

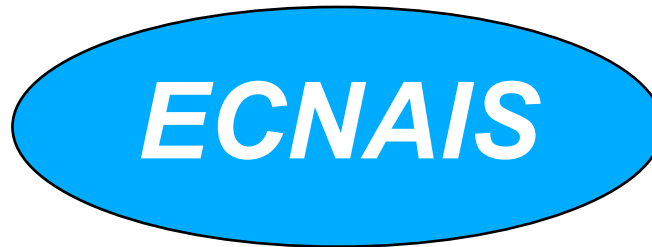
Professional development of teachers: Peer review

**by Simon Steen, ceo VBS/chairman of
ECNAIS**

On ECNAIS Seminar

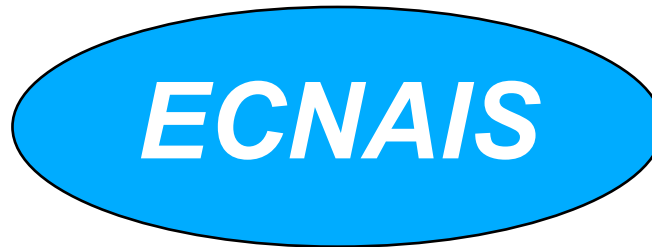
Modern view on the independent school

15-16 November 2012 in Berlin



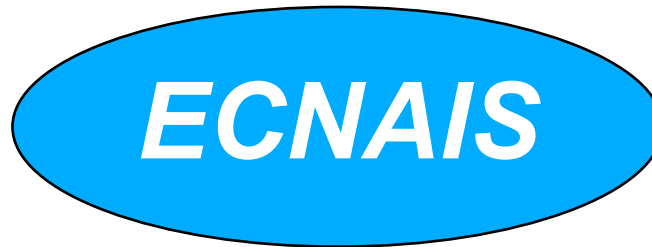
Overview of the presentation

- research has shown that the teacher is the key for structural improvement of education
- what can we learn from each other about the improvement of the quality and professionalism of teachers in the different countries?
- professionalisation is a container term
- in this presentation it is about how teachers can learn from each other in the context of their daily practice



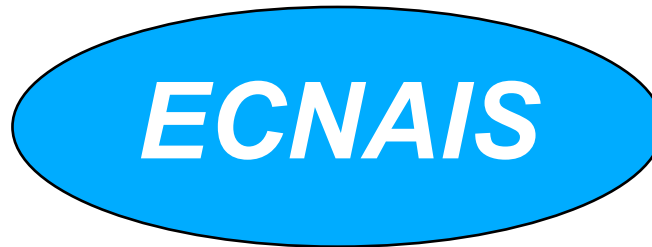
Overview of the presentation 2

- in this presentation I refer to the Dutch practice not mentioning that this is the only way to follow
- what is known about Peer review of teachers in literature and research with mentioning of the sources of the used data



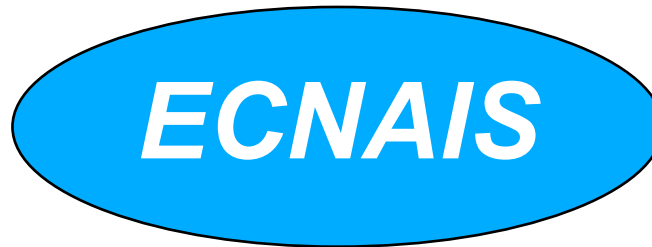
The importance of initiatives by teachers themselves

- teachers can learn a lot from reflecting with colleagues on their daily practice
- the Dutch Cooperative of teachers unions works on the professionalisation of teachers
- the Onderwijscoöperatie is subsidized by the ministry of education
- www.Onderwijscoöperatie.com has an English section



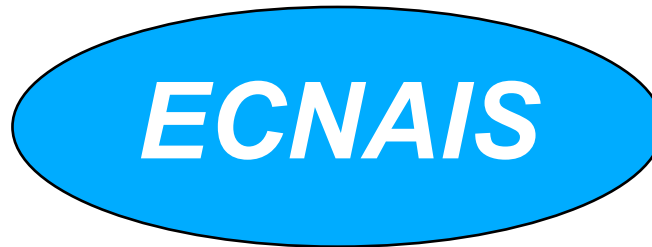
Activities of the Onderwijscooperatie

- professional competency
- teacher's register
- professional leeway
- image
- about the Onderwijscooperatie and its objectives
- a pilot about peer review of teachers will start next year in cooperation with the VBS



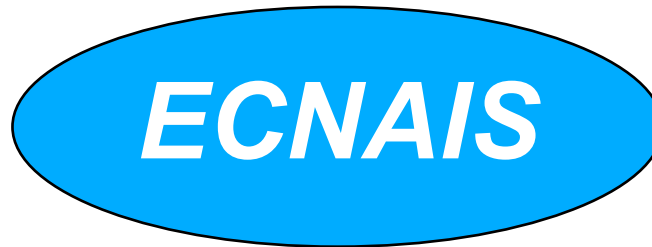
What is known about Peer Review

- research by prof.dr Joesph Kessels from LOOK, Dutch Open University)
- educational research by the OECD
- educational research by the AERA



