

Personalising CPD:

the personal is the
pedagogical

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Investing in teaching through CPD: recent trends

- Universalisation
- Personalisation
- Professional identity (ECM context)
- Impact

Capturing the science, art & craft of teaching?

- ‘science’ = explicit, cumulative, abstract, generalisable, open to scrutiny, refutable... (scholarship, rigorous experimentation)
- ‘craft’ = technical, disciplined, purposeful, practical/practised, embedded, contextually sensitive... (mastery, expertise)
- ‘art’ = holistic-tacit, intuitive, in-the-moment, embodied, interpretative, performative, experiential... (creativity, individuality)

The 'art' of teaching?

- emotional & ethical intelligence ('E²Q')
- = '[the] package of generally *uncodified* skills & abilities that all teachers possess to some degree, all of which help teachers to teach as well as possible' (Maingay, 2005)

The pedagogy of the person?

- *In creating a positive learning environment, what might be the role of:*
 - voice
 - face
 - posture & movement
 - presence & being present
 - pedagogy as performance art

The personal is the pedagogical?

- ‘...tone of voice matters. We don’t pay enough attention to our voices. We use them badly & suffer, which is unfortunate, given that they are, perhaps, our most important tool; & we receive no training, as a rule, in how to use them, unlike actors, who do receive voice training.
- Good use of voice helps to create the second tone: the tone, or atmosphere, in the classroom. A strained voice, a nervous voice, an aggressive voice, a frightened voice, a tired voice – all these contribute enormously (& unawares) to the classroom atmosphere. Equally, rapport with the class as a whole & with individuals is both created & maintained largely by voice.’ (Peter Maingay, 2005)

The personal is the pedagogical?

- *The Voice, e.g.*
- *acoustic properties*: clarity, volume, projection, sustainability, pitch, speed
- *'non-phonemic vocalisations'*: the sigh, the groan, the gasp, the laugh, the growl, the 'tsk', the 'hmm'...
- *the breath*: space, 'airing', inspiration, filling & emptying (Alison Phipps, 2008)
- *silence*: 'the complex skills of "silent pedagogy" where the teacher makes conscious decisions to abstain from intervention based on continuous sensitive readings of the learning environment.' (Ros Ollin, 2008)

The personal is the pedagogical?

- *The Face, e.g.*
 - *facial expression*: the mask, the smile, the frown, the raised eyebrow(s), the grimace...
 - *the gaze*: looking, staring, watching, seeing...
 - *eye contact*: as recognition, as affirmation, as admonition...

The personal is the pedagogical?

- *Posture & Movement, e.g.*
- *physical position in space*: stillness, pacing, patrolling, circulating, in front of class, behind class...
- *the spine*: rigid, fluid, relaxed, slouched (& link with voice production)...
- *gesture*: to indicate, to engage, to illustrate, to quell, to encourage...
- nodding, shrugging, pointing, beckoning, framing...

The personal is the pedagogical?

- *Presence & Being Present, e.g.*
- *awareness in the here-and-now:* of self, of pupils, of the room, of time...
- *fine-tuning in real time:* '[experienced] teachers rapidly come to depend on relatively automatic routines, thus freeing conscious thought & effort to deal with the contingent, the here & now that requires particular solutions, not automatic responses.' (Peter Maingay, 2005)

The personal is the pedagogical?

- ***Presence & Being Present (contd.), e.g.***
- *tact*: ‘instantly knowing what to do, an improvisational skill & grace in dealing with others. Someone who shows tact seems to have the ability to act quickly, surely, confidently & appropriately in complex & delicate circumstances.’ (van Manen, 1991)
- *flow*: ‘a subjective state that people report when they are completely involved in something to the point of *losing track of time & of being unaware of fatigue & of everything else but the activity itself*’ (Mikhail Csikszentmihalyi, 1990). Requires complexity & challenge – connected to ZPD?

The personal is the pedagogical?

- *Pedagogy as Performance Art, e.g.*
 - *rhythm & tempo...*
 - *colour & shape...*
 - *plot & narrative...*
 - *theatre & surprise...*
- *(the point being not 'charisma' but 'character' – David Carr, 2007)*

The personal is the pedagogical?

- *E²Q, e.g.*
- ***Emotions:***
 - ability to monitor feelings, manage emotions & handle relationships
 - confidence, humour (allied to experiment & play?)
 - genuine interest & empathy = the emotional practice of teaching (Andy Hargreaves, 1998)
- ***Ethics = Ethos:***
 - enthusiasm: some research indicates recall amongst learners is greater when teaching is enthusiastic...
 - authentic respect, including ‘for the elementary processes of subjectivity’ (Jan Blommaerts, 2007)
 - personal sense of justice, ‘learning without limits’

Evidence?

- Rogers' humanistic theory is corroborated by classroom research. He quotes examples of school studies where empathic understanding, genuineness, warm respect, & nondirective activities facilitated the quality of the pupils' intellectual contributions during the lesson, their spontaneity, their independence & initiative, their positive feelings during the lesson, & their positive perception of the teacher.
- Furthermore, studies indicated that low ratings on understanding, genuineness, respect, & nondirective facilitation & high rating on directive leading accompanied lower levels of pupil intellectual performance & significantly negative emotional experiences.' (Centre for the Use of Research & Evidence in Education, 2008)
- But more high quality research is needed...*

Good teaching is not just a technological issue...

- 'Teaching is a profession of hope. We are driven by desires – for our students to discover a taste for learning, a feel for justice and care for each other. We aspire to turn children into thoughtful, creative & concerned citizens. Inspirational teachers are motivated by their dreams of a better world.'

• *Terry Wrigley, 2003*

Implications for CPD?

- ‘... it is arguable that such personal qualities & dispositions play an especially central role in teaching: that insofar as such qualities may be regarded as not merely helpful to but constitutive of good teaching, any case for their deliberate professional cultivation may also be compelling.’
(David Carr, 2007)

Your views & experiences?

- do these ideas ring any bells with you?
- if so, (how) can we develop a rich & appropriate language for describing such dispositions & qualities – not in terms of standards & targets but to enhance repertoires?
- would it be helpful to have guidance in supporting & developing these dispositions & qualities?
- where might we find sources of appropriate expertise, e.g. within SEN? other professions?
- could the GTC's Teacher Learning Academy offer a framework/process for exploration & evidence?