



Professionals in the Pedagogic Spotlight

Symposium

**Teachers in the
pedagogic
spotlight**





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Raak-Pro

- RAAK Pro = Regional Attention and Action for Knowledge circulation Practice based research
- Aim: improvement of practice based research of Universities of Applied sciences in collaboration with schools and other knowledge institutes
- Four year research project: 2 phases
- Five partners





The development and influence of teachers' pedagogical sensitivity

Sub-studies:

- Development of teachers' pedagogical sensitivity
- Teachers' collaborative moral learning
- Relationship PS with the development of students' communicative competences



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Organisation

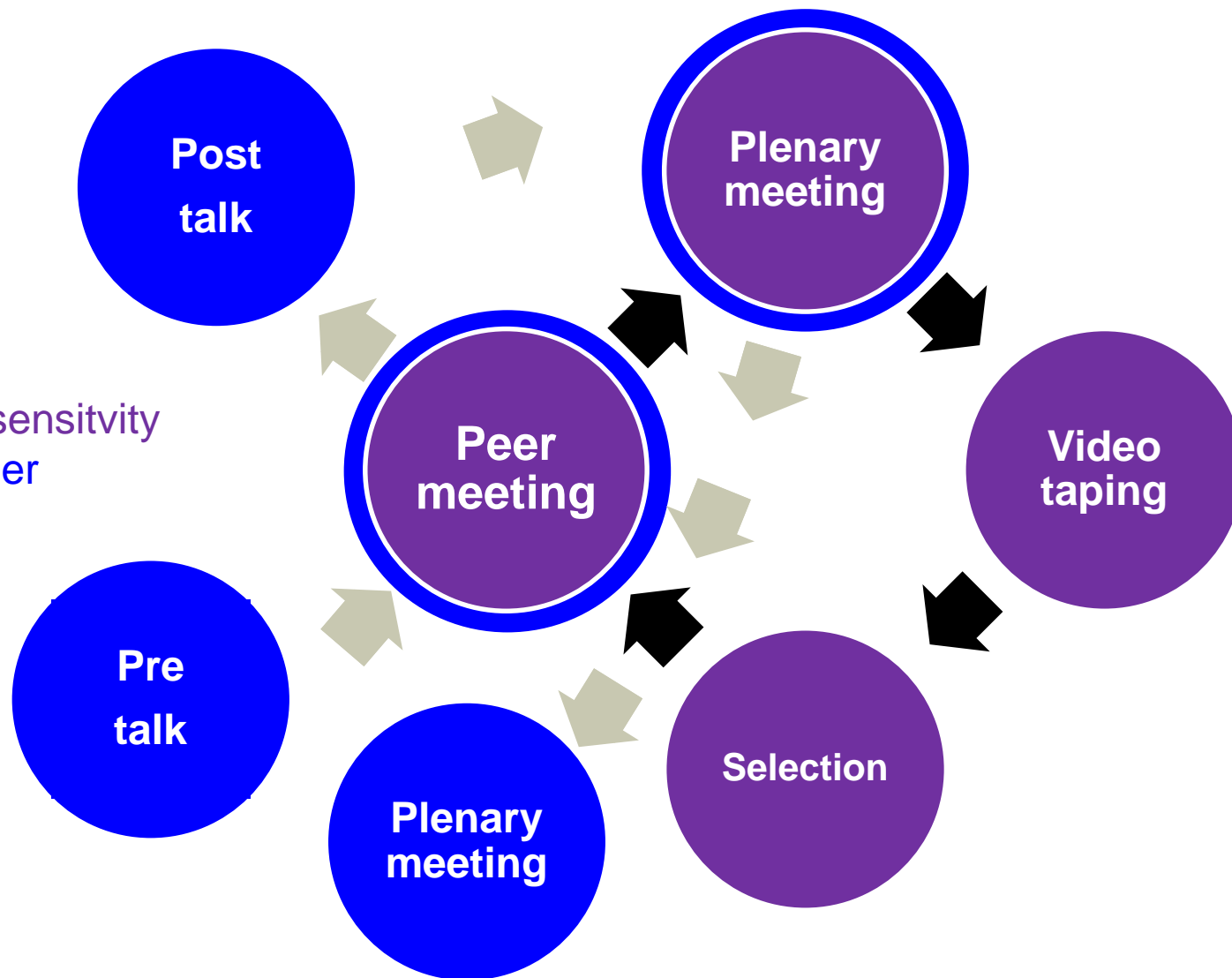
- 7 PLC's in schools:
 - 5 mainstream primary education
 - 2 special secondary education
- PLC = 1 coach and 3 teachers (+ supervisor)
- Professional Development Programs (PDP)
 - Pedagogical sensitivity
 - Train the trainer



