CHAPTER 1

THE PROBLEM

The problem addressed by this study emerges from changes to the domination of professional development by employing institutions to increased involvement of the individual. It is argued that for this change to be successful there is a need to provide increased assistance to teachers in determining their needs. To achieve this the study develops, implements and evaluates a "teacher-driven" process based upon specific theoretical propositions. This process contrasts with what hitherto appears to be a method of choosing professional development from a range of opportunities provided by the employing organisation (i.e., the N.S.W. Department of School Education) and often chosen on an ad hoc basis by individual teachers.

1.1 Background to the Problem

Increased emphasis has been given in a variety of education reports and policy statements in Australia and internationally to the concept that teacher education is a "continuum" that goes well beyond pre-service training, and is seen as a career-long need that involves on-going professional development of teachers.

This concept is recognised by the N.S.W Ministry of Education, Youth and Women’s Affairs (1990:1) in a report on the future directions of teacher education, which states that teachers should have:

\[\textit{a commitment to education and to their role as educators, and therefore to excellence in professional standards. This in turn requires a commitment to education as a life-long process, including teachers' own professional development.}\]

Further reports that emphasise the importance of the need for the continuing professional development of teachers include the Report of the Committee of Review of New South Wales Schools (N.S.W. Government, 1989) known as the Carrick Report and the subsequent School-Centred Education. Building a More Responsive State School System (N.S.W Education Portfolio, 1990), known as the Scott Report. These
were in the context of a variety of national and international educational reports that likewise emphasise the significance of professional development in the overall educational processes. Some of these reports include Auchmuty (1980); Coulter and Ingvarson (1985); Holmes Group (1986); Carnegie Corporation (1986); Department of Employment, Education and Training (1988); Davies (1990); Schools Council (1990 and 1993).

While these reports accept the importance of this issue, there have also been significant attempts to alter traditional approaches to the methods of providing professional development for teachers. The basic principles underlying the desired approach to the professional and career development of teachers are outlined in the following framework, put forward by the Organisation for Economic and Cultural Development (1982). This framework emphasises not only the significance of career-long professional development, but also the dual aims of meeting the needs both of teachers and the educational system in which they work.

It can be concluded that each member of the school's personnel must be provided with an opportunity for consistent, integrated, personal and professional development throughout his/her career (where initial training would only be a starting point) enabling both his/her own training needs and those of the changing educational system to be met as closely as possible.

(OECD, 1982: 77)

Logan and Dempster (1992:125) put this change into historical context in their contention that the traditional driving force behind professional development has been the needs of the organisation rather than the needs of the individual.

During the last three decades in-service education has been predominantly directed towards the needs of systems. However, from small beginnings in the 1980s there have been consistent trends towards alternative approaches.

This claim by Logan and Dempster has not generally applied to professional development undertaken by teachers through university postgraduate studies: studies usually based upon curricula devised by university staff after consultation with a number of stakeholders, including teachers' employers.
Fullan and Hargreaves (1992:5) support this contention that the individual teacher’s needs should also be considered, along with the needs of the school and the education system, with the following statement.

*The teacher as a person has also been neglected in teacher development. Most approaches to staff development, for example, either treat all teachers as if they are the same (or should be the same), or stereotype teachers as innovators, resisters, and the like. In more recent research, we are seeing that age, stage of career, life experiences, and gender factors — things that make up the total person — affect people’s interest in and response to innovation and their motivation to seek improvement.*

This approach to professional development, through its emphasis upon the needs of the individual as well as the educational system, differs from previous approaches to this issue taken by the N.S.W. Department of School Education. Prior to the Carrick and Scott Reports, during the 1980s, educational regions within the N.S.W. Department of School Education were the major determiners of what inservice activities were to be made available to teachers and schools (Duignan, Meek, West & Marshall, 1986). Individual teachers were not extensively involved in determining and providing for their own professional development. This method of “top-down provision” of professional development is illustrated in the following Figure 1.1.

The Carrick Report (1989) led to wide-sweeping changes in the administration of public education (government and non-government schools) within N.S.W. while the Scott Report had a specific impact upon the administration of government schools. A major aim of these changes to government schools was the devolution of decision-making from centrally-organised administrative structures to schools and their local communities. In the context of this devolution of decision-making, the Scott Report made the following recommendations about the provision of professional development:

- professional development should remain an important part of the overall plan for the provision of education in N.S.W.;

- funds for professional development should be allocated to individual schools so that they can determine their own professional development needs;

- some funds should be retained at State, Regional and Cluster levels for professional development programs that meet system priorities;
there needs to be an interdependence between the areas of school renewal, staff development and performance appraisal.

