practical implementation and they're assisted with me as the contact \\

Researcher: On average you would see teachers at \\

CEO PD Provider: Because the way we run the program, because we work with specific students, we have \\ ten days over the year that are face-to-face contacts with both the students and the staff. And then \\

Researcher: The two days you do at the beginning (intensive) is that two days in a row? Or

CEO PD Provider: No. They're usually ten days to a fortnight apart so that they ?? to the next session and we go on from there to what we're going to do in the next segment.

Researcher: So your programs actually work with one small group?

CEO PD Provider: Well it's from all over Melbourne. From all over the arch-diocese so it comes from east, north, south, west and there's usually about \\

Researcher: So if you are looking at what you thought was effective or ineffective PD within your own area of expertise, what would you think are the things that you <u>must</u> include in your PD programs?

CEO PD Provider: I think they really need – I really believe that they must have an understanding of all of the issues that go…You can't just go in and say *"We're going to set up this program for your students and be involved in A, B, C and D"* without them knowing how to get there. And how, for example, the program we run requires them to nominate students that come within certain categories. A lot of teachers in the past have just gone very haphazardly about that. Where as I give them specific instructions on how to assess the student properly. Now if they're not confident with doing that I go out and help them after we've done that initial theoretical session and then go about it and actually do it for them and then set them up for the next time around. So I think it really is important that they understand why…where you've arrived to everything. And the other thing I think is crucial, which is probably just a logistics thing, is that the actual…What they're doing hasn't just been signed off by the Principal or the PD person \\ feedback into the school. They haven't brought those people along with them in terms of \\they're doing, how it's going to slot into the school program when they go back, what impact that's going to have over the entire year. When we start that \\ at the beginning it would be wonderful but then…you know, the school says *"Oh yes, it's going to be wonderful but don't interrupt the school program."* It's really crucial that they bring… When somebody signs a piece of paper to say they can be involved that they really mean it. They're not just signing a bit of paper but they haven't really engaged themselves mentally.

Researcher: So ineffective PD would mean that there's, as you say, things that \\ include in the school program. It's a one-off type thing. They're looking for programs that are going to be emersed in the school constantly and something that's accepted by everybody.

CEO PD Provider: Yes. I see little value in ?? to myself in one-off PD.

Researcher: Do you think that the focus of PD at CEO…How do you think it's actually run? Is it something that they decide on for the needs that are occurring in the schools at the time? Is it because of government funding? Is it because of expertise they have in their programs? How is it, do you think, they choose?

CEO PD Provider: I think we're currently in a watershed of change – that's probably the way to describe it. Because, when I came here, PD had still been very much run on two days in the year, weeks apart-type Professional Development, all listed the PD book and so on. But when I came in I put in a different ?? We didn't go through the PD book in our department. We invited Principals to briefings. We made it clear to them what we wanted of the staff before they joined in and so on. And I've seen a change start to happen where schools are… The Ds being offered are becoming more extensive. They're taking on a major project that's\\ They have the staff come in for instruction days and then they go back and work with those people within the schools and then they come back for review and reflection and so on. We've seen a real change. And I haven't (I'm privy to know that they're ??) I mean, you know I've sat on a PD Committee for 3years and am amazed that we don't have a principle document for it. And I know that all that's changing but I do think we've got a long way to go. But I think the message is being sent very loudly and clearly because quite a number of projects have been cancelled for lack of \\ certainly wanting things that are more related to them individually in their teaching areas.

Researcher: Do you think that perhaps a lot of the PDs that the schools choose are actually decided on because that's the school thing that they're trying to focus on at the time? And they're looking for ones that the CEO actually…

CEO PD Provider: That will lend them further expertise in the areas. I mean the curriculum's pretty// and they have to develop certain areas and so on. But each area has different needs – different issues to focus on. So I don't think schools see the central CEO as just the one PD provider. I think, if we continue on the path we've struck this year, there will be quite significant \\

Researcher: \\the communication between the CEO and the schools to find out what their focus is for the next couple of years on PD and then try and look at organising their PD programs around different areas?

CEO PD Provider: There is in terms of meeting with curriculum Coordinators. And I guess relying on the convenience to get feedback what they think is needed or wanted. In the years I've been here I see the book – a lot of people continue to put up the same projects but they're being slowly whittled away as not this or that or whatever. And I guess a lot of it is dictated by what's driving it. For example, ?? ????? CLASS—project that we run here and the numeracy project. All those things are dictated from a much broader level and so schools will be accessing those type of things. But I think they like to feel that it is all pertinent to their area and ideas and like-information and develop like-streams and so on.

Researcher: When you've finished your PD programs with the teachers, what would you hope that they're left with? Is it the whole idea of, as you say, the theory and how you can apply it to each child? Or is it an improvement in skills?

CEO PD Provider: Well I've heard different results over the three years that we've been running the program. In some instances it takes skills a couple of years to be involved in the program to feel confident in seeing// You don't want to lose contact with essentially organised programs and they want to tap into that. The other schools that have come in for one year taken the program and been able to run with it and re-develop and expand it in

their own programs in the school, I'm happy with those actions. What we're hoping to do with the program I run, next year, is we're setting up a five-day course and we have a lot of schools ?? So what we're hoping to do next year is run a program \\ I hope it will be alright. And we've linked back into RMIT. They actually give us… Anybody who does my program and similar program gets credits for what they do with us.

Researcher: Thanks very much for your time.

Appendix K

Transcript E: Interview with a participating Catholic Education Office Professional Development Provider.

Researcher: I'm doing a Doctor of Education. And we're doing is we're looking at what the characteristics of effective and ineffective PD are in Catholic Ed. We're interviewing PD staff from here - we're actually doing nine staff members – trying to find out what the purpose of, what you're hoping to achieve when you run a PD program; (continues with explanation) How many years experience do you have within PD?

CEO PD Provider: \\ six

Researcher: And your qualifications?

CEO PD Provider: There is a Diploma of Primary Teaching, a Post-Grad in Multi-cultural Studies, a\\

Researcher: Management Leadership. And I'd assume before you came here you were teaching?

CEO PD Provider: Yes.

Researcher: How many years experience in teaching would you have had then?

CEO PD Provider: Before I got here?

Researcher: Yes.

CEO PD Provider: Well I worked in Primary school and I also worked as a Secondary teacher… I'm trying to do all the mathematics! I think it was about 30years since graduation. I started teaching in '76, but I had a couple of years // I need a piece of paper!

Researcher: About 26years all up? Around about there. When you're looking to run your PD programs what do you hope that you're going to achieve out of running your PD program?

CEO PD Provider: It's a really difficult…// I suppose if I were to sum it up into something that I've been doing quite a bit of reflecting on for the last few years – especially during the study and stuff that I've been doing – so probably, I guess I'm particularly interested because I work in the area of literacy. And basically when I started in the office there were implementing Commonwealth targeted programs for the ESL area and now we've been sort of // But I suppose I was particularly interested in trying // job. I'm hoping that I can do something that impacts on the teachers that actually helps those kids. That's probably my mission in life. My idealistic mission in life!

Researcher: So you're looking for some sort of change or improvement in the teacher practice that I actually make the learning of the children more …

CEO PD Provider: Yes, so it will benefit those particular groups of kids more than anything.

Researcher: More the ESL type children.

CEO PD Provider: Yes, I suppose. And as I said now I've ?? literacy so it's a little bit wider. When I was working at secondary I was working as the ESL \Coordinator. And I suppose a little bit links back to my own experience as in going to school back in the 60's. There was stuff there that you didn't understand and you didn't know how to access it. And you knew you weren't doing the right thing but how do I actually do it? And how do I actually improve and have some choices and possibilities?

Researcher: If you were running your program, are there any characteristics you think are really effective that you try to include in everything you do? Is there a structure you try and stick to? Or…?

CEO PD Provider: Probably not…It's a bit experimental. Probably what's happened, I guess, because of the study that I've been doing… I mean, I've been particularly interested in looking at the whole notion of change and I probably tend towards… I'm much more sympathetic towards an// which is probably where I'm situated at the moment. I guess in doing that, I suppose I'm getting to the point where I'm thinking *Well if you can get some sort of change there is some sort of learning happening in some way.* The big question for me is *Can I, as an outsider, actually get somebody else to change*? How you do that is really really hard! Especially if you want some sort of long term change. That's what I've been grappling with for a while. And that's why I say it's a bit experimental because it's kind of… I know you can go in and do your one-day one-off PDs or your school-based stuff and have kind of limited ranges of success. But if you're really looking at people and trying to make an impact at a much deeper level, where it's sort of having an impact on their beliefs and their understanding, you need to have some kind of critical reflection in there. And I don't know. It's a really big ?? We'd be out of a job wouldn't we? I don't know. I suppose I'm a bit … I like the idea of… I suppose the stuff I've been playing around with lately is trying to look at the notion of critical reflection – what you're trying to do. Stuff like that. And I must admit I'm not always as good as you'd like to be at things like that. It's probably a long-winded way of saying *NO I don't have anything that*… I like to try a few things and see how we go.

Researcher: Are there things that you wouldn't definitely think don't work? And you'd leave them out? Things that perhaps… Your concept might be: Find out things that they already know and let them experience that and have an evolution type structure where you're just working through from where they are now, what they've had in the past to where you think they could go? Having said that is there anything you think *Oh gee, I wouldn't have that! I've tried it once before and it didn't work.*

CEO PD Provider: Well, you know, people sort of vary. And things that you think… The sort of stand-up-and-deliver models and things like that and sometimes you think *Oh they're not going to be really good.* For some people it works. So // doing and how you go about that with where they're at at that time… I suppose in my experience the best PD I've ever had is when whatever you're learning about is touching on something that you're really ready

to do and want to know about. So even if it's the most boring lecture and somebody is standing up and is really dry, if it's something that I really wanted to know about you tend to tune in. Whereas you can have the most whiz-bang, fantastic presentation with all these experiences and be really turned off because it's not what you want at that time. It's not tapping into that. It's got to be really important.

Researcher: How would you go about doing that? Do you think you'd need to speak to the participants before they come? Or is it by contacting schools to find out what their focus is for their PD programs in the year…?

CEO PD Provider: Yes, as much as we can. One of the difficulties is that often the kinds of programs that we run don't allow you to do a lot of that sort of stuff. The ideal would be to go in and do a needs-analysis and spend time with people. When we do school-based work and stuff like that… You try to set up meetings and// a lot of the stuff that we develop is pretty much… Well I think probably over the whole//

Researcher: With the CEO's focus for PD do you think it's dominated by external government needs? By the school asking for certain things – by realising what students are needing at particular times or is it by the staff that they have available at certain times…?

CEO PD Provider: Probably a bit of everything. I mean, definitely, in our area there are Commonwealth guidelines and requirements and accountability that we have to meet. So obviously you can't go off and run something that isn't related// I suppose through our work we've got a secondary literacy network, with a lot of the people that are Literacy Coordinators in schools //you get to know people and you tend to pick up on the issues and trends and things like that. And we do an evaluation of that at the end of the year and all that sort of stuff and we sit down and we use that for our planning. So we try to do that as much as we can. As an organisation…This is confidential isn't it?!

Researcher: Yes, any result that is published it doesn't say who said it!

CEO PD Provider: I don't know that we're terribly strong on getting formal data. The people hand out evaluations at the end of the PD sessions and they get collected. But they're kind of used at a personal level. I don't know that we collect it as a system. And I don't know that we're particularly// with them or do any of those sorts of things. On the other hand, if you have the opportunity to work with the schools fairly closely and you keep in touch, you probably wouldn't show up anything terribly different from what people know informally.

Researcher: So you don't know how effective it is?

CEO PD Provider: Yes, well if you were looking at a program on a system level I don't know that they do that. In the time I've been here we've never had anyone come in here and do an extensive evaluation.

Researcher: //PD which do you think is most successful? Obviously, you've spoken about lecturing and standing up and that can be effective for certain people if that is a topic

they're on. But on a whole do you think it is working with a whole group? Small group? Or whole group, small group and coming back and share what you've got again sort of thing?