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Organisation

Pedagogical sensitivity
Train the trainer





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Contribution 1

The development of teachers' **pedagogical sensitivity** in a professional development program

*Karin Diemel
&
Dorine van Eijk*







Teacher characteristics

‘Teaching [...] is not about the simple application of decontextualized knowledge and abstract rules, but entails sensitivity for the ‘teachable moment’ and an ability to make appropriate decisions in situations which, in some respect, are always new and unique.

(Biesta, 2011, p 1)’.



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Pedagogical sensitivity

..the ability
to see what goes on with children,
to sense the pedagogical significance of a
situation,
to understand the experiences of students,
to know what to do and how to do it right,
to create balance in pedagogical relations with
the pupils/students.

‘being susceptible/ sensitive for perspective, motives, feelings, needs of the other (Bernieri 2001)

ivity

ri, 2001

Pedagogical Objectives
(Langeveld, Van Manen, 1998)

Pedagogical

about balancing pedagogical objectives in relation to the students' needs

Ethical/
moral

Cultural

Profession
related

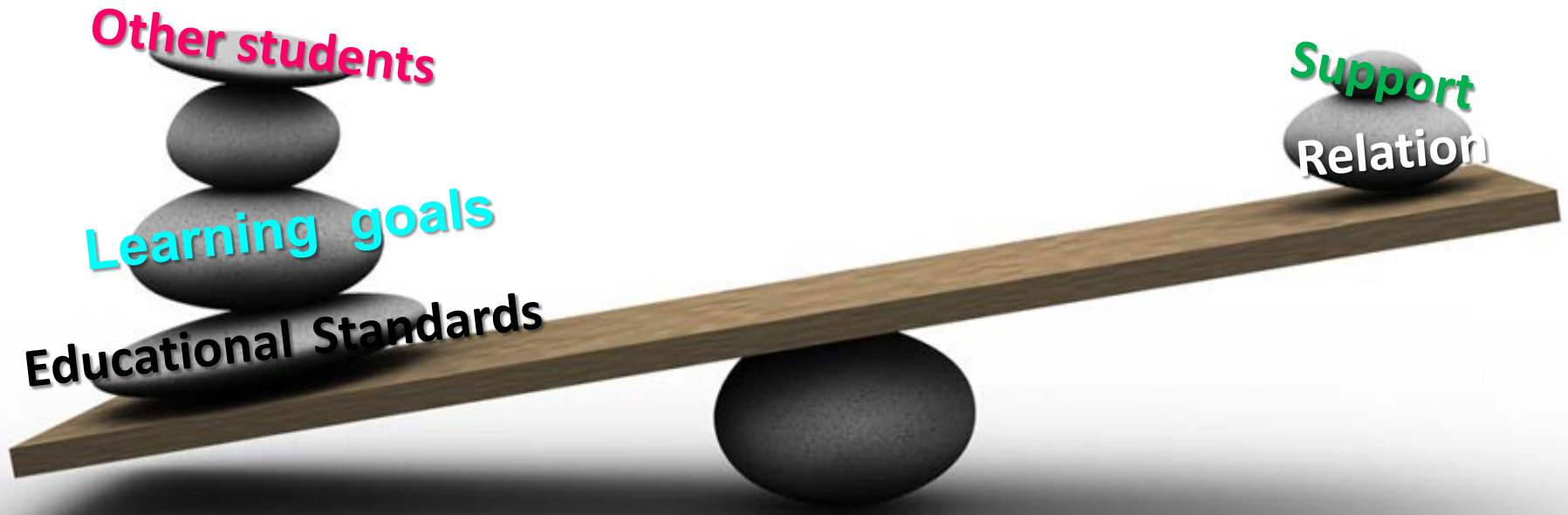
Profession -related
responsibilities
(Forster-Heinzer, 2015)

Ethical perspectives
(Tirri & Nokelainen, 2007)



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Tensions





Characteristics of PS



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- Alertness in observing
- Open empathetic interpretation
- A timed response
- An adequate response,
- Attention to (restoring) balance



Research questions



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1. How do teachers perceptions of their own pedagogical sensitivity develop, compared to their students' perceptions during a professional development program (PDP)?
2. How do teachers experience and show the development of their pedagogical sensitivity during the course of the PDP?