Figure 1.1 Early paradigm for professional development was “top-down”
Further to these recommendations being implemented the Human Resource Development Directorate (1991) of the N.S.W. Department of School Education directed that each school was to have in place a professional development plan for individual staff members, to be updated annually. This new process may be represented as shown in Figure 1.2 below.

![Diagram showing system needs, individual teacher's needs, professional development opportunity, and onus upon school/teachers to develop individual teacher's P.D. Plan]

**Figure 1.2**  *New paradigm for providing professional development*
This change in policy represents a re-focus on the goals for providing professional development, in that it now requires all teachers (rather than those who chose to) to have a plan for their own professional development. The policy indicates that such a plan should be based upon not only the school’s needs, but also the outcomes of an appraisal of the teacher’s performance: a much broader basis for planning professional development than previously used. Given the diversity of teachers in such dimensions as teaching qualifications, teaching experience and ability, and motivation to undertake professional development, this new challenge appears to be a most complex one.

However, three years after this new policy direction to schools, it does not appear to have been extensively implemented. In its report to the N.S.W. Department of School Education, the International Advisory Council On The Quality Of Public Education (1994) re-iterated the importance of linking teacher or individual development with school or institutional development — an approach to this issue that is supported “world-wide”. However, the Council reported that the development of individual professional development plans for teachers is currently only in operation in fifteen per cent of Departmental schools.

1.2 Statement of the Problem

Processes for determining the professional development needs of the education system of the N.S.W. Department of School Education have been in existence for some time. In moving to a process that is based upon the needs of the individual teacher as well as the system, the Department of School Education has opened up new challenges for schools and teachers in determining these needs. In particular, research is needed to identify the processes individual teachers go through in determining their own professional development plan, difficulties they may encounter, and the types of support that may assist them to achieve this goal. This study undertakes this research through the consideration of a number of relevant theoretical propositions. These propositions provide the basis for the development of a process that is implemented and evaluated, and that assists teachers determine their professional development needs.
1.3 Terminology

The literature reveals a plethora of terms related to the professional development of teachers. These include “inservice”, “staff development”, “professional development”, “training”, and “training and development”.

For the purpose of this study, the term “professional development” will be used and will draw upon a definition suggested by Logan (1994) in which he views professional development as being:

...any activity a teacher undertakes to improve her or his knowledge, understanding, attitudes and performance related to current or future roles.

(Logan, 1994:5)

The sources of such development are both complex and diverse, claims Logan, and include personal growth, job-related training through formal and informal activities, and daily teaching experience.

The concept of professional development needs-assessment, which is the basis of this study, refers to a process involving teachers in a self-analysis of present professional, personal and career goals, in the context of the organisation in which they work. In the present study, this process is termed “My Professional and Personal Life Plan: a developmental process” and will be referred to throughout as PPLP. This process is not seen as an end in itself; rather it is seen as the first step in the overall professional development process that leads to teacher change and growth.

Underlying needs-assessment is the important principle of assessing professional development needs in a valid way. For the purpose of this study, this aspect of validity is seen as involving teachers in a structured process that assists them to consider options for growth and improvement in a way that differentiates between their professional needs as opposed to their likes. That is, teachers may choose to undertake a particular set of professional development programs with which they are comfortable (their likes) but they may in fact have significantly greater needs which are ignored.

The potential professional development needs of a teacher are holistic. For the purpose of this study, the needs incorporated all aspects of a teacher’s life that might impact upon his/her professional performance. The participants in this study are employees
(teachers) of the N.S.W. Department of School Education, and are generally referred to as teachers or participants. However, within this cohort distinctions are sometimes made between classroom teachers, executive teachers and principals. Executive teachers are usually teachers who have been promoted to carry out specific leadership tasks. Within the N.S.W. Department of School Education these executive positions have been variously titled "head teacher", "leading teacher", "executive teacher", "deputy principal", and "assistant principal".

This study also uses the terms formative and summative evaluation (Scriven, 1989; 1991) to refer to methods used to evaluate the PPLP process. Formative evaluation involves gathering and analysing of data during the course of the study in a manner that leads to continuous modification of the process being studied. Summative evaluation involves a study of the final version of the PPLP process.

1.4 Purpose of the Study

The study aims to develop a theory-based process model to identify professional development needs and to evaluate the effectiveness of the model applied to primary and secondary teachers drawn from a number of N.S.W. Department of School Education schools. Final outcomes of the study are:

- a process model that, after trial and modification in the light of the research findings, may be used by teachers, schools and school systems to identify individual professional development needs.

- further understandings of the concepts and strategies that assist teachers to identify their professional and personal needs. These understandings are seen as an important starting point for "teacher-driven" professional development and will add to the existing knowledge of the overall professional development of teachers.

Such concepts include issues that cause teachers to change, the actual needs of teachers and means they may use to appraise and validate these needs.
1.5 Major Research Questions

Through the development, implementation and evaluation of a process model that assists primary and secondary teachers to establish a set of individual professional development needs, the following questions are addressed.