CEO PD Provider: All of the above.

Researcher: So there's a place for all of them.

CEO PD Provider: Yes. It depends on your purpose obviously: what you're trying to do and what's the most effective strategy for what you're wanting to… you know/ And the system has to be balanced against time and the constraints of the venue that you're in… So I think that is part of the frustration: often you know what the good principles are and the things that you should be doing, but you don't always have the opportunities to enact it and to do it.

Researcher: Do you think you're actually trying to give them theories and ideas that they can use? Or is it a bunch of activities that are going to assist them in getting to the point of teaching that student? Or is it, as I said earlier, an improvement in teaching and learning strategies? The one particular thing that you're…

CEO PD Provider: Well, if you're talking to the teachers the thing that they want all the time when they're coming in is *I need practical stuff.* In-service is good if they've gone away with a little goodie bag of stuff and it's practical and they can go off and use it. So they're always looking for practical application of ideas and stuff. To one extent you've got to try and meet that need. If it's a short term need. In the longer term I think they do need a bit of an understanding of theory and stuff like that as well… Just a point: for example in our area one of the things that a lot of people tend to be really interested in is the use of critical literacy and stuff like that. But often if you attack it just from the perspective of giving people// go back and they use it but if they don't understand the theory behind it: what you're trying to do is interrogate text and interrogate and question and you're looking at// But the sorts of questioning that you're going to be able to do with the kids and the level you can take them to, I think, a much deeper level, than if someone said just three or four questions and you think *Oh yea, I have a couple of analytical questions at the end of my comprehension sheet* or something. But the teachers don't always like to sit through that. You've got to be kind of inventive as to how you can do that. And also engaging with theory can be a bit time-consuming and with your PD. 'Cause we do a range of things that, as I said, it could be like a half-hour or an hour staff PD at the end of the day, or it could be two days of in-serving once a term… I also run an <u>ESL in the Mainstream</u> course which is a 10-week, 25-hour course (25 hours face-to-face and then there is another 25 where they try it in the classroom); they bring that back, the readings, there are in-between readings and things like that. But that was done in the days when we had lots of money! And when we actually had it running really really well (in the office) we trained – in terms of the model I'd say that's probably one of our best PD models. But its' obviously not… possible if there's no resources to do it anymore.

Researcher: That's about it! Thanks very much for your time.

Transcript F: Interview with a participating Catholic Education Office Professional Development Provider.

Researcher: I'll just explain what we're doing here: I'm doing a Doctor of Ed (etc) I'll just start off – how many years of PD experience do you have?

CEO PD Provider: I've been here four.

Researcher: Four years. And your qualifications?

CEO PD Provider: Bachelor of Education, Grad Dip in Training and Development and I'm doing my Masters in Educational Leadership over the road.

Researcher: With ??

CEO PD Provider: I haven't actually been to one of a lecture yet. I've done a bit of …

Researcher: Someone else is doing a Masters in Ed Leadership…XXX, I think it was.

CEO PD Provider: Yes, he's started one too.

Researcher: I mentioned the name ?? and he almost cringed! I know ?? and she'll be right.

CEO PD Provider: I've done a bit of distant Ed…

Researcher: And your teaching experience?

CEO PD Provider: Teaching twelve years.

Researcher: In secondary or Primary?

CEO PD Provider: Secondary

Researcher: In which area?

CEO PD Provider: SOSE and Religious Education.

Researcher: Suburb area?

CEO PD Provider: In the west. Melton. And country for a little while.

Researcher: We're trying to work out what you think the purpose of PD programs are that you set up – I'd assume they'd be in RE and SOSE?

CEO PD Provider: The areas, when I first started here, I did some PD in regard to SOSE. My role at the moment in regards to professional development, I suppose, is that I work with networks and I also work with the Deputy Principals network in setting up PD for them. And I've moved into the area of Leadership. And I also look after our Graduates. At the moment, and probably for the last twelve to eighteen months, I've haven't actually done PD in Soc. // For a couple of years when I first started I worked in the area of Civics and Citizenship. Mine's a bit of a different role.

Researcher: The purpose of the PD programs that you run then?

CEO PD Provider: The ones that I run now include (and I suppose the Deputy Principal's plus the Curriculum Coordinators and some ?? inductions programs) … There's a couple of things: it's a network set up. But part of the idea behind that is to develop networks within the group and for them to develop// They work in small network groups so to develop that collegiality; the opportunity to share ideas and discuss issues. Because we're looking at a Leadership level, that's sort of the main purpose of that. The other thing for… There's probably a couple of things in those roles that we do. Certainly the dissemination of information, for both groups – the DPs and Curriculum Coordinators. Just updates in regards to VCAA and issues like Aim, VCE… all those sorts of things that they need to know. The other aspects that we have is probably professional development in the area of Leadership. So we try to provide a couple of those aspects for them. So that's been the main thrust. And also professional development in the area of Curriculum issues and ideas and what's new in regards to teaching and learning and those issues. So we sort of have a couple of strands and because we sort of see… We have meetings with them. It's more of a network-type thing.

Researcher: So it's more dissemination of information, sharing…

CEO PD Provider: There's an element of that. But certainly an element of professional development. So we will sit with the group and look at what are the issues today in regard to curriculum so you know we do things like middle years of schooling, thinking curriculum… So the new ideas that are coming out, new theories on education and teaching and learning we can explore with them so that we have the opportunity to explore it as a group and with speakers and activities and PD days. So it's a bit of a mixture.

Researcher: So when you're setting up your programs, from your experience is there something that you thought: I've really got to include that in our programs because I think it's effective – it works really well. And other things that you think That was a shocker!

CEO PD Provider: Over the four years… We've probably set up a system this year (and probably in particular with the Curriculum Coordinators) is that what we wanted to do was ensure on each of the days (or at the Conference) that we had an element on Leadership, an element on Updates and that we also had an element on Teaching and Learning. So we split it that way so that there was… That was in some ways the formula for us to ensure that over the year we actually did tap into those because we were dealing with people that were in Leadership positions so it was important for them to have professional development in those aspects. Also Curriculum Coordinators so they needed to certainly have PD in

Curriculum Development. That was, in some ways, what we consider when we sit down and plan what we do.

Researcher: Is there a structure that you try to use as an effective way of running programs?

CEO PD Provider: Yes, we would probably…We'd certainly go with some input, say if we were looking at a new issue… Say, for example, we started to look at the middle years: with the understanding, I suppose, that the group there we might start off with a discussion on those sorts of things and their own experiences. We would give them say the opportunity to discuss their responses to that – what they thought.

Researcher: As a whole group? Or in small groups?

CEO PD Provider: A mixture. We certainly use a mixture of whole groups, small groups, pairs, individuals. For our Conference we encourage them to bring teams. Rather than just the curriculum Coordinator – we would encourage them to bring a couple of people from the school and they might work in school groups than in networks. And because we have the networks… Next week or the week after we're having PD and it's on Leadership. So we've got a seminar in the morning and in the afternoon// would go from now and say What do we then do with this? Or whether they do anything. It would be, I suppose in a PD day there would be an element of their input and an opportunity for them to plan for the implications in their own schools or the implications for them as a group…

Researcher: Is the focus of PD within Catholic Education is dominated by what schools are after? Or is it because of government trends, educational trends or is it because of who is involved in PD at the CEO level – the personnel at the time?

CEO PD Provider: A mixture. I think targeted areas in regards to Commonwealth funding and things like that… I mean, you've got QTP and how that works in Civics and Citizenship for a number of years and there's a lot of money thrown at that. So there's certainly that. We get the money and my job is to try and promote that PD. Now one of the things that I came up against was certainly schools talking about the ?? Curriculum and although they saw these things as important… And sometimes there is a bit of conflict happening within the office. I'm trying to promote Civics and Citizenship, Gerry and them are trying to push their numeracy and so we have had that discussion about…across the curriculum and things like that. So there is that tension, I think, that maybe does get lost a little bit because some of us, at different times, // KLAs might be a little bit neglected. As you know Literacy and Numeracy are huge. We've got CLASS, we've got all sorts of things. Even looking at the number of personnel here would tell you that. Soc has probably been very neglected. But that's… // to school needs. But that's sometimes more on an individual level – you may have a school that rings here and asks for someone to come and work at that. But I think there is a mixture. But there's also the outside influence. I suppose that does reflect a little bit as I've said in regards to // Craig is Deputy Chair now, Helen is more dominated by RE… Although that's sort of changing next year because of the Alpha funding – we've got people moving out of that. It does have an impact, I think.

Researcher: How do you go about promoting your PD programs?

CEO PD Provider: Through, obviously, our PD book; you would… And that's one of the difficulties here: you have to put our proposals for PD // makes it a little bit difficult in regard to new issues that may arise, like in regard to… What we have is the Curriculum Coordinators Network – that's in place. We've got four or five days. We don't have to say exactly what's happening in that. We have a very generic thing about // that's not connected to our PD. I was actually in a position to actually plan that // speaking. Neil was stuck in Maths. So you'd have it in the book. It comes out at the end of the year. You'd send out (if you haven't got enough participants) a flier promoting it. That would be the main ways.

Researcher: Within your PD structure, you spoke about how you'd have people coming

to speak about issues and things and a mixture of small groups, whole groups… Do you

think there is any way that works better than others? Would you work towards that whole

group, discussion work in small groups and maybe come back and reflect on what you've

done and share? Or is it more working in small groups and…?

CEO PD Provider: Personally I think the small group component is probably more effective. That opportunity to share ideas and to discuss whatever's been presented or talked about and the opportunity to plan. I certainly use that, then, to come back to the whole group – to maybe do a bit of a crossover on some of those sorts of things. A room of thirty people trying to work as a group…//

Researcher: //PD program probably a little bit more difficult then considering you're with Leadership groups. What do you hope that they're going to complete it with? I'd assume it wouldn't be a bank of activities..? Is it the whole idea that you can have theories and ideas or issues discussion and how you can implement them back into your schools? An improvement in the way their schools are going to run? OR…

CEO PD Provider: It would probably be a mixture of things, but I suppose depending on the PD, I'd be looking at an improvement in their own effectiveness as a Leader. But also an improvement in teaching and learning, say in particular, for the DP group and the Curriculum Coordinators is fairly high – whether it's for themselves or for them to recognise how they could go about it for their own staff. Because these groups will often talk about *How do I do about that staff member that just does this, this and this?* Keeping them up to date of ideas and theories in teaching and learning, and that they're up to date and actually implementing it in their own classrooms because most also teach an element and then, I suppose, providing them with ways to actually pass that on to their own staff – or work with their own staff. There is an element of these sorts of things and we would certainly hope that we give them strategies to work with their own staff. Also, I suppose for them, is the aspect of knowledge and theories and ideas because we then want to feed them information

but for them to actually discuss it. And we've talked about lots of things, I suppose, and they all say *That's not like that at our school //*

Researcher: //Because you're on the induction programs as well. Do you think that beginning teachers are more enthusiastic about PD's than people who have been around for a long time?

CEO PD Provider: Yes, probably. I mean, I'd say the thing for them is that they don't… unless their schools promote it to them, they're not going to go off to someone and say *Look I'd really like to go to this – I think it would be great!* But what I notice when they come to, say, I run a 3-day Induction Program for secondaries//is when they come to that day that they are very enthusiastic and for them//

Researcher: A summarising comment: How effective do you think the PD programs are that the CEO are running – just on general… It's a bit hard when you don't actually, I suppose, go to all of them…

CEO PD Provider: I think we… I think it's a little bit mixed. I actually think those that are on-going type programs are quite effective. And I suppose that's because the ones that I've been involved with. I mean, we keep responding to their needs. We've made a number of changes over the last three or four years on how we run the networks and what happens and it's ups and downs. But I think that's actually quite effective because it does build that network, their collegiality, the opportunity to actually then// I'll often get a question from someone in one school and there's lots of discussion happening even on that level. One-off PD that we do still run… Sometimes it has its place but I'd probably question the effectiveness of it. Unless there is some sort of follow-up with the school. The best PD, I think, that we do is sometimes in a response to a school. But I think we do a reasonable job. I think we probably offer too many one-offs. And we probably… I think, for me, the ideal probably would be if we did work more in sort of network type things with the schools to look at across the curriculum. And what will happen is they will come in for a briefing at the end of this year – it will be six months and there will be someone working with them and what they're doing and providing them with PD on what they're doing in schools.