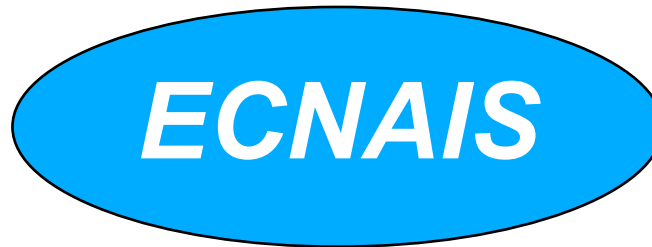
Professionalisation (OECD Talis, 2009, p.57)

- informal talks with colleagues about the profession
- courses and workshops
- reading literature about the profession
- visiting conferences and seminars
- participating in networks



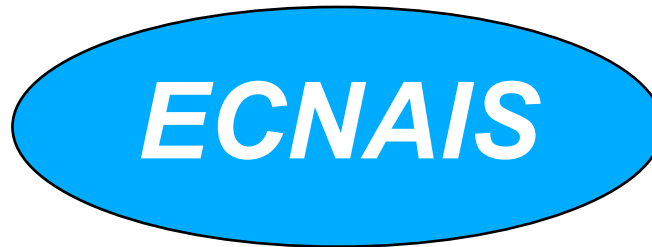
Professionalisation 2

- participating in research activities
- receiving of tutoring, coaching and visiting of lessons
- collegial visits of other schools
- following of a training for a new degree



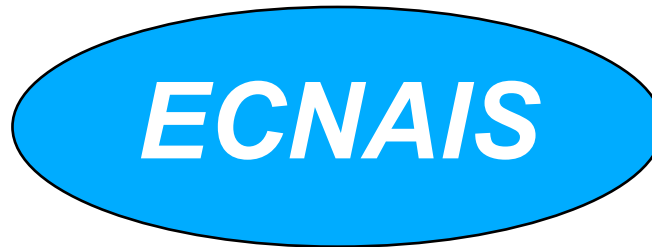
Effective professionalisation (van Veen e.a. OCLON, 2011)

- focus on the daily practice of teaching, the content of the subject, the didactical approach of the subject and the learning process
- the teacher has an active role in the professionalisation activities
- participates in learning by doing research
- self analyzing of problems and construction of solutions related to the daily practice of teaching



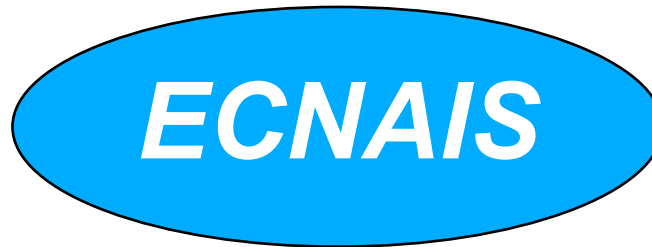
Effective professionalisation 2

- together with colleagues playing an active role in the choice of goals, themes, content, approach and methodology
- sustainable character, embedded in the school policy
- taking into account the workpressure of teachers and the innovations which are already going on



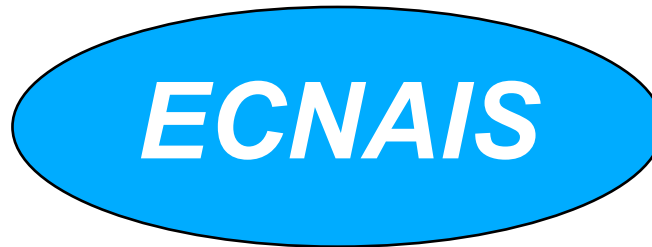
Peer Review (colleagual visitation, LOOK, 2012)

- Peer review as part of the learning culture is with preference
 - intensive
 - a sustainable part of the professional development
 - connected with the daily practice of teaching



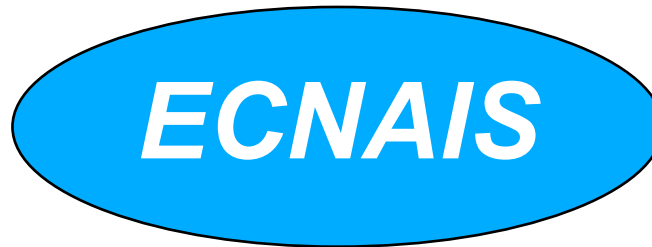
Peer Review 2

- Peer review as part of the learning culture is with preference
 - focussed on the content of the profession
 - related to initiatives in the school
 - with preference organized in networks
 - focussed on the improvement of the education behaviour, no judgement



