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## What's in it for me?

—Significance of teachers' experience for their participation in professional development.

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Significance of teachers' experience for their participation in professional development.

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## Poul, 30 years, 4 as teacher - participating science teacher from Holstebro

### Danish interview transcript

Jeg vil fortsætte i det der med idedatabaser, rent kommunalt indenfor Holstebro kommune, hvor hvis man havde nogle ideer og lagt dem ind, ... hvor man så får noget feedback, 'den var smart den vil jeg lige prøve af herude på skolen' og det synes jeg, er en rigtig god ide. på den måde kan det bruges.

### English translation

I will continue with these idea databases, strictly within the municipality of Holstebro, where you, if you have some ideas post them, ... where you get feedback. 'that was a good idea that one I will try it out at this school' og that I think is a very good idea, in that way it is useful.

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## Poul, 30 years, 4 as teacher

– participating science teacher from Holstebro

### Danish interview transcript

Jeg blev mere gjort opmærksom på, at det man ser, og det man gør, det er altså, det man husker.

....

Så er det måske mere vigtigt at vide at indikatorpapir i cola bliver rødt fordi det er en syre end hvis de ikke kan huske alt muligt om H<sup>+</sup> ioner og alt muligt, som de ikke huske. Så er det første måske det vigtigste fordi de kan huske det.

### English translation

I have been made more aware, that what you see, and what you do, that is really, what you remember.

....

So it is perhaps more important to know that litmus paper in cola turns red, because it is an acid, than when they can't remember every detail about H<sup>+</sup> and the like, that they can't remember anyway. Then perhaps the former is the most important because that is what they remember.

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## Introduction

- Many professional development programmes (PDP) deliver a systemic "one-size fits all" intervention for participating teachers (van Driel et al, 2012).
- 30 years of research in educational change document that many PDP-projects fail to meet their objectives (Fullan, 2007; Darling-Hammond, 2005).
- Teachers revert to their old personal working routines when the external pressure from a PDP ends (Fullan, 2007).

What can be learned about the relationship between a systemic perspective of a professional development programme and a personal perspective in teachers career considerations?

- How does teachers experience the intervention of a PDP?
- What career options do they express in relation to a PDP?

Research participants:

- Focus on 3 teachers from three of the participating municipalities participating in a large scale PDP in Denmark.

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## Today's presentation

- Theoretical framework
- Research context
  - Systemic perspective: The professional development programme QUEST
  - Personal perspective: Teachers experience and participant stories
- Methodology
  - Our primary interest is to understand the relation between the systemic and personal perspective, therefore we draw on data and methods that reveal how the participating teachers experience the possible participant trajectories given to the teachers by the PDP.

## Theoretical framework

Teachers perspective on and participatory trajectories in PDP is framed by:

- A personal interpretative framework or perspective
- The aspired foregrounds for participating in the PDP.

(Daugbjerg, 2015)

The systemic PDP perspective and activities are framed by a concept of professional learning network (PLN) (Sillasen & Valero, 2012), which is characterised by:

- Collaborative sustained relationships.
- Shared spaces where participants meet.
- Diverse types of activities with different objectives.
- Different intensities in collaboration.

## Research context: The professional development programme - QUEST

PDP-activities at three levels:

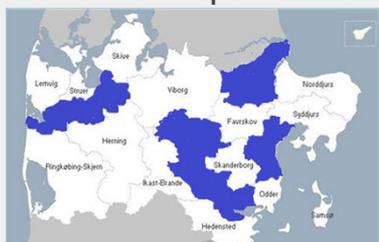
- 1. Teachers individual professional development



- 2. Professional learning networks in schools



- 3. Workshops in municipal science networks



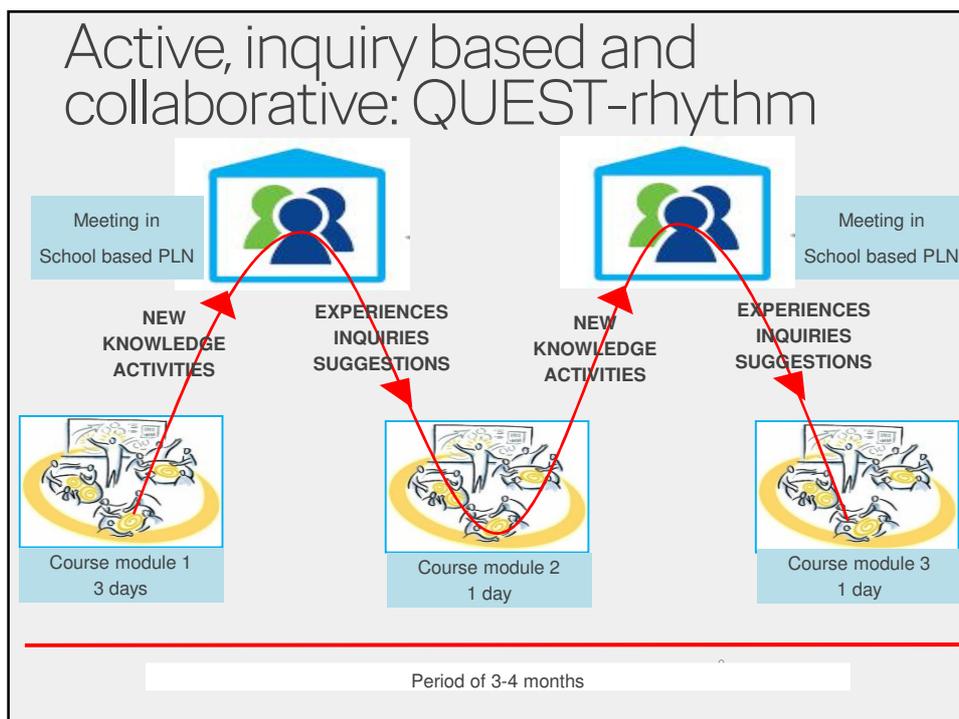
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## Expectations for participating teachers' outcome