Intervention study



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Quantitative method

- Student (n= 468) and teacher Questionnaires (n=38)
- Pretest posttest design – experimental/ control group
 - 22 questions – 5 subscales
 - Age students: 10-14 years

Qualitative method

- Video recordings of classroom situations
- Audio recordings of peer meetings
- Evaluation interviews with teachers



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Question

How do teachers perceptions of their own pedagogical sensitivity develop, compared to their students' perceptions during a professional development program (PDP)?

Results - Questionnaire

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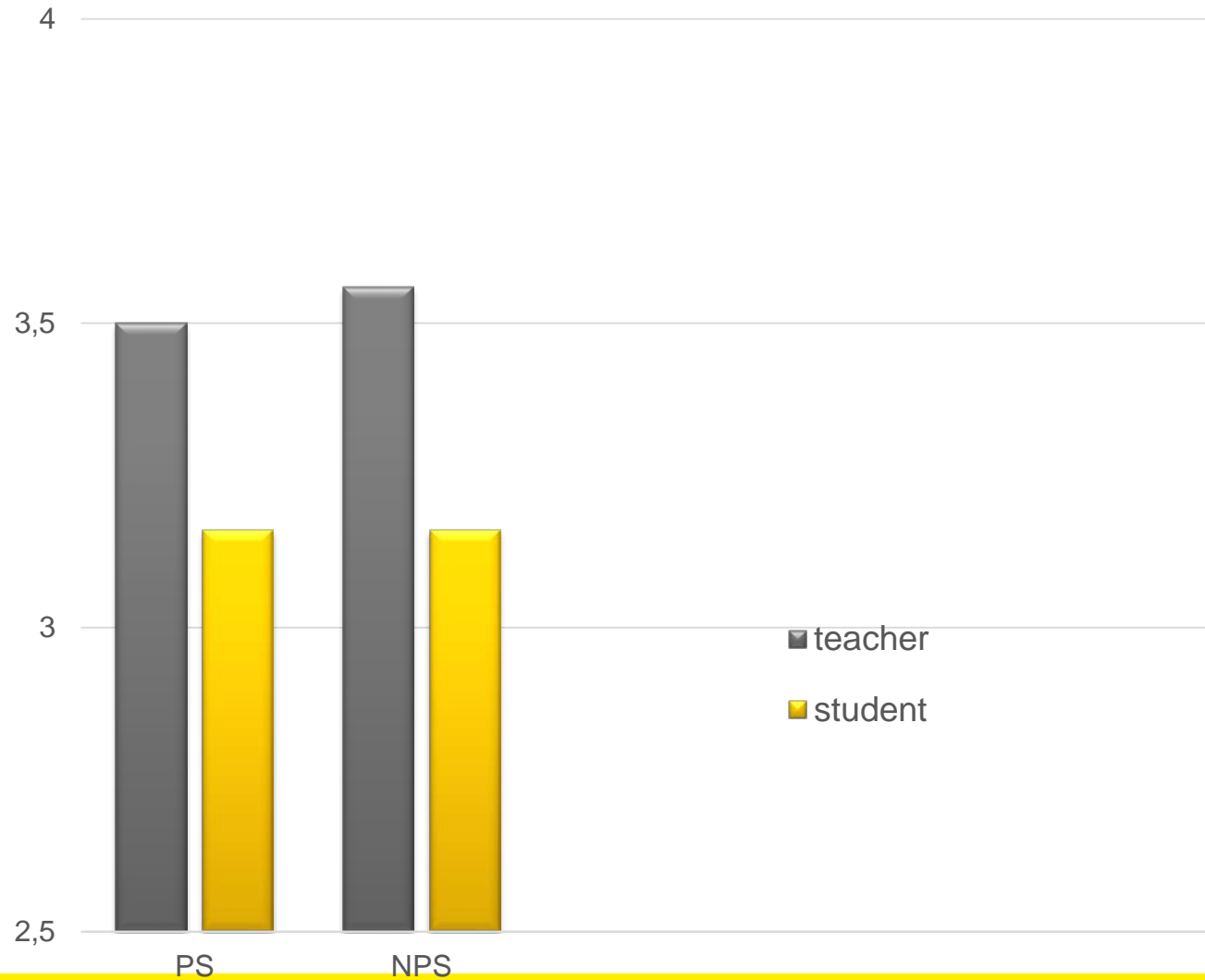
Subscales	Range 1-4	M	(s.d.)
Observation	■ I pay attention for signals of students	■ 3,58	(0,37)
	■ My teacher pays attention to me, he has me in the eye	■ 3,09	(0,53)
Interpretation signals	■ I imagine what a pleasant approach is for students	■ 3,34	(0,36)
	■ My teacher knows what a pleasant approach is for me	■ 3.04	(0,59)
Adequate response	■ I help students when necessary	■ 3.47	(0.28)
	■ My teacher helps me if it is needed	■ 3.34	(0,48)
Timed response	■ I let students know I noticed them, even if they have to wait	■ 3,53	(0,38)
	■ The teacher lets me know he noticed me, even if I have to wait.	■ 3,37	(0,61)
Balance relation	■ I explain to my students why I am doing something	■ 3,57	(0,27)
	■ My teacher explains to me why he does something	■ 3,10	(0,55)