Appendix M

Transcript G: Interview with a participating Catholic Education Office Professional Development Provider.

Researcher: How long have you been involved in Professional Development?

CEO PD Provider: In the Public Education Office? Eighteen months. I came directly from a school prior to that.

Researcher: And the qualifications that you have?

CEO PD Provider: I've got a Masters of Education (Educational Leadership and Administration) and, as part of my thesis…my thesis was on Professional Development – on mentoring. That was the topic of my thesis: the theory of mentoring.

Researcher: So you did an undergraduate which would have been a Bachelor of Teaching, or of Education?

CEO PD Provider: Yes, I did… Well in those days it was teachers College so I did my three years at ?? and I did my fourth year at LaTrobe University. And then I did my Masters at Melbourne.

Researcher: And how long have you been teaching?

CEO PD Provider: About twenty years. ??a Catholic primary school, both here and abroad. And I came here about 18months ago.

Researcher: Well I'll tell you what I'm doing. This is part of my Doctor of Education and I'm trying to ascertain the characteristics of what's considered to be effective and ineffective PD programs in Catholic Ed. I'm speaking to schools and they're talking about how much they're going to spend on PD programs and what they expect to get out of it and what teachers think they're getting out of it. There is a difference in what teachers think they're getting out of it and what the PD people are actually giving. I think some teachers think they're getting a free cup of coffee and time away from school. So we thought we'd have a look and see. We've got a concept that…it's not necessarily the CEO's fault – it's something that goes through industries outside of Education – the way that they provide training to people probably isn't as effective as it could be. And that might be costing too which is a factor.

CEO PD Provider: I'd like to preface everything I say by you understanding that I actually work in PD to literacy for what we call the CLASS project, which is Children's Literacy Success Strategy so the model of PD that I work under is different – or for the most part – very different to what most of the other providers here will have. The model I have is quite distinctly different from those. I want you to know that. The sign project , which is headed up by XXXX XXXX, has some of the same components and works from the same

model as we do, but the other programs, as far as I know (because I haven't been here that long) don't work in the same kind of way that we do.

Researcher: I've only heard good reports from the CLASS program.

CEO PD Provider: We've got to 296 schools and we provide intensive (over 3years) PD for what we call our Intensive Stage and then we have the Sustaining Phases – we're putting up a different model for those. But across all those schools we provide fairly intensive PD – like 65??

Researcher: The first thing I'm looking at is What the purpose of PD courses that are set up by the CEO actually are? I'm trying to see if it is the same idea as what teachers actually perceive, because I think teachers are going there with different concepts to what the providers are thinking. And we're trying to find out what the CEO are thinking at the time.

CEO PD Provider: I guess, from a CEO perspective, it's probably about providing PD for practising teachers – to cover their experience with giving them greater expertise in terms of different KLA. In the primary area we're looking specifically at literacy and numeracy obviously in the early years. So I'm definitely talking form that perspective. But one of the main considerations for us is student outcomes, in that what we're doing will have an impact on what the teachers are actually doing in their classrooms with their students in terms of reading and writing. So while our PD is directed at Teacher PD, the first tier is definitely the students: what we know that students needs to do and the impact that it will have on the students.

Researcher: So it's trying to make a change in teacher practices so that the students will actually benefit.

CEO PD Provider: Yes. You can read all the reports there are measurable outcomes. We just had a Press Release today from the first three years of the project saying that we have significantly increased student outcomes across our schools in terms of students literacy achievements. Basically (I don't know if I'm jumping a question here?) comes from the Commonwealth Government Initiative which was that they want all students in the first three years to have developmentally appropriate levels of literacy and numeracy. And I work in the literacy part. So their basic agenda is that we want, by the end of Grade-2, all our students to be proficient writers and fluent readers. So to that end, that's what drives the PD. The Commonwealth funding comes from Canberra – that's obviously sent to CEO. And CEO, as part of what we would call the ??submission to the development of the whole child, obviously literacy is pretty important to children's' development, was that's where it fits in. That's my project fits in. But it's definitely driven by what we can do in terms of student outcomes. Not necessarily by what teachers want.

Researcher: From that, I suppose, if you were running the PD program what would you consider the effective things that you would try to include in your programs and ineffective things that you would try and leave out?

CEO PD Provider: Ours in based on a model of both on-site and off-site PD. On-site I mean what happens in the school. Within the schools they work from a whole school design approach: we use ?? and ??'s model – you're probably familiar with that? Within that the Leadership Team is very much part of driving the PD at the school level. So we stipulate there are weekly meetings between…   We've got the structures in place so it works. There's weekly team meetings between the Principal and the Literacy Coordinator in order to really disseminate information and problem-solve on data, students at risk, that sort of thing. Each of our teachers in PD is in a Professional Learning Team. That PLT is headed up by a specific literacy, or Class Literacy Coordinator who has time relief of minimum .5 to work with the team both running these weekly team meetings and also they work within the classrooms. So the role of the Coordinator is about basically being the driver of the change in the school coupled with… It is a whole-school approach but I would say the Coordinator is the person who does the main driving of the change. The Coordinator basically works in the classrooms with the teachers so the peer support/mentoring…depending on how experienced the teachers are that she's working with. And she also does work in partnership with parents, as in working with parent helpers so that they can actually work in the classrooms with the students. So that's the on-site parts. Off-site the Principals – we've got a specific program within each intake… Intake meaning like…Do you understand what I mean by that?

Researcher: Yes.

CEO PD Provider: They come on each year. So you understand the Intake process… So within each year, for their schools that come in for that intake, over the first three years, the Principals come half a day (9-1) four times a year over that three years. Their Coordinators obviously come with their Principals for that half day, but ???   The Coordinators come with their teachers so we call them Professional and Intern Days and they come four times a year (once a term) over those three years. And the Coordinators themselves, although they come with their Principals and with their team, they have a Coordinators (on their own) Day and that happens four times a year also. So basically the Coordinator comes twelve times but four of those times are on their own. So that's what we call our off-site PD. And that's basically happens over those three years. And along with that we also have Facilitators who work… I have a team here of Facilitators. We also have them in the other diocese, in Ballarat. Currently we don't have anyone in Sandhurst, but… They work basically they're attached to schools so each of our Facilitators might have, say, about 27 schools. And they visit those schools. Not in the same way that you probably hear about what Curriculum Advisers do. Their role is a bit different. I can give you all the documentation on their basic role. But they do a visit early in the year for schools that are just starting: it's more a get-to-know-you PR visit. For schools already onboard, it's a data visit: they actually look at the student outcomes from their pre-test because …you probably know about the monitoring assessment. So they look at their school's data, both students at risk and also what the school is going overall. How they're going, like in terms of student achievement. And then, later in the year about third or fourth term they go for a whole day visit. And basically observe in the classroom, they meet with all the key players in the school and they also run the Professional Learning team, with the aim of affirming the practice and also really challenging what's happening, giving people other ways to go, suggesting things that they might need to tighten up – that's kind of … It's a combination of support and accountability. It's a bit of both. We're not the class police. We don't come in and say *You*

have to do this, you have to do that. But we do want to really enlist the practice of people. The Facilitator would have that in their mind when they're going there. To say: *Look this is fantastic, what you're doing in reading. But you might need to think about…* Whatever. And I basically just, since August, have been the Leader of that team and of the project. So that's where that all fits in. But it's the combination of on and off site. I think that is the key to effective… I think the one-offs are a thing of the past and they don't work. Every bit of research that you read will tell you the same: the transfer of one-offs or even a couple of days, that's not embedded in what's happening back at the school, will not transfer into practice within the classroom. It might be an enjoyable day for the teachers and they might get some more knowledge or activities – a grab-bag of activities – but it's not going to have an impact on the students in their classrooms for the most part. That's what research tells us. And I believe that.

Researcher: Looking at the promotion of PD in schools, would you look at mainly being a prime source of having your school visits from your Facilitators and things like that?

CEO PD Provider: With Facilitators, it's the off-site that I guess, promotes what's happening in the PD and ensures that it's being implemented in the schools. I think, yea, that combination of having the Facilitator who actually goes in, plus quite a number of days when they're off-site, when we're talking so much about the implementation of the design. I think the combination of those things, plus what happens in schools certainly has shown that the model is working in terms of student outcomes.

Researcher: I suppose yours is a little bit different in terms of being the CLASS system. But from your own knowledge, I suppose, with PD programs in Catholic Education, does CEO look at a particular area that they want to promote for the year or is it what teachers are crying out for – or schools crying out for – at the time?

CEO PD Provider: To tell you the truth, you might need to ask Neil Mathison. I'm not sure how they stipulate what PD programs will happen. Because I'm very much in that ??literacy what happens to our schools is according to them actually becoming part of the project. So in terms of the promotion of things, or …they know when they become a CLASS school that that's what they're signing up for basically. So it's not like we need t o promote the PD. That's kind of the whole design of it. In terms of other programs, I don't know.

Researcher: Again it comes back to the that thing about the CEO. Your team that works with you in the CLASS program then, do they all attend your off-site PD program?

CEO PD Provider: Yes, because they're presenting most of the time.

Researcher: How do they go about their presentations? Do they do the whole group? Or do they work with small groups?

CEO PD Provider: A whole combination: sometimes we're presenting to a whole group; sometimes it's broken up into different workshops; sometimes it's focussed discussion groups. It all depends on the content or the aims of that day – what the focus of the day is, the group that we're working with – what stage they're at (like, are they the first year in, or

are they third year or are they sustaining phase?). It very much depends on, as I said, the focus on the day: the aims, what we want to get across on the day, and the actual content of that session.

Researcher: So that would again allow for feedback by teachers? Open discussions and reporting back?

CEO PD Provider: Yes. We do the rising mike bit? We have reporting back. In t5rms of structures in place all our Coordinators have journals that they keep over the three years and that journal is kind of a way that they can record their learning and their insights on this…learning journey in terms of early literacy. But its' a way of communicating with us also. So we read the journals after every time that they come and we will respond to those journals. It's through the journals that really helps us to plan and drive what we're going to do for next time. Because in terms of the team we know that like Reading is the first year so that's what most of the input is going to be on – Reading. Writing is the second year and so… We overlay Oral Language but in the third year we look at other elements of the design in greater depth. Particularly parent participation. But according to groups, they might have, you know, forty-two schools. You've got to have a whole continuum of schools in terms of where they've come on – like a Grade. Some have got, you know - at this end is the starting point so we've got lots of things in place – lots of knowledge. So it's through the journals that we really get an idea of whether we're hitting the mark or whether what we're saying is way above where they're at or we're really not catering to their needs. So we use the journals, really, as a way to inform us apart from at the actual venue we do our ?? you rove around the tables all the time. We see our schools, we talk to our schools a lot so you really get an idea. People are not backward in coming forward in saying if something is inappropriate for them or not meeting their needs.

Researcher: I think there is a question further on that came form that class thing. The small/whole thing where you get together, broke off and got back together and report back. So you can see that would probably the most effective thing - ??

CEO PD Provider: It is a good way of running the day but it all depends for us on content. And sometimes they will have an outside speaker who comes to talk to our Principals about like Strategic Change or putting together an Action Paper Change in their schools. That type of thing. Maybe we'll get someone like Neville Johnson. Now they might just work in the lecture style and they will have times when people will have to break off into groups or talk with their own teams – that type of thing. So it is very much determined by the content, the groups, the focus at the time. But certainly, from my perspective, just lecturing to people all the time is not the way to go because people need to be active learners – they need to talk about what is presented. And obviously relate it to their own situation.