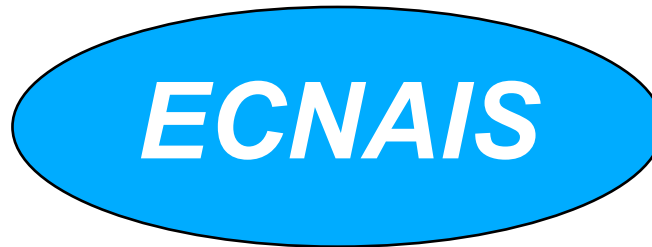
Professional development (peer feedback, Thurlings, 2012)

- peer to peer learners should have the opportunity to start a dialogue
- taking into account in a respectful way the characteristics of the learners
- feedback as support of the learning process



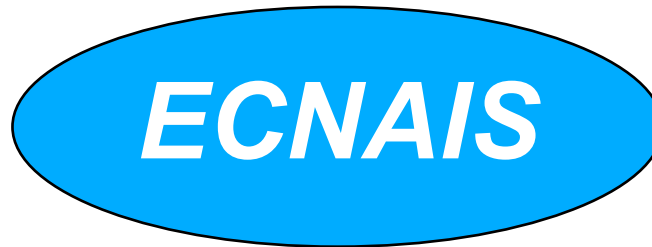
Professional development 2

- giving feedback is a competence which can only be required by doing
- the giving of feedback to enhance professional development requires a structural form to be effective



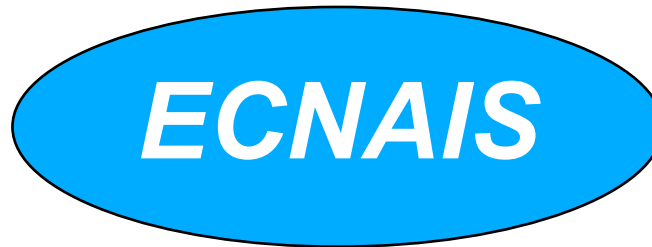
Peer review as a specific form of feedback

- the power of feedback
- feedback is about three essential questions
 - where am I going
 - how am I doing
 - what's next?



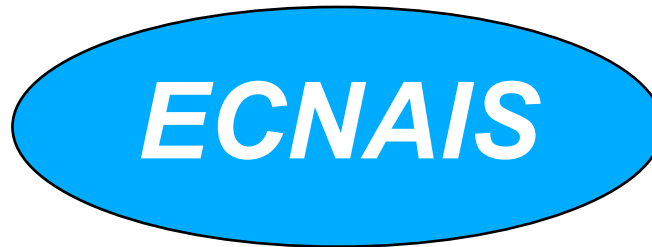
Four levels of feedback

- the 3 questions have always to be connected with 4 different levels
- the task
- the process
- the regulation
- the self
- feedback on the self of the person is most of the time not effective



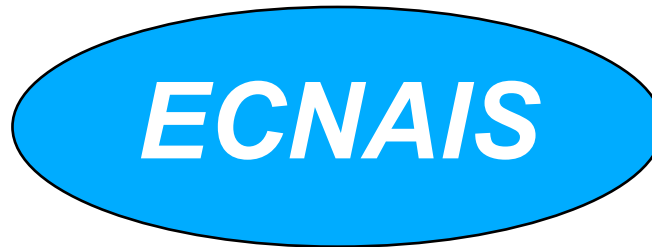
Conclusions and recommandations

- keep close to daily work experiences
- create a learning culture focussed on reflection, sharing of knowledge, positive feedback, security, credibility and trust
- consider peer review as part of team development



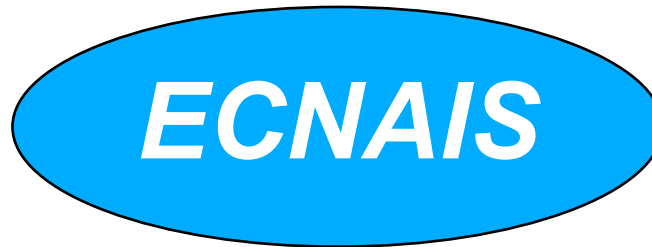
Conclusions and recommendations 2

- integrate peer review in a cyclus of improvement
- make a connection between quality of education and results of pupils
- stimulate cooperation and support it with research (LOOK, 2012)



Sources

- presentation by prof. Joseph Kessels at an expertmeeting about Peer Review, Utrecht, July 2012; for more information LOOK, scientific centre for teacher's research at the Dutch Open University (www.look.ou.nl)
- English section of www.onderwijscooperatie.nl
- OECD research data (www.oecd.org)



Sources 2

- The power of feedback, review of educational research, March 2007, published on behalf of the American Educational Research Association (www.aera.net)
- 'It is now up to the teacher' (Leerkracht aan zet) a project of the VBS and the Onderwijscooperatie about making room for initiatives of teachers for their own professionalisation as part of schooldevelopment (www.leerkrachtaanzet.nl)