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Teacher – student perspectives

Results

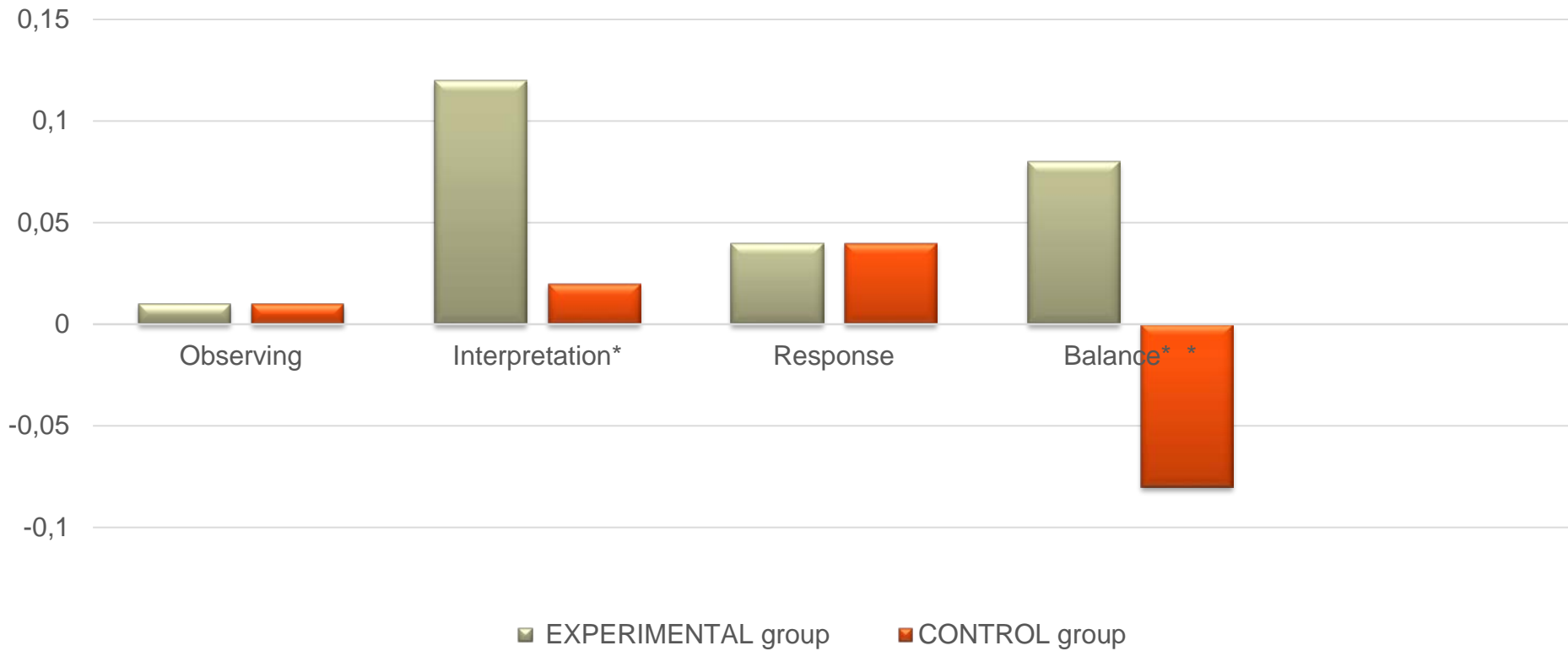




Results - students perspectives



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Conclusions

- Teachers rate their PS higher than their students do
- Students from *experimental* groups report significantly higher scores on aspects of PS after the PDP



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Question

How do teachers experience and show the development of their pedagogical sensitivity during the course of the PDP?