Researcher: Again, with the CLASS program you're really covering the whole area of theories, activities, improvement in teaching and learning – the whole gambit is in it.

CEO PD Provider: Yes, and no. What we're on about is trying to create reflective practitioners. And I think you would understand what I mean by that. What we want is teachers who are thinking teachers. Our PD is definitely not about *Come along and we'll give*

you this grab-bag of materials, worksheets and ideas – and you just go and implement that. What we want our teachers to be able to do is closely monitor and assess their students and use the data from that to drive their teaching. They know the students. If they do diagnostic observations – we use the observation surveys plus the running records – they can use that information analyse that information, either on their own or with their colleagues on their team, to drive what they're actually teaching. And then from there it's like the cycle of continuous monitoring, assessment, teaching and I think you've probably seen that model too – So the whole activities idea is definitely something that we don't promote at all! Because what we're working won't ?? might be an appropriate activity for this group of students at Holy Spirit at this stage will not be an appropriate activity at Collingwood or Burmont or Geelong, you know? It's really about having our teachers think about teaching and learning. Not just to have the book that you open up and say *This is a great activity! I think I'll do that with my children today.* Do you understand the distinction that I'm making here. So that whole thing in your question 8 about activities? No, we're definitely not activities based. Even though we would get a lot of opposition because that's what a lot of teachers want – they want *Give me the recipe, give me the answer and you do it.* But we treat our teachers as Professionals. They are professional teachers. They make decisions about teachers and learning, either on the run or planned every day. And what we want to do is help them to be better at reflecting on their practice. Better at diagnosing where their students are and knowing where to take them next. That whole idea of scaffolding their learning. That's what we're trying to push. '

Researcher: Part of my work is actually trying to push…with PD, promote schools to become more active in creating learning organisations. So that's what you're on about – trying to… Rather than.

CEO PD Provider: Yes! Very much about a learning organisation.

Researcher: A lot of teaching staff attending PD programs would expect to be given that bag of activities and a quick fix. Go home and I've got 50 activities to use over the next three months…

CEO PD Provider: Yea! Which may, or may not be appropriate for the students in their care! Do you know what I mean, XXXX? It might be… It's not a one-size fits all anymore! I mean, those kinds of things, to me,…It doesn't work. It doesn't work in terms of moving all your students on. It might work for your average student there, but what about the ones at this end? What about your students at risk? We're very much about…Like I said, that whole data-driven instruction and looking at the needs of the student.

Researcher: Do you have nay broad comments or summarising comments about the PD program?

CEO PD Provider: Yes, I think that it has, in terms of PD, changed the culture of the way PD is provided to schools. By changing any kind of model can be an uphill battle. Many teachers like and want the *Come to the One-Day. Come to a nice thing. Have the nice food and have a few worksheets to take home with them.* But that's not what we ultimately want to be on about. And I think our sixth year model is very much about it's the student outcome that has to drive the whole thing. In terms of us evaluating what we're doing, i) we see it through

the Class visits obviously by the Facilititors. You see that… Last year I went to this school and these things weren't happening. And now I'm here and I see that these pictures are highly effective in terms of, you know, teaching Guided Reading, or whatever. We can really see changes. And we can see changes to the student outcomes. One of the things, I can say, is being highly successful but not very well publicised, but not in terms of class… Everybody knows about the student outcomes. It's everywhere. There's media releases. It's in all the documents. What I think hasn't been documented is the fact that it has lifted the professionalism of teachers. Teachers in staff rooms talk in a different way about students now. They talk form a higher level of knowledge and understanding and how students learn to read and write and also about good teaching and learning. It's helped to bring about a shared understanding and language among teachers. It's also been very effective in many places in changing the culture that exists in the school from teachers being on their own or maybe just with one colleague planning and working away to it being a whole-school or whole-team responsibility for students. And I think that that in itself has been a ? issue. There's been a huge change in what I've seen in the last 20years or more in terms of the impact of professional development in schools. That's probably about the kind of things that I'd say.

Researcher: Would you say that that's isolated to the lower level teachers at the moment though? Or teachers who have taught in the CLaSS system?

CEO PD Provider: Yes, its been very much targeted at CLaSS and PD to teachers. I know some schools who have really worked that into a ?? Probably more our early intakes than the ones that have just currently come onboard. Because have 296 schools now, we're looking at almost…There's only 22 schools next year that are not in the CLASS Project. We're looking at Melbourne Diocese wide, and almost state-wide. So, in terms of PD2, I certainly take on that point that yes, it has made strong PD2, we haven't and we need to make inroads to 3, 4 and middle years. And, in terms of… at a systemic level, I can only see advantages in trying to marry what's happening in PD2 with what's happening in 3-4, which, obviously other people are going to talk to you about and what's happening in middle years. But at this stage that's definitely in it's infancy.

Researcher: That's a fair bit I think.

CEO PD Provider: I'm very happy if you want to call me, or if you want any kind of documentation about what we do –you've probably seen the CLaSS booklet that outlines the PD model (any of the things that I've said to you) but any of the other annual reports and things that would be helpful for you.

Transcript H: Interview with a participating Catholic Education Office Professional Development Provider.

Researcher: I'll just explain what we're doing here: I'm doing a Doctor of Ed (etc etc) I'll just start off – how many years of PD experience you would have had doing PDs.

CEO PD Provider: In the office? Six.

Researcher: And your teaching experience… around/about?

CEO PD Provider: Oh… Thirty odd…

Researcher: And your qualifications?

CEO PD Provider: PhD, Dip Ed, a Diploma in IT.

Researcher: And your PhD was in…

CEO PD Provider: Science.

Researcher: /// The purpose of your PD program… I assume your PDs are in Science?

CEO PD Provider: Science, Environment, Gender issues and also… I've forgotten…my Professional Development Coordinators Network – secondary that is.

Researcher: When you set up your programs what do you think is the purpose that you are running them for? What are you trying to achieve out of them?

CEO PD Provider: Well there are multiple purposes. For example, the secondary PD network, was a grass-roots one: the PD Coordinators established that themselves when PD Coordinators were first appointed in secondary schools and they needed a support system because they often weren't Deputies or Curriculum Coordinators. So they established that themselves. So we had that beginning and then we… They asked the Office to help them run it. Now over time, the office has run it however we've always had an Executive with people from all the diocese – as well as teachers from schools who aren't Professional Development Coordinators - so basically that Executive determines what's going to happen in the network meetings and in the Conference. I guess… What would be the reasons? Networking first of all and also important for finding out what other schools are doing. And also they like to have input on the latest goings on// networking and also that input and finding out what people… other ways of doing things.

Researcher: // you run your PD programs, are there certain characteristics or things that you think: *Gee that was really good – I'll try and use that again.* And other things where you think: *No – that didn't…*

CEO PD Provider: Yes, we always do that. Now I should probably say something about some of the other PDs because if we run something like the Primary Science Conference, we always have teachers come in and so whatever is decided to happen in it is brainstorming from teachers, people in here and other people like our outplace teachers and people in Extension Education. For other ones we see a need. We say *We've got to offer something in IPT, for instance in Science.* Or *We need to do something about ///* Any PDs where there has been a group of people planning them – or the conferences or the PD Coordinators – we always have a session afterwards and ask *Did it work?* We always try and use an evaluation sheet which gives us direction for the future. //other ones that we just run we just get feedback from evaluation sheets and we just talk about// don't really run anything – whether its Science and Literacy or whatever – I do it only on my own. There's always a few people so there are some people to always talk to about it afterwards.

Researcher: How do you promote your PD programs?

CEO PD Provider: The book, first of all. Fliers in the bulk mail because when we've got our programs for the next year already and, obviously, we haven't given a lot of through to what they're going to be like. So we have seminar sessions at night for P-to-12. And we roughly know where they're going to be. But the actual sizes to ?? isn't done for a couple of months before. So bulk mail fliers go out. We also sometimes post to the Science Coordinators. For instance, I would do a direct mail out when the program is underway for that to them. Or to the PD Coordinators. Sometimes we have people on our ?? or I've got email addresses and I'll email them. So it's by those ways.

Researcher: Do you think that the purpose of PD within Catholic Education is dominated by the people they've got working within the curriculum services department? Or is it government initiatives and funding? Or is it because schools have asked for help with specific things?

CEO PD Provider: I think it's a combination of all three. I think, for instance, when I first came in with Science… See, with PD Coordinators it was very much people asking for things. With Science, well nothing much was happening. So I just listened a bit and found that with Primary teachers it was a confidence thing about their background in Science and they wanted teaching and learning strategies. But that was only on an informal… That was just something that I picked up. And so we would offer those sorts of programs to teach some Science. But also strategies for the classroom. Now they may have been in the same program or they may have been separate – we sort of tried to offer them each way because teachers always want to have something that they can take into their classroom tomorrow. There was, at first, a bit of resistance to this: *We don't really want to learn – this is too hard this Science* (it was about Grade-9 level). But we tried to push that because this business of// We'd run these programs and we always got good feedback. But we didn't get lots of takers. We might get thirty people coming but we'd only offer it once. Then money came from government initiatives pushing Science. And the take-up has been huge since then. So I think it's a bit of everything: I think because you're in here sometimes you can see a big

picture that people in schools can't; and often it needs a government push or something happening up there to make people aware *Hey – we should be doing things that we're not.* In other cases it's where schools seeing the need and asking for us. And certainly with the Science – the QTP programming in Science – that's been the case. And I brought this along to give it to you. I thought I don't know whether it will be of use or not but QTP Science strategies that were used had these six strands to it. They were all quite different. That sponsorship strand is who gets the ?? the Academy of Science. A one-off thing. But also qualification things. So there was that type of thing. The Partnership Program was one person to work for six months in an environment program which was a conference that ?? ran. This is a video – a series of// These two here were a mentor program for Primary and Secondary schools working together and schools applied and put in a request for that sort of… Whatever the PD was. They put in a request for the money and this was all to teach professional development and they determined what they wanted. And the same with the Networks and Consultancy. That sort of … Schools getting money, basically, to have a sort of day or a series of experts coming in to work with their staff. We might make suggestions but that's very much what schools want. So I suppose it's the whole gauntlet. And what we've tried to do with some of those is support them on-line. So that with a ?? very early stages and because of difficulties here over Communications Technology (which will change) that's been hard. But it's also difficult… Like there's an extended Science PD, which people have had the ?? but they're hardly using it because it's not part of the culture. There's still this thing that a teacher in a school in isolation will think *How am I going to// help me.* And then have forty or fifty on-line and not be able to help them. And that's because of situations in schools and all sorts of things. So…I don't know if that's what you wanted?

Researcher: Yes. With your setting up the structure of PD what do you aim to do? I'd assume it wouldn't be one-off things? It would be ongoing over a period of times broken up a few weeks apart?

CEO PD Provider: Not all of them are. Extended Science PD is. The Networks are sort of special in their own way, I suppose because they have regular meetings each term and then the PD… Some of the work in schools, you go in for a day and that's it. Some of it you go in for a staff meeting. But often, from the staff meetings, they get a program going so you might be only a part of that program, or you might go back and do other things. In some schools you work with them over a term. So it varies. And there are some one-off things. Before QTP most of them were one-offs. Because a) Primary schools you couldn't get// There's a place for that too! I mean, the content ones where they came to learn a bit of Physics and Chemistry and Earth Science… Well the whole point of it was to at least increase the knowledge and understanding level. So I don't have difficulties with one-days as long as whatever… What you're doing in the one-day is suited to the purpose of that.

Researcher: Which do you think would be better? Or more effective?