- new teaching strategies and materials,
- use of action learning as a collective assessment tool in the PLN,
- initiate, implement and evaluate collaborative development activities in their local PLN,
- share knowledge and evaluate teaching activities in municipal networks,
- combine local and external expertise.

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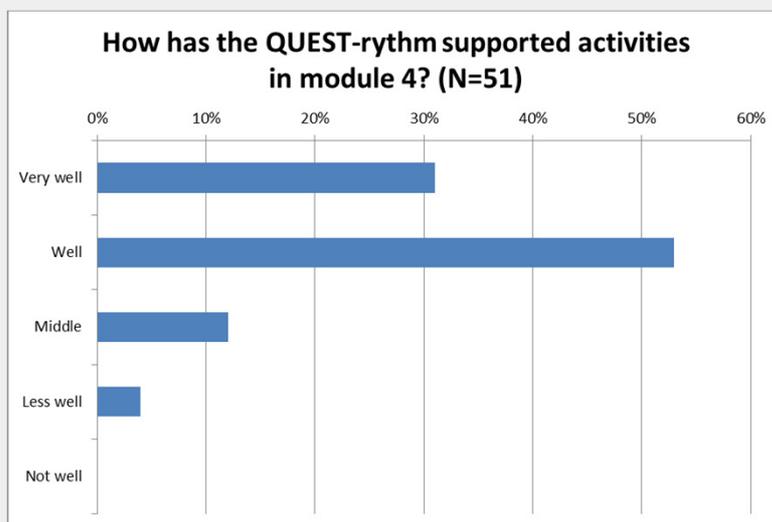
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## Methods

- Questionnaires to participating teachers and science education consultants (local school as well as municipal).
- Focus group interviews with participating teachers and local science education consultants (local school as well as municipal).
- Individual in depth interviews og observations with one teacher from each of the participating municipalities.

How has the QUEST rhythm worked in relation the last course module?



Participating science teachers:  
 - QUEST rhythm supports  
 Collaborative sustained relationships

- You have to implement it right away otherwise you loose focus
- You have to solve tasks in relation to the local school science team and also in relation to the overall QUEST project.
- The biggest threat for the interaction between municipal network and local science team collaboration is the conflicting agendas at the school.
- The interaction is effective in the QUEST rhythm, you have to go home to the local school and try things out. The trial also makes the following discussion more interesting because when you meet again and share knowledge, then there is somebody who really have tried it out.
- A condition for success of this form of professional development is a well-established science team work at the local school. If anything shall spread further then some kind of communication between colleagues is necessary.

## Birger, 47 year, 13 as teacher

– participating science teacher from Horsens

### Danish interview transcript

Jeg prøver også at få dem [eleverne] til at undersøge. QUEST ligger meget op ad det som jeg også selv godt kan lide.

...  
Jeg bliver nødt at trække på, at de elever de har telefoner, og jeg bliver nødt til at trække på, at de synes det er sjovt. Fordi ellers kommer vi ingen vegne. Hvis jeg skal stole på at de computere jeg booker, at de virker... De gør de ikke. Så mange har vi slet ikke. Når vi laver sådan nogle ting, så siger jeg: "vil I ikke være søde og rare at tage jeres egne computere med?". Og det gør de, fordi de ved de virker.

### English translation

I try also to make [the students] to inquire. QUEST is close to what I also like.

...  
I have to rely on that the students have these [smart]phones, and I have to rely on that they find it fun. Because otherwise we get nowhere. If I should rely on that the computers I book they work... They don't. That many we don't even have. When we do such teaching, I say: "Please be kind and bring your own PC?" And they do, because they know they work.