Images as input for understanding

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What was
observed ?

Interpretation
of signals?

relation
responses?

Alignment with
the student





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An example





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Discussing PS

Theme: the noise pupils produce when they are working together

- Perception and interpretation
- Interpretations and action
- Balancing



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An example

Teacher 1: ‘Above all things I hear the noise and focus on that. The noise bothers me. I need structure on those moments.

I hear this and have to correct pupils at those times, I order them to talk less loudly, because it is disturbing to me’.

Teacher 2: ‘I normally look what the pupils do, how they are working. The noise doesn’t bother me so much when I see they are working.

I do discuss the noise, to make them alert that it is loud’.

‘However, in the fragment I saw that the pupils were not aware of disturbance when they work with each other. *They are not unwilling, but need support and structure.* I realized if I discuss the noise pupils are willing, but are still not aware when they go on’.

‘Then I understood I must visualize to support the awareness of pupils and decided to draw the line with the magnet’

Summary



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- Teacher 1 accentuates her listening. She becomes disturbed by loud noise and this elicits her action. Then, her interpretation seems less directed to move into the perspective of the pupils.
- Teacher 2 accentuates her seeing what pupils were doing. She is less disturbed by the noise and her interpretation is directed to trying to understand why they could not lower their voices. Her interpretation seems more directed to move into the perspective of the pupils. Her actions were focused on supporting awareness of the pupils

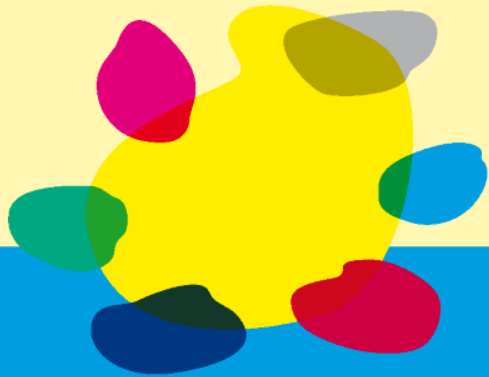


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Conclusions

- The questionnaires show that students can help us to be critical about our own perceptions
- The intervention influenced the perception of students about the PS of their teachers on specific aspects
- The intervention strengthened the insights of teachers about the concept of PS and aspects that are related
- The intervention strengthened the awareness of teachers about their own PS
- External factors (organization, parents, curriculum requirements, objectives, other students) limit and control the practice of teaching and student related choices which impairs the pedagogical focus





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Moral learning on
pedagogical sensitivity
in Professional Learning
Communities.

Helma de Keijzer

&

Ritie van Rooijen

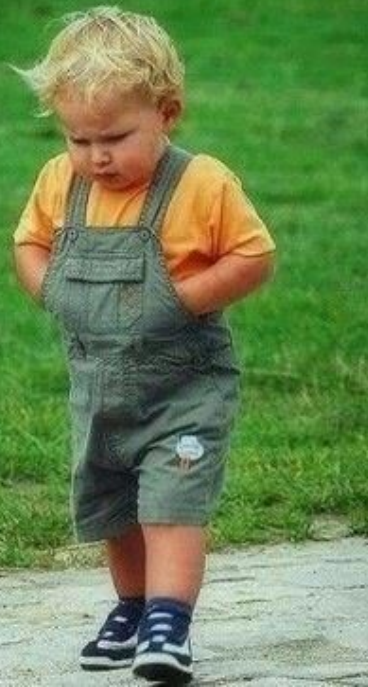




- Theoretical framework:
 - Conceptual & Practical
- Central Questions
- Results & Conclusion
- Further approach of the research

Why moral?

What do you think?



How teachers identifying and responding tot he needs of students is influenced by what they think is 'right' to do in that particular situation. (Campbell, 2003, 2004; Fallona & Richardson, 2006; Goodlad, Soder &Sirotnik, 1990; Hansen, 2001, 2002;

It matters the way teachers understand their tasks and how this understanding is influenced by own assumptions, beliefs and values (Taylor,1995; Kelchermans, 2012: Sanderse 2013).

What is the best response/the right thing to do?



Teachers do not have a choice whether to work on the moral substance or not because education practice is constantly concerned with value development among pupils. (Jackson, Boostrom & Hansen, 1993; Richardson & Fallona, 2001; Sanger, 2001; Maas, 2010) Veugelers & De Kat, 2003).