CEO PD Provider: Well it depends, you see. Because if you're tying into schools' mission statements and schools' charters then the ongoing is better. But for information or for people to find out where they can.. I mean we have one-days for Secondary Science Coordinators. And that's all we have. // the point of that is to say *Listen, there is a network. It's not a Network that meets regularly but here are the phone numbers, here are the email addresses…* So that's quite effective in that way. But if you're trying to bring about change in a school in

terms of seeing a process through then obviously you need extended// I think it's really hard to say which is better because I think there are different outcomes from each of them. As long as you don't confuse and say you can't get that out – you can't use that when you should have used this – I think that's what's really important.

Researcher: When you're running your PD programs throughout the structure of your day, do you think there is a more effective way of doing it? Is it coming together as a whole group, having someone come in and speak to them and get together in smaller groups and discuss it? Or is it having people stand up and talk to them as a whole group? Or working constantly in small groups?

CEO PD Provider: Well you can forget it if there is somebody talking at them all day. But I think that there is always a place for that. I guess what you want is some sort of input. I think sometimes teachers are lazy – they don't want to work. If you know what I mean? They want to be entertained and fed. But I think there is the need for rigor. However, you don't do that all day. And when you do it you hope that you've got an engaging person who will do it with them, not just talking at them. Discussion or some sort of process that engages them. I'd say probably the best PDs are ones that allow for input, certainly allow for some individual reflection time so that they are thinking themselves of their responses or what they're going to do next or how they think something ought to go. So there is some individual reflection time. And the talking to one another and the learning from one another is really important too. It is important. Sometimes we'll run PDs where it's basically workshop the whole lot of interaction. However, there is always the need to see where it links in and not just stop them and say *Here are a whole lot of Chemistry activities – Do them.* They should think does it work in at your year level? Or does it pick up outcomes you're doing…

Researcher: //your PD program, what do you hope that they've gotten out of it? Is it theories and ideas, activities that can relate to the theories and ideas, an improvement in teaching and learning that will, in turn, have an improvement in the student levels…? Is there one that you'd probably tend to lean towards more than another?

CEO PD Provider: I suppose// would think with Primary schools… At one stage I would have said *An increase in their knowledge and understanding* and in secondary schools *An increasing in their understanding of teaching and learning and how to engage students.* That would have been our first thing because that's where you needed to// movement! They would have been the prime things. I suppose now we're saying all of them together. An increase in their knowledge and understanding and seeing how they can link it to what they do in the classroom with good activities. I've seen a change and I hadn't really thought about that until now. At first they'd say that was all interesting – that was good, but I wanted something I could use in the classroom. Whereas now I think teachers are starting to say *Oh I understand that and it was a great activity and I could change it! Or I could do this instead in whatever my situation is)* So in a sense it's empowering them, I think. I think it's empowering teachers to realise they know they've got a lot; in giving them some more you are empowering them to mesh all that together and then they can take things forward. I think where - And this is different in Primary and Secondary - // overall plan for the school. I'm not saying this is not in Secondaries but because of the different disciplines it's sort of different – when there is some overall plan for the school, then it can all work much better into that. Because you can link it to what they're movement is. We were at a school recently that was doing the

drug education thing next year. So they really want to go *Bang* into the Science. But they want to be doing Science things that they can link with Health, PE and Drug Education. And so when you go in with that knowledge and you can make those links with them I think that's really effective. Whether you're giving them information or activities or strategies and knowledge that they can then mould to their particular outcomes.

Researcher: As a summarising comment, how effective do you think PD programs are, with the CEO, running at the moment?

CEO PD Provider: The ones that I'm involved with and I'd say pretty effective. // very positive feedback on that. I think all the things we've done on QTP, whether it's ?? or in Foods, or just giving them a shot in the arm or whether it's // Often you don't have occasions where *That was a dud!* And it doesn't mean that there aren't individuals who you never seem to please.

Appendix O

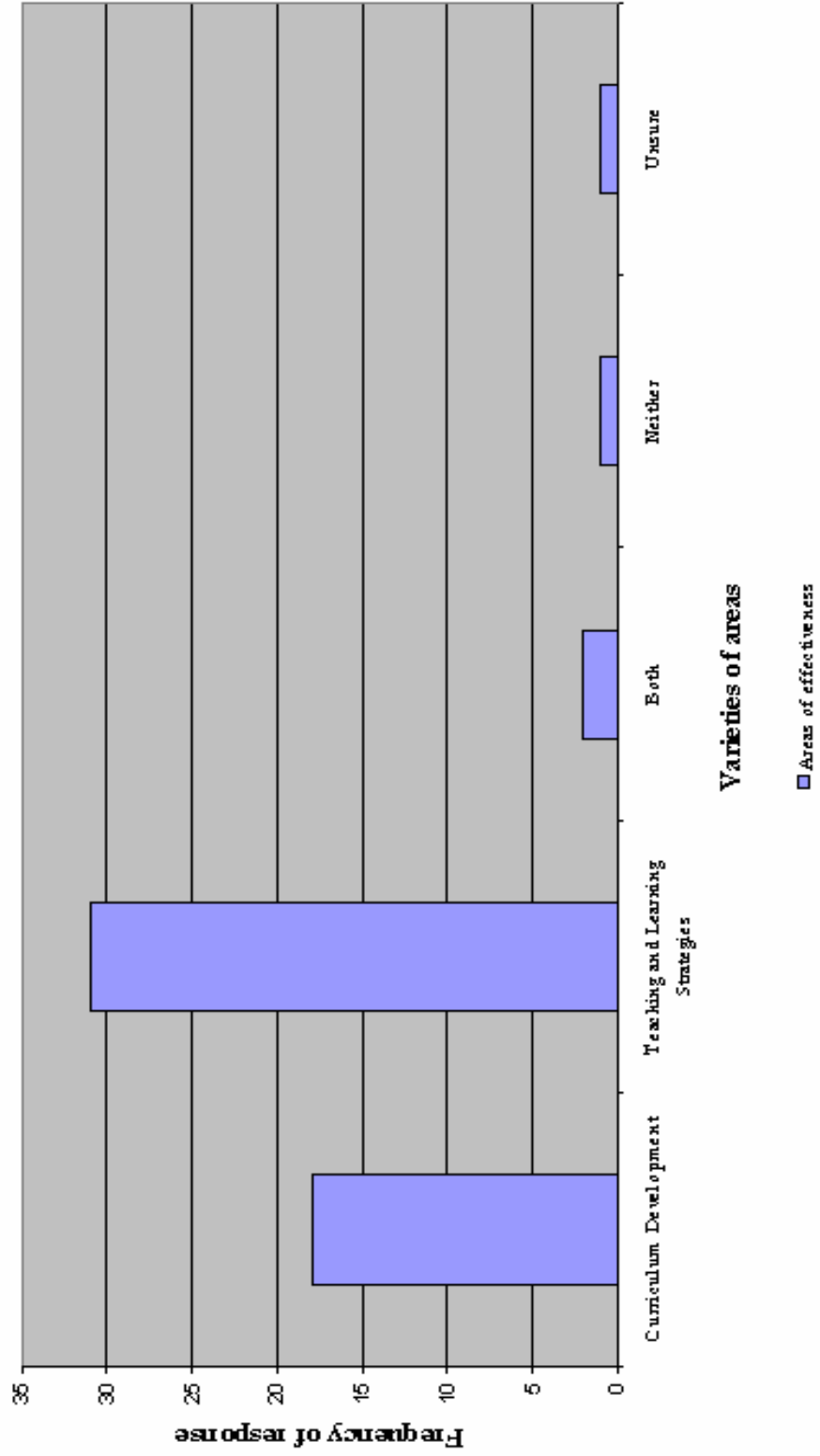**Overall responses to questionnaire item 10:**
Preferred format of professional development program.
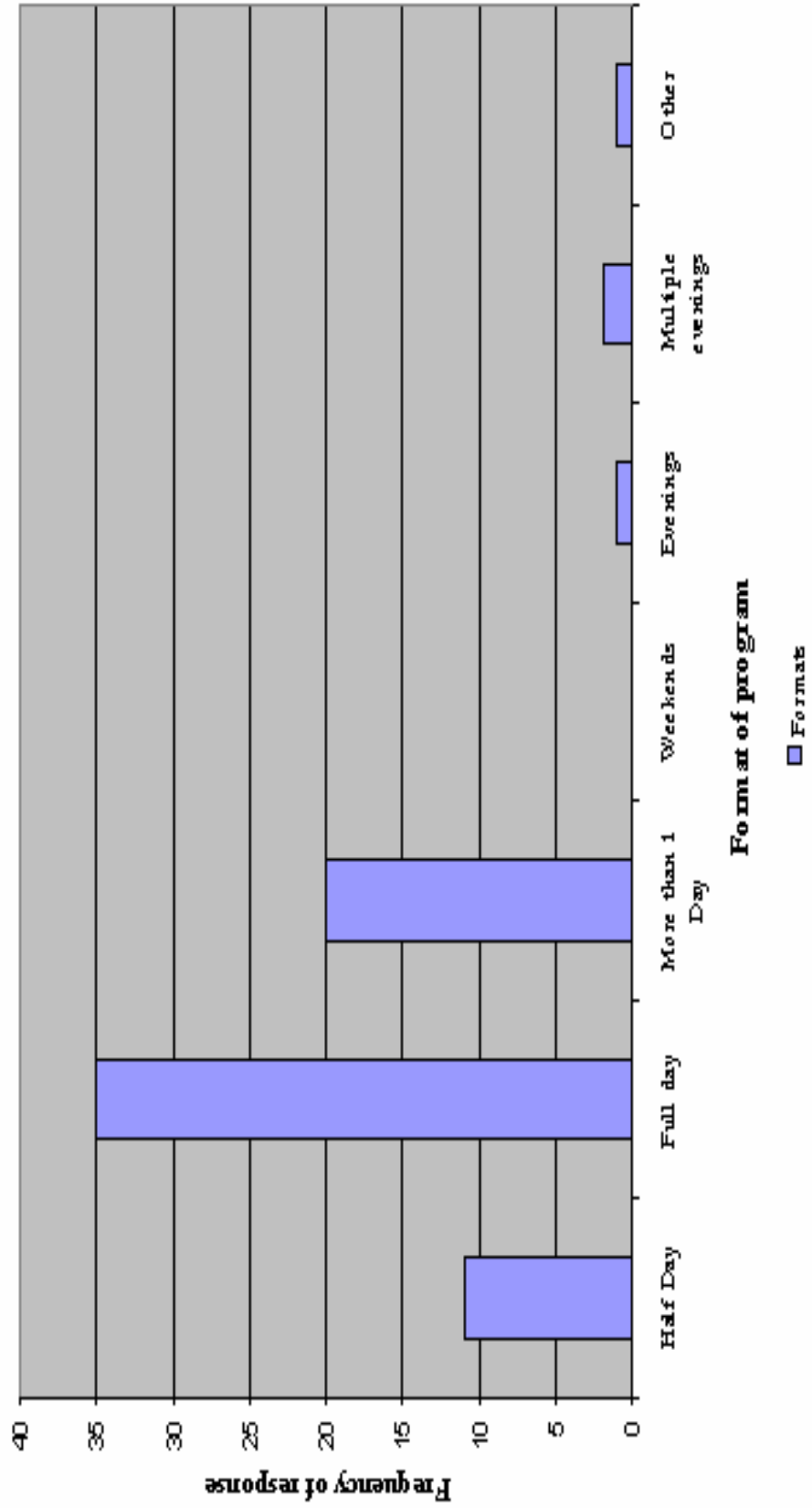
Appendix P

Overall responses to questionnaire item 11:
Areas of effectiveness of professional development programs.