## Birger, 47 year, 13 as teacher

– participating science teacher from Horsens

### Danish interview transcript

Peer: Hvad forventer du er det største udbytte ved at deltage i et projekt som Quest?

Birger: At få nogle kolleger der er med på det. ...

Men det er det der med, at vi er ikke så gode til at arbejde sammen. Og det kunne jo være dejligt. Det synes vi også når vi har den her fag-fredag, så har vi faktisk ret stor succes med den. Og når vi først får sat os ned, så tager det faktisk ikke så lang tid at prøve at pejle os ind på, hvordan et undervisningsforløb skal ligge ift. det emne vi nu gerne vil ind omkring.

### English translation

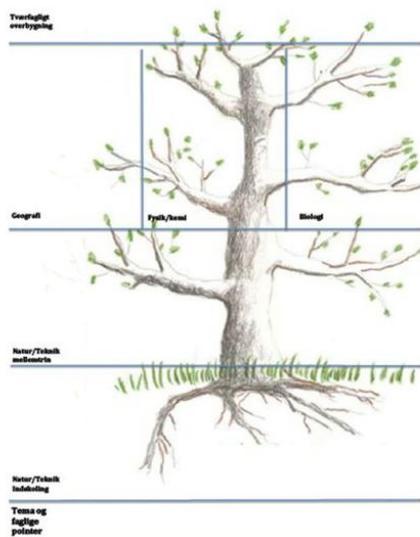
Peer: What do you expect to be the greatest outcome of participating in QUEST?

Birger: To have the some colleagues who takes part in it. ...

But the things is, we are not that good at collaborating. And that would be nice. We also feel when we have these subject-fridays, then we do have a great success. And when do get together, then it actually doesn't take that long to tune into, how to teach a subject we want to focus on.

## Karl, 33 years, 7 as teacher

-participating science teacher from Randers



### English translation

... ask people to go home and make progression-trees, which comes from the north-american ATLAS project, which is super, that I'm very glad to be introduced to. It was a very interesting presentation given by the two educators on that, I could really see something in it. And then ask us to go home and work it through at the school with some colleagues in 2 hours to get an idea of it, that doesn't change a thing.

## Karl, 33 years, 7 as teacher

- participating science teacher from Randers

### Danish interview transcript

... men der sidder jo alligevel nogen [kollegaer] som (.) som sidder der af pligt ikke. Det er forståeligt nok der er ikke så meget det; men så er det svært, så skal det opstå på 2 timer, så er rammerne ikke til at tænke videre. Så bliver sådan lidt at så afvikler vi det her fordi vi skal komme og give en tilbagemelding på et kursus, ja det gør vi hip hurra og det skal vi nok gøre det og stå og sige nogle pæne ting, men det rykker ikke.

### English translation

... but anyway there is some colleagues who sits there of bounden duty. That is understandable it is not as much that, but it is hard, it has to occur within these 2 hours, the settings is not for thinking any deeper. So it becomes a bit that we do it and report it a the course, yes we do that hurrah, and we do it, go there and say some nice things, but it doesn't change a thing.

## Participant trajectories – individual level

	Trajectory	Teacher Foreground (Daugbjerg 2015)
Poul, Holstebro	<i>Convergence:</i> Uses seamlessly the provided systemic network for his personal development.	Continuity in schools
Birger, Horsens	<i>Parallel:</i> Acts autonomously to support his personal development agenda more or less disregarding the systemic supportive network.	Change to career out of schools
Karl, Randers	<i>Multiple open-ended trajectories:</i> Addresses the gap between the systemic intention and his actual personal possibility to fulfil the intention. Karl is searching for steppingstones that can connect his personal foreground with the systemic supportive network.	Change to consultant

## Municipal supportive network - school and municipal levels

	Holstebro – Poul	Horsens – Birger	Randers - Karl
<i>Network at local schools</i>	A new culture, taken seriously.	Challenging to establish and a fatigue develops.	Local joint planning and teaching
<i>Network between schools</i>	Supported by a platform for sharing of teaching material.	Initially increasing enthusiasm, but worries of decline develops.	Limited communication, despite dedicated virtual platform
<i>Consultant support</i>	Newly established, dedicated QUEST in the entire project period.	Change of consultant reduces the supportive resource.	Good initial inspirational support, but significant municipal restructuring fragments the support.

## Teacher experience and PDP participation trajectories

- QUEST provides a systemic perspective on professional development that focus on interchanging collaboration at different levels and between different types of participants.
- Teachers who experience some kind of kinship between on the one hand their own personal foreground and trajectory and on the other hand the systemic PDP agenda and organisation are more positive towards the PDP intervention.
- Three different trajectories were found
  - Increasingly convergent entangling trajectory
  - Mutually enriching but distinctly parallel personal and systemic trajectory
  - Multiple open-ended trajectories
- Teacher experience and foreground form the personal interpretative perspective through which the teachers relate to the local municipal framework and the PDP.