



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
- Five partners






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## Main theme

- Focus on effectiveness and efficiency (Keichtermans, 2012)
- Growing diversity of students
- The teacher as a person: relates to and cares for students

How can the teacher respond to the students in a pedagogically sensitive manner, taking into account the moral issues of learning and teaching?






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Contribution 1

## Students' and teachers' perceptions of teacher quality



*Anouke Bakx, Karin Diemel & Ellen Rohaan*

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## Teacher quality: perspectives


- perception studies on ideal or preferred teaching
- effectiveness studies on teacher behaviour related to learning outcomes
- studies on teachers' professional knowledge
- studies on teachers' professional identity

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## Research question

*Which characteristics of good teachers in primary education do students value as being important?*




**Method**

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- questionnaire 'teacher-spider'
- one open question: "What is a good teacher?"
- What should a good teacher be able to do?
- What does a good teacher do?
- What is a good teacher like?

What do you think?  
Throw the ball!



**Method**

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- 3.086 students
- 52 Dutch primary schools
- between 8 – 12 years
- 22.646 qualities reported
- 143 different qualities



**Results**

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1. Personality	29,5%
2. Instructional skills and guidance	26,3%
3. Authority	15,5%
4. Communication & pedagogic skills	7,7%
5. Do nice things	5,8%
6. Knowledge (cognitive domain)	5,5%
7. Creativity	4,4%
8. Skills, incl. sports	3,0%
9. Problem solving & first aid	1,0%
10. Person	0,7%
11. Facilities	0,5%

**Conclusion**

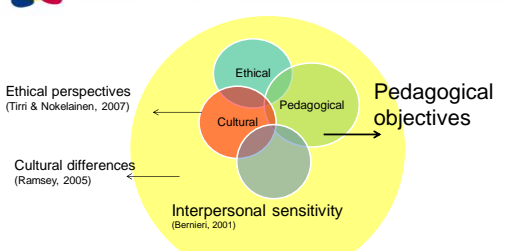
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- Personality
- Instructional skills and guidance
- Authority (structure)

*Teachers who explain well and are pedagogically sensitive*

**Sensitivity**

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Interpersonal sensitivity (Bernieri, 2001)

*Susceptible/ sensitive for perspective, motives, feelings, needs of the other*

**Characteristics of PS**

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- Alertness in observing**, noticing signals of students
- Open** (unprejudiced), **emphatic interpretation** of the perception
- A timed response**
- An adequate response**, adapted to circumstances and needs of students
- Attention to (restoring) balance** in the student-teacher relation



## Research question

*How do students perceive characteristics of pedagogical sensitivity of their teachers, compared to the teachers' own perceptions?*



## Method

### 9 small scale projects

- Student questionnaire (n= 456)
- Teacher questionnaire (n= 37)
- Age students: 10-14 years
- 28 questions – 5 labels



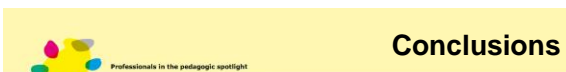
## Results

	Range 1-7	M	(s.d.)
<b>Observing signals</b>	■ I pay attention for signals of students	■ 2,0	(0,8)
	■ My teacher pays attention to me, has me in the eye	■ 2,8	(1,0)
<b>Interpreting signals</b>	■ I imagine what a pleasant approach is for students	■ 2,3	(0,7)
	■ My teacher knows what a pleasant approach is for me	■ 2,9	(1,2)
<b>Adequate response</b>	■ I am strict if it is necessary	■ 2,0	(0,5)
	■ My teacher is strict when necessary	■ 2,6	(0,9)
<b>Timed response</b>	■ I help students at the moment needed	■ 2,0	(0,7)
	■ My teacher helps me at the moment needed	■ 2,5	(1,0)
<b>Orientation balance in relation</b>	■ I explain to my students why I am doing something	■ 1,9	(0,5)
	■ My teacher explains to me why he does something	■ 2,9	(1,1)



## Results

PROJECT / RANKING	LABEL 1	LABEL 2	LABEL 3	LABEL 4	LABEL 5
	2 (5-8)	6	8	5	6
4 (1-4)	2	2	1	4	1
6 (1-4)	1	1	4	2	4
8 (5-8)	5	6	7	7	8
11 (5-8)	7	7	8	5	5
13 (3-4)	4	3	3	3	3
14 (1-4)	3	4	2	1	2
15 (5-8)	8	5	6	8	6



## Conclusions

- Teachers rate their PS higher than their students do
- Student scores differ between projects (schools)
- The five characteristics of PS are highly correlated

The teacher spider and questionnaire show that students can help us to be critical about our own perceptions



Contribution 2

## Developing Teachers' Pedagogical Sensitivity

Karin Diemel





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## Research questions

How do teachers perceive the development of their pedagogical sensitivity during the course of the intervention?