Varieties of areas

■ Areas of effectiveness

Appendix Q

Overall responses to questionnaire item 12:

Preferred working structure during professional development programs.
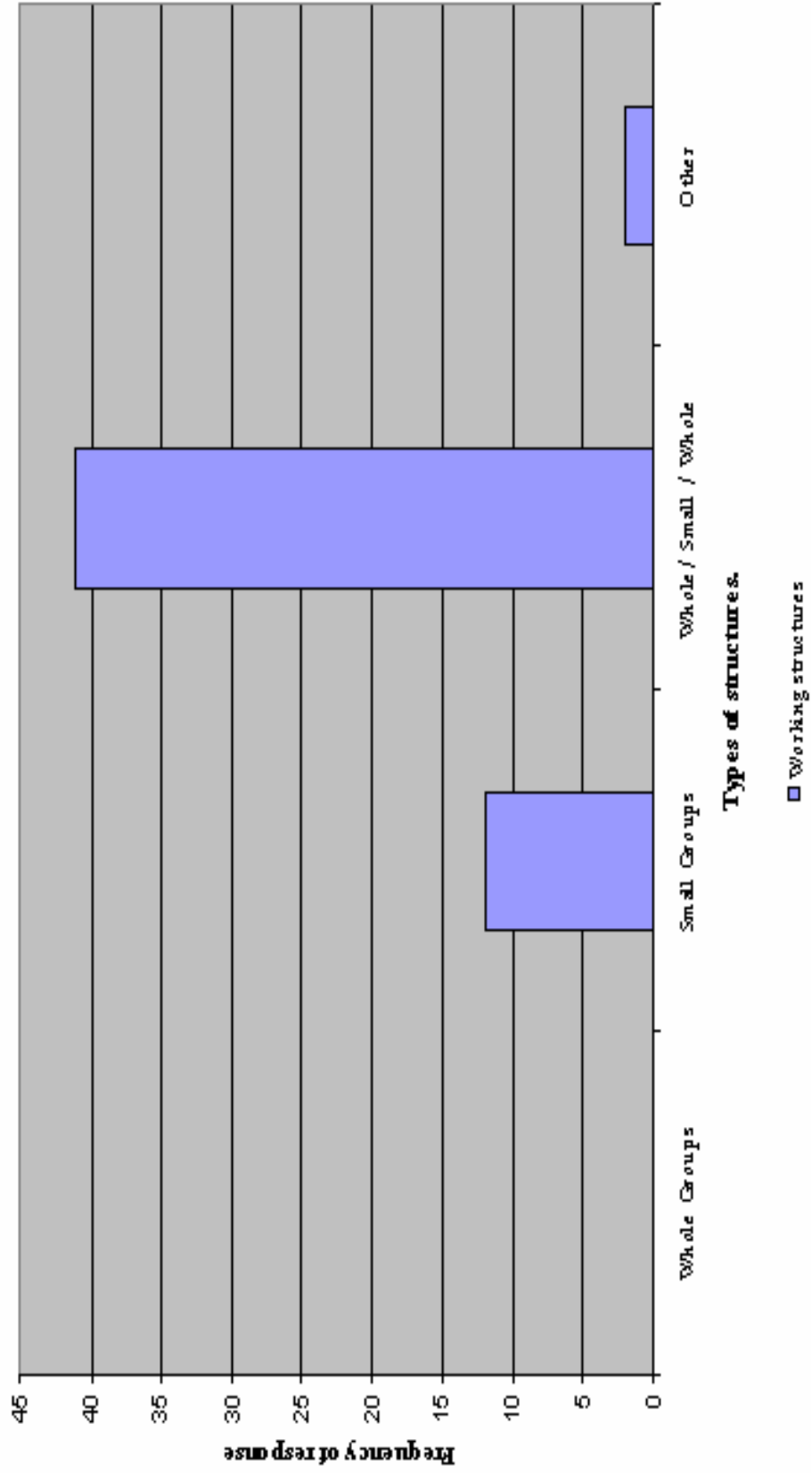
Appendix R

Overall responses to questionnaire item 13:

Expected outcomes at the completion of a professional development program.
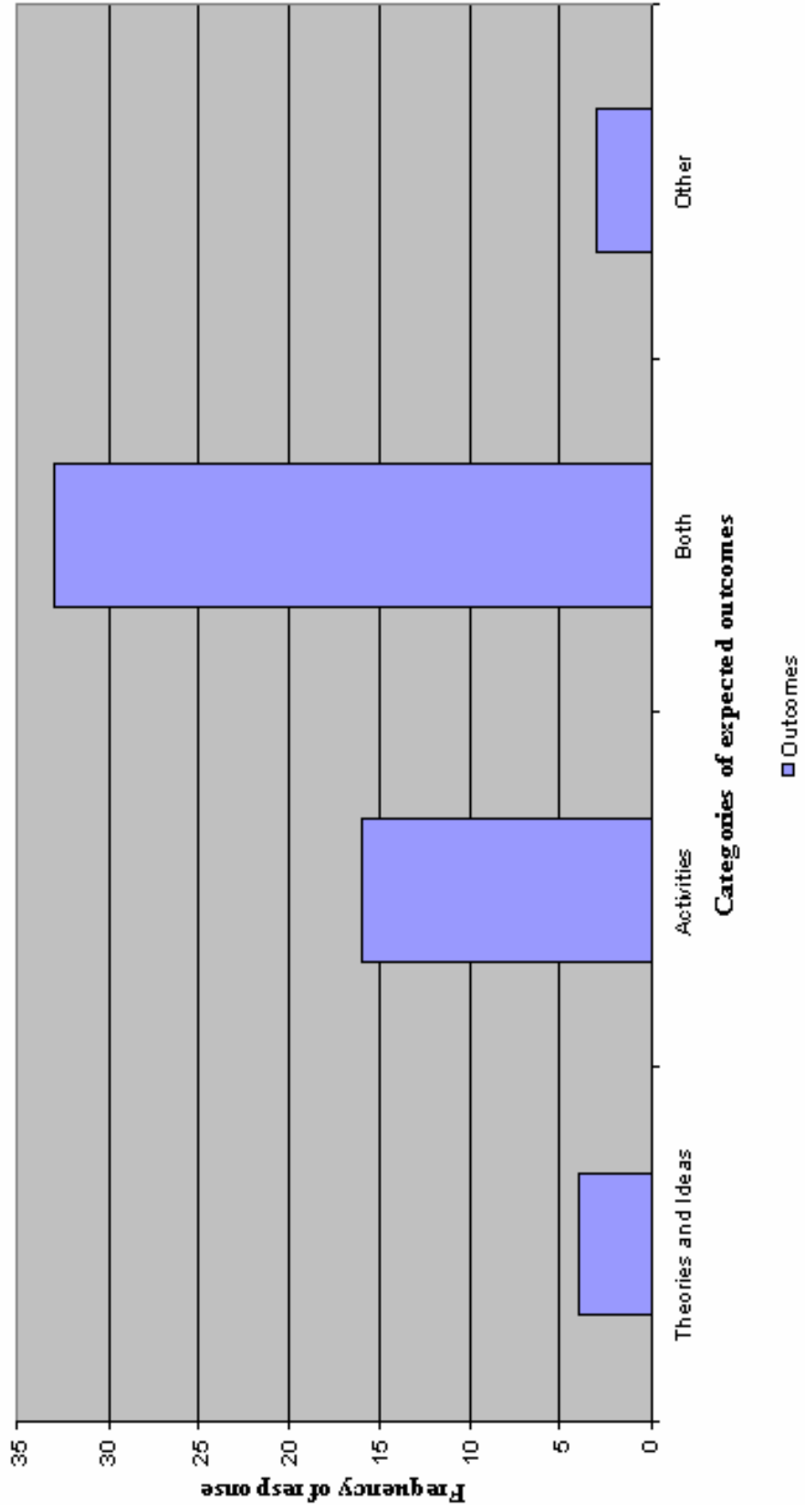
Appendix S

Overall repsonses to questionnaire item 14:

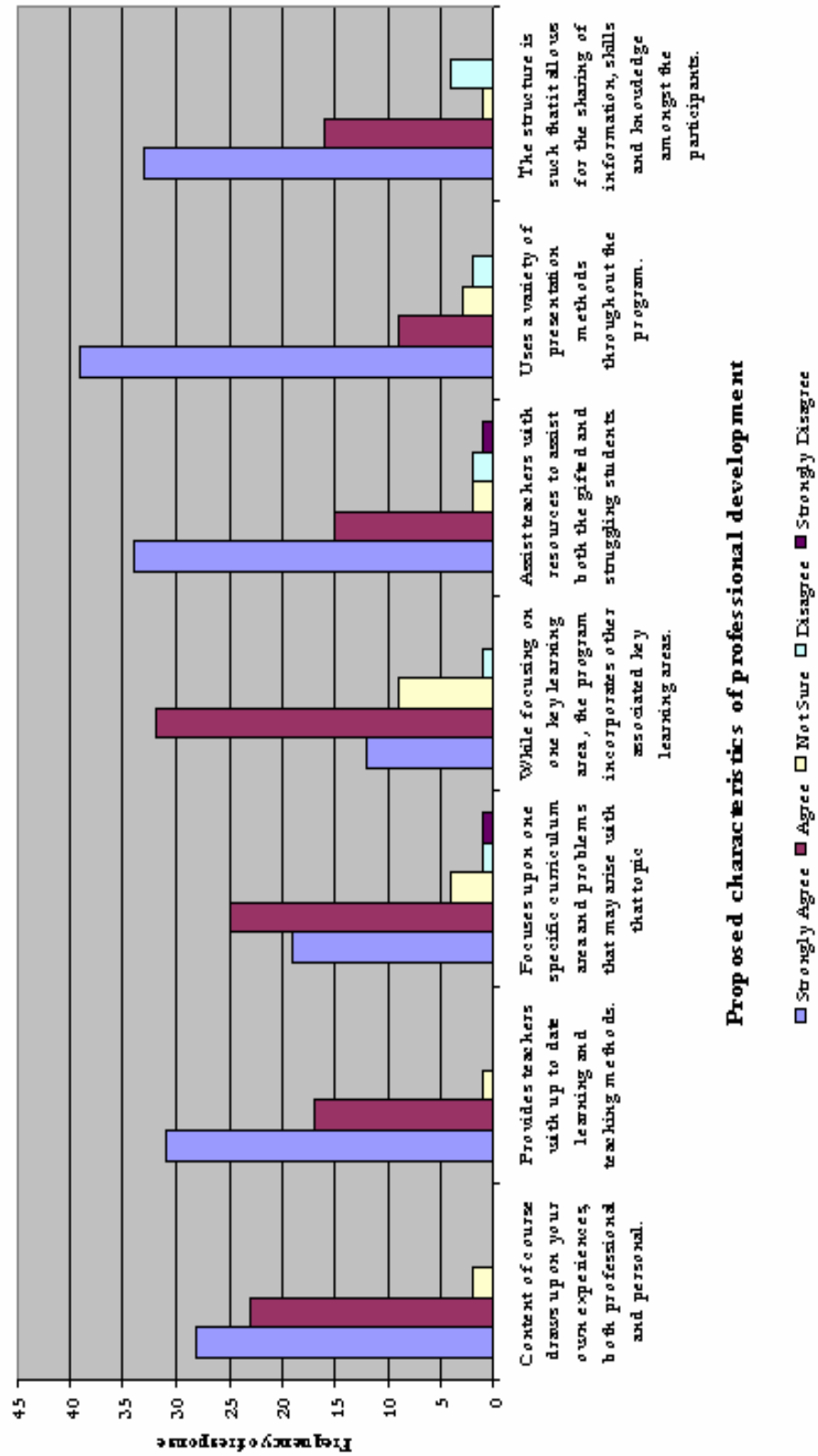Features that characterise effective professional development.