Theoretical Framework: Conceptual

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- Professional Learning Communities



- Collective
- Learning-oriented



Theoretical Framework: Conceptual

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- Teachers' learning



- Learning as a process
- Focus on moral assumptions
- Determine the choices of teachers' actions



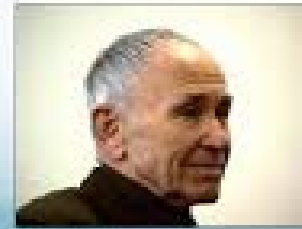
Theoretical Framework: Conceptual

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Transformative Learning

"The adult teacher must recognize both the learner's objectives and goal. The educator's responsibility is to help learners reach their objectives in such a way that they will function as more autonomous, socially responsible thinkers."

- Jack Mezirow



Transformative Learning

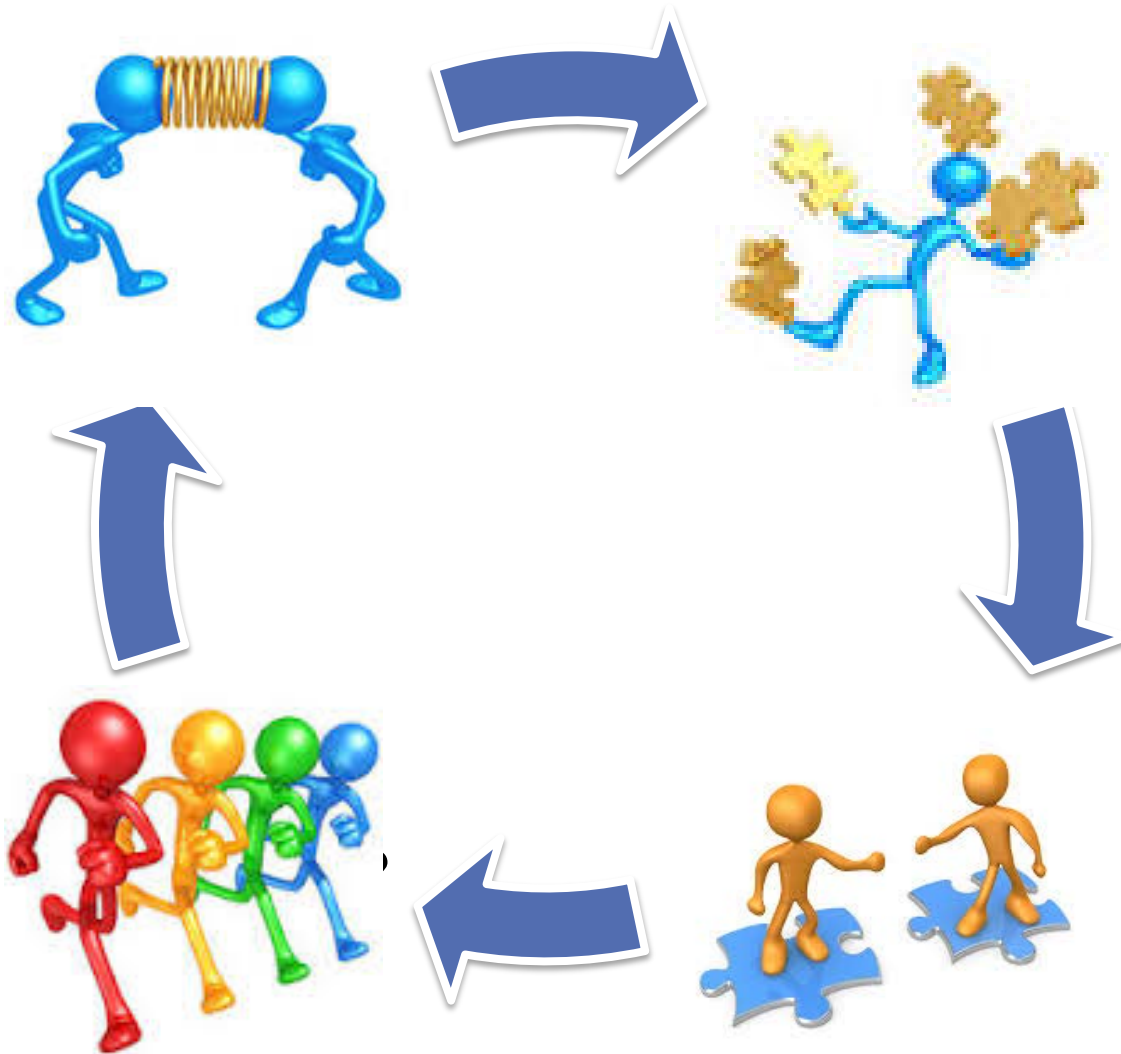
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Learning is seen as: responding to teachers' assumptions and beliefs in such ways that further enable them to be aware, articulate and analyze their own assumptions, beliefs, positions, and the positions of those around them.



