Professional development of teachers: Peer review

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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 Onderwijscooperatie is subsidized by the ministry of education.
- www.Onderwijscooperatie.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 Joseph 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 recommendations

• 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 cycle 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 school development (www.leerkrachtaanzet.nl)