Proposed characteristics of professional development

■ Strongly Agree ■ Agree □ Not Sure □ Disagree ■ Strongly Disagree

Appendix T

Professional Development Group	Examples	Knowledge Source	Strengths	Limitations
Outside-in Models	1. Training Model	Formal knowledge	1. New knowledge presented beyond teacher's experiences	1. Existing practice often not considered
			2. Convenient and economical to organise	2. Knowledge often decontextual to setting
				3. Usually short term with little follow up support.
Inside-in Models	1. Individually Guided Model	Personal experience	1. Teachers have responsibility to control workplace learning	1. Teachers interpret data they gather according to the way they frame their existing practice
	2. Observation/ Assessment Model	Data from classroom observations	2. Long term encouraging teacher reflection to clarify beliefs	2. Teachers may view clinical supervision as a form of evaluation.
	3. Development / Improvement	Shared teacher experiences	3. Teachers understand data they collect	3. Need for 'alternative' perspectives from other school contexts to extend teachers' experiences
	4. Inquiry Staff Development Model	Teacher research narratives journals	4. Alternative perspective from other colleagues	
	5. Contextual Model of Teachers Workplace Learning	Data from classroom observation and teachers experiences. Learning Resources and support	5. Learning is reinforced through follow up during and at the completion of program	5. Teachers may view clinical supervision as a form of evaluation.
	6. Model for planning, implementing and evaluating in-service sessions.	Teacher's experiences and formal knowledge	6. Assesses needs of those involved Program developed around these needs Period of evaluation following completion. Follow up assistance and reinforcement.	6. Knowledge source of the program is often limited to the school community. Funding may inhibit schools ability for time allocation and locate appropriate presenter.
	7. In-service professional development process.	Teacher's personal and practical knowledge Formal knowledge	7. Follow up of program upon return to school Peer and tutor support.	7. No opportunity for reflection and evaluation
Inside/Outside Models	1. Inside/Outside Model for pre-service Teachers	Shared experiences/Formal Knowledge / Teacher research	1. Long term Encouraging teachers reflection to clarify beliefs	1. Friction due to different agendas of groups.
	2. Inside/Outside Model for In-service Teachers	Shared experiences / Formal Knowledge / Teacher research	2. Introduces different perspectives as evidence from inside and outside of school context.	2. Time and effort to sustain the community
			3. Controlled by participants to share ideas as a community possibly leading to a learning organization.	3. Different interests related to varied school and university cultures.

Summary of professional development models. Adapted from King et al (Eds.) (1997 p.17).

Appendix U

Analysis of Interview with training personnel at the Catholic Education Office.

PD Experience:

18 months
Approx. 15 years/ 4 years at CEO
3 years
approx.14 years
4 years
12 years
20+
4 years
6 years

Qualifications:

M Ed
B Ed +++++
B Teach
Grad Dip Ed Admin+++
Currently completing a M Ed
Master of Leadership (Current)
M Ed++
Dip Teaching+++
Grad Dip Maths Ed
Post Grad Dip Multicultural Studies
Grad Dip in Ethnic Studies & Education
Grad Dip in Training and Development
M. Ed Leadership (Current)
PhD (Science)
Grad Dip Ed
Bachelor of Science
Grad Dip IT

Teaching Experience:

20 +
15 years
32 years
16+
18 years
25+
6 years
12 years
30+

1.   What do you consider to be the purpose of professional development courses that are set up by the Catholic Education Office?'

Give practicing teachers expertise and to meet student outcomes, have an impact on teaching.   Coupling experience with expertise. Impact on students. Change in teacher practices in order to assist students outcomes. Create reflective practitioners and thinking teachers.

Improving quality of education, best education of children. Better the teacher the better the children. Meet the outcomes of the children.

To imbed in the teacher's psyche and develop their knowledge theoretical understanding of a learning approach so they know how it will affect their teaching.

Provide professional support and affirm the professionalism of teachers.   Meet the objectives of students and teachers. Produce better teachers and better learning practices.

Courses for schools and for individual teachers.   Confidence to help children in the classroom so that they can improve children's mathematics learning. Schools to change their focus of mathematics so that the teaching of mathematics would be improved.   Look at theory research and practical activities and have the teachers trial these things in classroom, reflect on that and bring back results to discuss and this is done over a period of time (spaced learning).

Improve teaching and learning practice. Assist teachers to help children. Assist in creating change that will assist in the learning of students.

Three fold;
 a.   Support schools in doing the best job for obtaining learning outcomes and achieving student achievements
 b.   Challenge and inform the teachers about new initiatives – skills and strategies for the children to achieve
 c.   Create confidence and a forum for peer support.

Allow teachers to network and develop their skills. Share and create an environment of collegiality and become aware of issues. It also allows for the dissemination of information and address issues in curriculum.

Multiple purposes. Create a support system and create networks. Allow opportunities for reflection and input from teachers. Identify needs and create ways to meet these needs. Also to find out what other schools are doing, benchmarking.

The participants that were interviewed demonstrated the opinion that they believe the purpose of professional development to improve teaching and learning practices.   It attempts to create a change in teacher practices in order to assist student's outcomes and improve the learning of the students in the classes of the teachers attending the programs. It also serves to create reflective practitioners and thinking teachers who arte actively thinking

about the way in which they teach and how the students learn so that the students learning is improved. It also serves to assist in the development of the teacher's confidence in their professionalism.

The participants also expressed the opinion that the professional development programs attempt to create an environment that allows for the teachers involved to share and create in an environment of collegiality. They can then become aware of issues and emerging trends in education and make links as to how these trends and current research may be used in the schools and classrooms in an attempt to improve the learning of students.

2.   **What do you consider to be the characteristics of effective and ineffective professional development in Catholic Education?**

Model of on and offsite development. (Crevola and Hill Model) Whole school design approach. Leadership team drives PD. Weekly team meeting between Principal and Lit Coordinator. Professional learning team. Coordinator drives change in teaching process and works in classes, with parents and as peer support. Offsite. Principals attend 4 X ½ day and Coordinators 4 X1/2 day and teachers 4X full days. Coordinators 4 X Full day on own over a three year cycle. Facilitators visit schools once a year. Look at student data and observe classroom and run professional learning teams. Affirming and accountability.

On and off site over a period of time, must be imbedded in school process.
Coordinators have journals and this assists the planning and design of future programs.

Use the resource of Early Years Program, build on that. Neville Johnson's program of Improvement and renewal. Familiarize them with current theory. What does it mean for you. Reading and response and incorporate knowledge and skills. Include collegiate support. Evaluation is an important factor for knowing where the program is heading.
5 Day structure over year and 10 days over 2 years.

Intensive training over twelve months with teachers and students in special needs. Theoretical instructions and practical implementation. 10 days over the year. Begins with 2 says intensive approximately 14 days apart. Understanding of all of the issues. Understanding of how the programs effect the assessment and teaching of students. Understanding of the Why of what is occurring. Must be some feedback into the school and have an understanding of how the program will fir into the school program. PD must also be sequential.

1. Must have elements of theory versus practicality.
2. Reflection
3. Feedback from teachers. – use their prior knowledge.
New questions to consider – must be engaging.
Variety of length, like to use networks and use the learning from peers and mentor. – professional sharing.
Ongoing – input of the participants to set the future focus of the PD Programs

Spaced learning over a period of time with whole schools and at least two teachers from each school. Work in small groups and giving the opportunity to talk as professionals. Primary teachers enjoy the show bag of activities. Avoid one day and one off PD. Move away from the lecture style and use practical.

Critical reflection and the relationships between people involved. Must make links to prior learning and experiences. Understand the needs of the participants. There is a need for contact with schools to assess the needs of the people involved. Build up and scaffold on their knowledge as the time progresses. The content must be in touch with what people want to learn about. Content must be pertinent to needs of participants.

Be a facilitator of learning and assist the teachers to get something out of the program. Participants have a clear understanding of the program which include questionnaires before the PD to know the audience and their experience. There should be a good amount of teacher interaction, reflection. The program should be goal orientated and include learning theory. The projects will be determined by the teachers and use hands on experiences. Great need for reflection and Application. There is a need for all involved in the program to achieve. The program needs to be sequential and even use networks.

Create an environment that is:
   Safe
   Treats participants as adults
   Achieve something
   Use the content in classroom practices
   Open discussion
   Reflect
   Work through ideas

Elements of leadership, updates of information and teaching and learning theories. Input discussion and a good presenter. There needs to be a mixture of the whole / small / format. We like them to bring more than one person from a school so that there is a team from the school. Opportunity to plan for there school.

Follow up sessions with evaluation, feedback and discussion sessions.

When asked what was considered to be the characteristics of effective professional development the participants of the interviews expressed the opinions that they like to adopt a whole school approach to professional development. They expect that the leadership team of the school involved drive the professional development and any changes that occur as a result of the programs. In order for the programs to be effectively integrated into the school community it is expected that there are weekly team meetings involving the people involved and as in the example of the ClaSS Literacy Project the principal and the Literacy Coordinator meet weekly and professional learning teams meet on a weekly basis in order to track and discuss their progress. In addition, to assist in the effectiveness of the program, the principals as well as teachers and literacy Coordinators attend professional development programs.

The programs need to begin with the theories and beliefs that drive the innovation or teaching practices and then the activities that are designed in coordination are explained. It is when an understanding is developed between how any activities are linked to the theories and what the purpose of these activities are that they are of value. The participants need to recognize why an activity would be used in a teaching situation to assist in the learning of a student rather than the activity being a stand alone task that has no bearing on the learning of the students involved in the class.

Ideally the program would begin with the facilitator making contact with the schools involved or the network of teachers involved to assess their needs and expectations for the program. They would gain an understanding of their prior knowledge on the focus area of the program and build upon that base scaffolding on their knowledge. In this way the information is pertinent to the needs of the people involved and is in touch with the needs of the participants and those of the students in their classes.

Follow up and evaluation was considered to be an important aspect of the programs as it is from the feedback and evaluation that the future success of similar programs may sprout. One such method of collecting the thoughts of the people involved was the journals that are kept by the ClaSS Literacy Coordinators in an effort to use the information and feedback of people involved in the professional development programs in the future planning and design.

The programs that are designed should incorporate the opportunities for the participants to share with their peers and reflect with their peers on the information that they may have just learnt or knowledge that they acquired in previous sessions. In order for this to occur it is believed that the sessions need t be spaced out over a period of time so as to give the participants time to implement new ideas and theories in their own practice and evaluate their success or failures. This may require two or three sessions over a period of six months or if the program is a whole school program it may be over the period of a year or even two.

3. **How do you promote the involvement of schools in professional development?**

Facilitators and off site PD and what happens in schools promotes PD.

Catholic Education directive. Expressions of interests where asked for and 60 schools responded. (Pilot A intake and Pilot B).

Promotions occur through networks and letters principals about the networks
Handbook of PD

Web – bulk e-mails
Flyers.

Promotion through principals networks and through expressions of interest. School visits and through word of mouth and Zone Educational Consultants. The attraction of limited funding.

Promotion of programs through flyers, PD book, the E-mail bulk mail and through principals. Use the networks in the KLA to share knowledge of the PD Programs.

PD Book, networks, flyers and the Coordinators newsletters.

PD Book
Flyers and bulk e-mails
Focus and the direct mail to the coordinators and PD Coordinators

The promotion of professional development programs that are developed and operated by the Catholic Education Office occurs primarily through the mailing out of the handbook that provides an outline of the programs that are offered for the year. The promotion is also strengthened by the mailing out of flyers to schools, written expression of interest for a program. More recently the promotion has also occurred through bulk e-mails and through contact being initiated by the facilitators of the programs and the zone networks for various Key Learning Areas and Principals networks.

4.   **Within the Catholic Education Office, how is the focus for professional development chosen?**

The staff that are within the CEO at the time and the evolution of other programs. They are also in response to what is needed by schools and by the students within schools.

Invited principals to briefings and explaining expectations of programs so that principals understood the requirements and the benefits. There is a move away from the handbook that has the same information year after year.

Office has become strategic in its focus for what focus they have and organizing which are needs more focus on what needs the schools and children have over a period of time rather than one offs.

Evaluation form the prior program and through numeracy resource officers attending schools.

The staff, Commonwealth guidelines and the needs of the schools dominate what the focus that the CEO takes.

The focus of the programs that are run by The Catholic Education Office occurs due to the staff within the Office at the time and through the evolution of previous programs. Many of the programs are developed in response to the expressed needs of the schools and the needs of the students within schools located in the metropolitan area of Melbourne. However,

there are also0 programs that develop as a direct result of the Government Initiatives and the funding that is allocated according to these initiatives. One such example is the Technology in Catholic Schools Program (TCS) which was a direct result of government funding for schools and many Information Technology based programs developed from this initiative.