Theoretical Framework: Practical

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Central questions

1. What are the experiences, questions and tensions teachers brought in the PLC to discuss?
2. How will teachers interpret the experience from practice and how will it change by the critical dialogue in the PLC?



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Results (1)

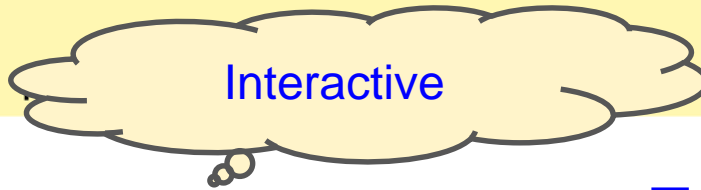
Experiences

- Inter

Teachers' choices
Goals of the lesson
(Maintain) Rules, norms and agreements in
the classroom
Judgement of teachers on students
Expectations of the teacher
Behaviour of pupils
Diversity of the group
Reward / punishment



Questions



Tensions

Results (1)

- 1) How do I keep the students involved (by the lesson)?
- 2) What is the best response to this student?

- 1) Although irritated feelings about a student, the teacher want to respond positively
- 2) Too little time in order to achieve the goals



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Conclusions (1)

Questions merely focused on the 'how' and 'what', on the moment itself, on effective teacher behavior and enforcement of rules/norms. Merely about didactic issues and less about pedagogical issues.

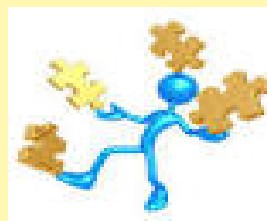
More on student behavior (difficult) than their own embarrassment.

Moral question merely implicit: Is letting go really the best for the student?, sometimes about doubts about 'good' teaching and teachers' role model.

Tensions often cited as the choice between two options: Should I response or let go? , achieving the goals of teaching / lesson, conflicting values.



How will teachers interpret the experience from practice and how will it change by the critical dialogue in the PLC?



Analyzing (2)

Based on Mezirow's Transformative Learning: Meaning giving by levels of reflection

How this Study Defined the Concept

- a) Meaning giving already exists in the sense making of the experience
- b) Meaning giving arises during or after the dialogue with others in the PLC

Content reflection

About the subject of reflection.
What do I think/ feel/ act? The reflection upon events, actions, thoughts and feelings

Process reflection

Meaning giving. How do I feel/ what do I think about my choice / action. Shows how a person thinks/ feels and dealt with the questions and tensions of the experience.

Critical reflection

Reflection on premises, beliefs, values, contexts, what is of influence on acting? Also including multiple perspectives, showing doubts or dilemmas



Example

Results (2)



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A. I want children to be quiet and listen if someone is telling a story or is speaking. Not listening is disrespectful.



B. Now I ask: how often I actually do expected children to be quiet and listen and how difficult is it to stay focused and listening? And I made a false judgement student does not listen...



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Conclusions (2)

Before the dialogue:

- Experience were interpreted from teachers own perspective
- Merely content and process reflection
- Interpretation from the questions and tensions

After dialogue:

- Shift in interpretation: from instrumental to moral (more the why and wherefore question)
- Implicit assumptions were expressed and openly questioned
- Differences in assumptions were motive for further investigation
- Shift from content to process - and more critical reflection
- Critical merely about awareness of the impact of beliefs and the impact on students



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Further approach of the research

- The critical dialogue contributes to the critical reflection by teachers on their own assumptions.
- The question raises what language teachers employ to discuss the moral issues and how moral language will developed in the PCL?



Contribution of educational practice

- Workshop Critical Reflexive Dialogue
- 24-11-2016: 15.55-17.25 -----
- Room: H309





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Contribution 3

The relationship between teachers' pedagogical sensitivity and students' communicative competences.

Roos van Vulpen & Linda van den Bergh



Background

- Growing consensus that the nature and quality of teacher - student relationships are critical factors for students' social and cognitive outcomes (e.g. Wentzel, 2016; Pianta et al., 2012)
- Phase 1: teachers became even more focused on students' social and communicative development.
- Phase 2: Explicit focus on the relation between PS and student competences in the PDP's.