How do teachers evaluate the interventions?



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## Interventions

### Two types:

- Intervention using image fragments from classroom situations about PS
- Intervention based on rich descriptions of classroom experiences about PS

*4 peer groups meetings (4 or 5 colleagues)*



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## Focus: PS

- Alertness in observing:** noticing signals of students
- Open** (unprejudiced) and **emphatic interpretation** of the perception
- A timed response**
- An adequate response**, adapted to circumstances and needs of students
- Attention to (restoring) balance** in the student-teacher relation



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## Observe PS yourself!

Look at the fragment:

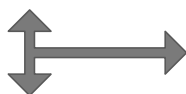
*What can you tell about the characteristics of PS?*

- **Alertness in observation**
- **Open, empathic interpretation**
- **Timed response**
- **Adequate response**
- **Attention for balance in relations**



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**Pedagogical objectives**



**Pedagogical sensitivity**

**Student needs**



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## Data collection

- Audio recordings of the peer group meetings

*'I am more aware of the importance of observing how the student reacts, I wait longer to respond and then I see more'*

- Evaluation session: focus interview


*'It is difficult to keep the focus and stay alert. Old habits easily come back'*



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## First results


- Teachers think they are sensitive
- The interventions awakened awareness of
  - alert perception;
  - open interpretations
  - teachers' actions



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## First conclusions

- A short intervention seems useful for awakening awareness, experience difficulties and entering the spot of bother
- Teachers' eyes are opened, but it is difficult to stay aware – they need continued support
- External factors (organization, parents) limit and control the practice of teaching which impairs the pedagogical focus




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Contribution 3

## Teachers' collaborative moral learning

*Helma de Keijzer & Roos van Vulpen*




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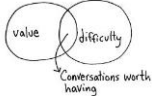

## PS <=> Moral learning

- Teachers need sensitivity to respond to the needs of students in a particular situation
- Their decisions or opinions are formed and influenced by their particular norms, assumptions and values (Taylor, 1995) and in that sense moral in nature



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## Prior empirical research

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## Theoretical focus

(cf. Mezirow's Transformative learning theory)

A moral learning proces:

Started with:


- Tensions
- Questions

Reflection on OWN:

- Norms
- Assumptions
- Values

Is expressed:

- By Stories
- Through Dialogue





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## Three kinds of learning processes

1. one that occurs within a given meaning scheme
2. one that involves the learning of new meaning schemes
3. and one that occurs through meaning transformation



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## Research Questions

1. What are the (moral) questions and tensions teachers are facing?
2. How do teachers learn from each other in peer groups?



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## Method (RQ1)

### Peer group meetings in schools

- *Audio recordings*
- *Logbooks*
- *Interviews*



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## Preliminary results (RQ1)

- Teachers had questions about the value of the project for their students
- Teachers perceived tensions regarding their responsibilities of pedagogical tasks in relation to their students and their working conditions
- Teachers faced pressure about their collegiality on the one hand and accountability requirements on the other hand



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## Method (RQ2)

### Focus group interviews

- Peer groups
- Cross - groups

*“To discuss my underlying assumption with others I have learned that anyone struggled with questions and have their own idea about what is the best. It was valuable and helpful to hear the ideas of others”.*



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## Observe ML yourself!

Look at the fragment

Questions:

1. What kind of assumptions about good teaching can be distinguished?
2. What is the value of the collegial dialogue in this situation ?

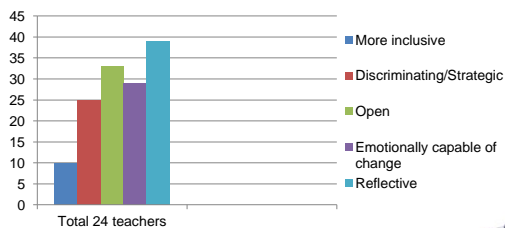




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## Preliminary results (RQ2)

### Learning in peer groups



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## Conclusions

- Teachers' questioning did refer to pedagogical values like care, responsibility, involvement and safety
- Teachers' questioning did neither refer to their own assumptions, nor to unlearning habits, behaviors, and beliefs that are either outdated or no longer useful



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## Discussion

Notes from the discussant: Anje Ros

Topic for debate:

- What is needed to stimulate and support teachers' moral learning in order to enhance their pedagogical sensitivity?