5.   **Does the focus change according to the staff that are at the Catholic Education Office at the time, the children's needs or is it dominated by government and educational trends?**

Commonwealth Govt. Initiatives – Funding

Catholic Education Office – schools needs

Currently in a watershed of change. Now becoming more extensive and projects over a period of time and the change occurs to meet the needs of the principals and the schools.

Feedback from schools and the government funding and trends.

Direction of Government and the needs of schools and teachers

Government needs and funding.

Government initiatives and through the needs of the schools.

Mixture – Commonwealth funding has a lot to do with the focus. Schools have an input and PD Personnel present has an effect.

Government funding the schools and the PD personnel at the CEO

When questioned as to whether the focus of the professional development programs varied according to which personnel were within the Catholic Education Office, the perceived needs of schools and students or whether it was mainly influenced by the funding available from both Commonwealth and State Governments, there was an overwhelming belief amongst the people interviewed that the main focus of the programs was influenced by the government funding.

In addition to government funding, the focus of the professional development programs is also influenced by the feedback that is obtained from the schools and the teachers who attend programs and attempt to meet the needs of the schools in general, teachers and the students.

6.   Which method of professional development do you believe is the most effective for primary teaching?

Show bags and practical activities that are used in the classroom. Try to work in small groups where there is the opportunity to discuss and share. Move away from the large lecture style and assist in the participants being actively involved in the program.

Don't believe there is a divide between Prim And Sec Teachers. They are all adults.   Need for a more open dialogue with both fields of teaching. Use different learning styles.

When questioned as to what would be the best methods of professional development for primary school teachers, the main theme that emerged from the interviews was that they best worked in small groups where there was the opportunity to share and discuss their opinions and the content of the program that they are involved in. They also explained that they thought the large room of participants that sat and were lectured to was not the most effective method of professional development as this did not allow enough opportunities for the participants to interact.

There was also the belief that the teachers involved prefer to leave the professional development program with practical ideas that may be used within the classroom to reinforce their teaching and the learning of the students. It was also stated that there should not be a variation between how programs involving primary and secondary teachers are run. Both groups are adults and the methods that are utilised in teaching adult learning programs should be adopted regardless of what the teaching background of the participants is.

7.   During a professional development program do you think participants should work in

Combination of small and whole groups, focus discussion groups and workshops. Depends on the focus of the day and content of session.

Whole / small/whole depending on content.

Need to be active learners and take what they have learnt and put into their own classroom.

Facilitation and presentation. Combination of whole /small/whole.

Outside in. Outside imposed on school opens discussions. Group work but little discussion. Open ended work with between unit activities so that it assists in reflection and consolidation of theory in classroom. School visits.

Programs are set up where individuals and students work with program organizers and include other members off staff so includes small groups only.

Depending on whether it is school or centrally based PD. Work on the whole/small /whole as there is the opportunity to share and reflect.

Work in whole / small / whole where the teachers have the opportunity to share and reflect. Gives the opportunity to apply practical concepts and discuss their own needs.

There is a place for one day and for spaced learning depending of the purpose of the program. Working within schools at closure days and at staff meetings is affective.

Use a range of formats and always use groups so that there is the opportunity for sharing and reflection.

Whole/small/whole are more affective for sharing. Ongoing programs are effective where there is the opportunity to network and be collegial.

There must be a link between the activities and the theories that are being taught. The PD should be over a period of time. Depending on whether it be in schools for a day, staff meetings or at a network meeting there is the purpose of information dissemination.

There were definite opinions on what was considered the most effective grouping and structure for the participants to be working in when they are attending professional development programs. The main concept that emerged from the interviews on this topic was that depending on the focus of the program there was a need for the participants to begin the program working in a lecture style or whole group and then break up into smaller groups. This allowed the participants to have the opportunity to discuss what they are learning and be involved in a workshop type atmosphere where the sharing of ideas and skills is more likely to occur amongst those involved in the groups.

These groups will also assist in the follow up of concepts and activities that are completed by the participants over a period of time and between sessions of the program. When the programs are spaced out over a period of time and the content is recognized by the participants to be sequential then the success of the professional development program is considered to be more likely. The personnel form the Catholic Education Office went further to suggest that the venue for the program was not of great importance in that as long as there were surroundings that allowed the participants to feel comfortable, it did not matter whether it was external to the school or the program occurring during schools closure days. They also went further to suggest that the small groups assisted the participants in becoming more actively involved in their own learning and the likelihood of the content being used upon their return to school in their own teaching or as part of a school based program would increase as their was the opportunity for the sharing of their successes with the colleagues in the groups.

Once the work has been completed in the groups it was also suggested that it was necessary for the groups to disband and for the participants to reconvene as a whole group to share with the whole groups their findings or the main focus of their discussions for that day. This assists the participants in developing into more reflective thinkers and in turn more reflective teachers. It is when the participants in the professional development programs have the opportunity to share their ideas in small groups, think about the implications of the topic being discussed and follow up the learning over a period of time that the possibility of the information, skills and knowledge being learnt being used upon their return to school increasing.

8.   When staff have completed the professional development program would you prefer that they have achieved or gained

Reflective practitioners, not about providing activities.   Produce teachers to monitor students and use data to drive their teaching. Do not promotion the providing of activities. Think about teaching and learning. Reflecting on practice, better at diagnosis of where their students are and knowing where to take them next. Scaffolding their learning.

Ownership of a program that they can develop and implement in their classroom and school. An understanding of how theory can be put into practice and what the impact of the activities are on the students learning.

Schools need to have a result where the theory is seen in practice and create highly reliant individuals who can design and implement own special needs programs for schools and individual students.

Improvement in teaching and learning strategies. Knowledge theories and ideas are being improved and improved student engagement. Whole school focus is best. More people from the school involved in the PD Process is the best methods with teams. This effected by cost and availability of Emergency Teachers.

Improvement in teaching and learning strategies. If there is an improvement in teaching practice there should be an improvement in student learning.

Teachers want practical things such as activities that may be used. The practical application of ideas. There is a long term need for the understanding of theories and ideas.

The feeling of achievement and the construction of activities that are closely linked to the theories and the research in that area. Combination of all theories and ideas and activities.

Improvement in effectiveness. Improvement in teaching in learning in themselves and their school. Strategies to work with their own staff. Theories and ideas are important so that they can become creative thinkers.

Always a place for the whole group but not always the best method of engagement. Create teachers who are discussing reflecting and responding to the links between theory and activities. These teachers are then involved in peer interaction and feeding back to the group they learn and work with. Create Empowered teachers.
Primary schools – increase in knowledge and understanding
Secondary Schools – Increase in teaching and learning and improvement in how to engage the students.

At the completion of the professional development program the personnel from the Catholic Education Office hope that as a result of attending the program the teachers involved will become more reflective teachers who are more aware of their students learning.

It is hope that they are more highly driven by the data of their students and use this data to modify or mould their teaching to best meet the needs of the students. It is also hoped that the teachers will be more aware of where their students learning is at any given point and be more aware of how to assist in their further development.

Coupled with this there is the expectation that the participants have become immersed in new ideas and theories that can be used in the classroom and be able to make a link between the theories and activities associated with the activities. When the link is established and the activities are used within the classroom in order to meet a specific learning objective rather than a stand alone activity removed from its true purpose then there is more likelihood of the program being successfully implemented into the classroom.

As a result of this occurring there is also the expectation that the teachers involved will become more aware of their own teaching methods. This will assist in the improvement of their own teaching skills and as a result there should be subsequent improvement in the learning of the students. It is also expected that there may be some type of change occurring within the school as a result of professional development programs whether it be a whole schools change or within the teaching methods of individuals or small groups.

9. Do you have any comments about the effectiveness or ineffectiveness of professional development courses in Catholic Education?

Changing the culture of the way PD is provided to schools. Change in any kind of model is an uphill battle. Student outcomes have to drive teaching. This type of PD has lifted the professionalism of teachers. Has assisted in changing the culture from individuals working to team orientated teaching groups.

Balance between the PD meeting the needs of the teachers and the needs of the school. Develop projects and have ownership of what is occurring. Difficulty between the central staff and the area coordinators understanding what their roles are in professional development.

Will get better are there are a lot of programs that need to be re examined as to their effectiveness in the classroom. Perhaps involve the role of consultancy will increase rather than PD Programs.

Move towards non centrally based professional development courses and work within zones inviting various members from each school within that zone to attend program so that a whole area is targeted at a time. Work towards teachers leading other teachers. Train the trainer type programs where the individual or small group attends a program comes back to the school and immerse this program in the school and make it part of the school program.

There is a need for the CEO to collect more raw data from the evaluations and analyse the evaluations more affectively so that they are using the information collected form the programs to assist in the development of effective professional development courses.

Working well as there is a refined focus and there is an open format where the participants control the direction. However, there is always room for improvement.

Ongoing programs are effective as we respond to the needs of the participants. It builds networks and collegiality. To many one offs. Move towards working in networks. Where there are groups of peers that are working in small groups.

There has been a good link with literacy and science and this has caused positive feedback. Although there are still troubles with professional development there has been improvement.

When asked as to their opinions on the effectiveness of the programs that the Catholic Education Office are organizing the responses indicated that there is constant change occurring within the professional development sector of Catholic Education. There is difficulty in the Office based staff of the Catholic Education Office and the zone based staff having the same understanding of what is expected to be achieved through individual professional development programs. When there is a greater understanding of expectations amongst all those involved in the development and delivery of professional development courses and there is greater communication regarding the needs and expectations of the schools and teachers and the Catholic Education Office the staff were of the opinion that the quality of program and the success of professional development programs will increase.

It was also suggested that there needs to be a review of the programs that are currently being offered to assess their current value to the schools involved and ensure that they are offering information that is new and innovative and does not heavily overlap with other programs. It was also suggested that there is a need for the development of programs that scaffold and build upon previous programs.

There was also the suggestion that there needs to be a move towards developing professional development programs that are based in a zone rather than within the central office of the Catholic Education Office. If this was to occur there would be the opportunity to meet the needs of many schools in the area at one time and the possibility of having a group of teachers and perhaps administration staff from each school attend a program which will in turn increase the possibility of success of the programs ideas and concepts implementation into the school.

Finally the staff all believed that the programs need to be spaced over a period of time and allow for the participants to complete tasks within the in own schools between meetings so that the implementation of the program may e monitored and the successes or failures of the program shared, reflected a upon, analysed and discussed amongst those attending the programs. There needs to be a move away from the one afternoon or one day program that does not allow for the subsequent follow up and building up of skills and information. There needs to be programs that are over a period of weeks or months and involve several follow up sessions.

It was explained that when many of these changes occur the continued development and success of the programs that the Catholic Education Office organize will also occur and the programs that are developed will be of the highest standard and considered to be amongst the most effective professional development and training programs in education.

Positions of responsibility held by people with a classroom teaching role.

Range of positions held by teachers without a position of responsibility		Curriculum Coordinator	Mathematics Coordinator	R.E. Coordinator	Extension Coordinator	Deputy Principal	Special Ed / Welfare Coordinator	TOTAL
Classroom Teacher	30	3	2	3	1	2	1	42
First Assistant / Deputy Principal	1	-	-	-	-	-	-	1
L.O.T.E. Specialist	1	-	-	-	-	-	-	1
Librarian	2	-	-	-	-	-	-	2
Literacy Coordinator	3	-	-	-	-	-	-	3
P.E. Teacher	1	-	-	-	-	-	-	1
Principal	3	-	-	-	-	-	-	3
Reading Recovery Specialist	1	-	-	-	-	-	-	1
Special Ed / Welfare Coordinator	1	-	-	-	-	-	-	1

Distribution of positions held within schools by participants indicating classroom teachers that also hold positions of responsibility.