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Background

- ***The Royal Auris Group***: Special education and care for students aged 4 – 20 who need hearing, speech and/or language support
- Students' needs: concentrated around communicative competences.
- Communicative competence: is the persons ability to communicate mutually by means of words, gestures or symbols.
- Focus on conversation skills of secondary education students:
 - Initiating a conversation
 - Keeping de conversation going
 - Turn taking
 - Presupposition (attend to the listeners 'perspective)
 - Story building



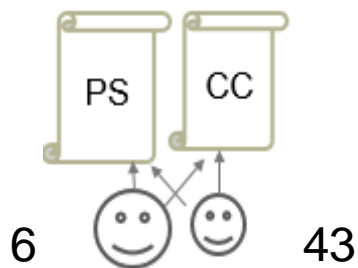
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Research question

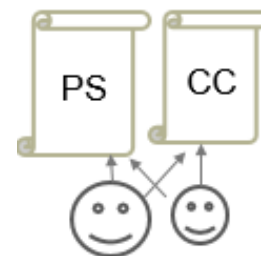
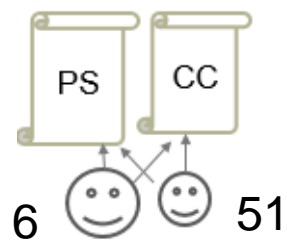
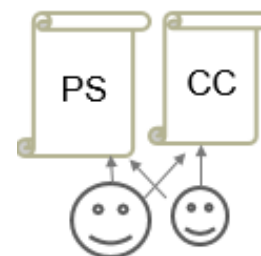
What is the relationship between the pedagogical sensitivity of the teacher and the development of the communicative competences of the students?



Method



PDP



Quantitative results



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	Pre-test				Post-test			
	Leraren		Leerlingen		Leraren		Leerlingen	
	Gem.	SD	Gem.	SD	Gem.	SD	Gem.	SD
Total comm. competences	2.39	.36	2.58	.32	2.45	.35	2.66	.35
Initiating	2.37	.66	2.38	.46	2.41	.73	2.55	.58
Keep going	2.10	.61	2.48	.59	2.24	.59	2.64	.58
Turn taking	2.44	.78	2.52	.64	2.50	.76	2.61	.60
Presupposition	2.45	.54	2.92	.53	2.53	.44	2.95	.49
Story building	2.43	.52	2.41	.48	2.59	.59	2.48	.56

- Students scores significantly higher than teachers' scores; especially presupposition and keeping a conversation going.
- Students report a significant development: initiating a conversation and keeping a conversation going.

Quantitative results



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- Students experience their communicative competences and their development more positively than their teachers do.
- Students rate teachers' empathic interpretation and attention to (restoring) balance in the student-teacher relation significantly higher in the post-test of the experimental group.
- No significant correlation between students' communicative competences and teachers pedagogical sensitivity.



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What do you think?

'Can you think of ways in which a teacher can respond pedagogically sensitive in order to affect students' communicative competences?'

Experienced practitioners:
Rebekka Everts and Kees Dikker



Discussion

- No relation between students' communicative competences and teachers' pedagogical sensitivity was found in the questionnaire study
- Teachers' and students both report positive experiences



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Discussion

Discussiant: Bregje de Vries



Important matters



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From tacit to explicit Pedagogical Sensitivity

Ingredients for professional development:

- collaborative learning
- reflection
- narration
- starting with questions/ tensions of teachers



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Good practices

Interventions

- (1) Study 1: Videos of bumpy moments
- (2) Study 2: Reflexive dialogue
- (3) Study 3: Self-reports

Increased awareness, increased attention



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Question 1

On the differences between teachers

- (1) Are teachers equally sensitive to it?
- (2) Are teachers equally sensitive at the start?
- (3) What are their bumpy moments, questions and tensions?

-> what is the right time/moment for professional development on Ped Sens? And how can we use differences in knowledge, experience, nature of teachers in the interventions?

Question 2



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On the relation between pedagogical sensitivity and differentiation / personalization

Often, differentiation is a problem solved by new didactics.

If pedagogical sensitivity can contribute to realizing differentiation, what did we learn from the three studies presented here?

Question 3



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On the pedagogical sensitivity of students

Teachers need to learn to become pedagogically sensitive.

Do students need to learn to become that as well?

What could be the possible ingredients that constitute ped sens with students?



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Discussion

*On the differences
between teachers*

*On the relation with
differentiation /
personalization*

*On students'
pedagogical
sensitivity*

**Other questions,
tensions,
suggestions...?**