1. What issues are significant in stimulating teachers to question present professional behaviours and attitudes and to undertake professional development in order to change these behaviours and attitudes?

2. What taxonomy best represents the professional development needs of teachers?

3. What types of assessment techniques do teachers prefer to use in assessing and validating their professional development needs?

4. How can this model be used by teachers to identify their professional development needs?

1.6 Theoretical Framework and Methodology

The major practical goal of this study is to assist individuals to assess their own professional development needs as part of an overall process of professional development and growth. The emphasis in such a process is the increased involvement and empowerment of the individual. Therefore, the study drew primarily upon theoretical principles that viewed the individual as the starting point of personal or professional growth. These principles are influenced by concepts that view the teacher as learner/intellectual or researcher, and processes such as constructivist learning and action research that lead to the growth of the reflective teacher.

Given that this study is primarily concerned with the needs of the individual teacher, the research methodology uses case studies of primary and secondary teachers in an attempt to understand their individual responses to the varying issues involved in this process. The case studies drew primarily upon qualitative research methodology, but at times triangulate a variety of qualitative and quantitative methodologies to add validity to conclusions drawn.
CHAPTER 2

SETTING A CONCEPTUAL FRAMEWORK FOR ASSISTING
TEACHERS TO DETERMINE THEIR PROFESSIONAL
DEVELOPMENT NEEDS

This Chapter examines the literature related to professional development in order to establish a conceptual framework underlying a process that assists teachers to determine their professional development needs. The conceptual dimensions of such a framework are examined early in the Chapter and a process is postulated. The literature is then drawn upon to examine each of the elements of this process in some detail. These elements include the issues that promote or limit individual change, a range of possible areas of need for change and development, means of assessing and validating these needs and ways of implementing this process.

2.1 Theoretical Principles Underlying This Process

The proposal that professional development should begin with the identification of needs is strongly supported by the literature (Lawton et al., 1986; McKillip, 1987, Brennan, 1988, 1990; Cameron, 1988; Fessler & Burke, 1988, 1990; Stiggins & Duke, 1988; Hopkins, 1990; McQuarrie & Wood, 1991). Without such a starting point, the ensuing process can be haphazard and inefficient.

Holland (1988:36), in attempting to put forward a theoretical model for the process of planning professional development that brings some form of rationality to the process, also argues that it should begin with research into developmental needs and contains the following steps as set out in Figure 2.1.
Figure 2.1  A Model For Professional Development

While accepting the model in Figure 2.1 as a starting point, the literature does not reveal any widely accepted systematic approach or conceptual model for a process of professional needs identification that may act as a basis for professional growth. However, in developing such a model in this study, the writer has identified and synthesised a number of key propositions supported by the literature. The following propositions have been identified.

1 Professional development, and consequently a needs analysis for it, begins with the individual learner. The organisation may play a supportive as well as a directional role in this process. This proposition is considered in more detail in 2.2 below.

2 Professional development is enhanced by the individual becoming more aware of his/her responses to the concept of change, that is, the factors that either assist him/her to be “unfrozen” (Schein, 1972; Lange & Burroughs-Lange, 1994a, 1994b) from existing patterns of behaviour, or that may limit him/her from making such changes. This proposition is considered in more detail in 2.3 below and is related to Major Study Question No. 1 which seeks to identify the issues that are significant in causing teachers to question present professional behaviours and attitudes and to undertake professional development in order to change these behaviours and attitudes.

3 The range of options considered by the individual in this process needs to be holistic in nature, incorporating both the personal and professional needs of the individual and the needs of the organisation within which the person
works. This proposition is considered in greater detail in 2.4 below and is related to Major Study Question No. 2 that seeks to identify a taxonomy that best represents the professional development needs of teachers.

4 The process of considering a range of developmental options should involve some form of assessment and validation process in order to both analyse the "what is now" aspects of the individual's situation, and to ensure that the choices of options for growth are valid in that they reflect the individual's needs rather than just his/her likes. This proposition is explored in greater detail in 2.5 below and is related to Major Study Question No. 3 that explores the types of assessment techniques teachers prefer to use in assessing and validating their professional development needs.

5 The identification of professional development needs is enhanced by a structured process that incorporates propositions 1 – 4 and is based upon adult learning and constructivist theories. This process, known as the PPLP process, is outlined in greater detail in 2.6 below. It is summarised in Figure 2.2 (see page 60) and is fully presented as Appendix 1. The process is encapsulated in eight Modules of structured activities involving input by a facilitator, small-group workshops, discussions and individual reflection periods. This proposition is related to Major Study Question No. 4 which researches how this model can be used by teachers to identify their professional development needs.

2.2 Proposition 1. Needs Analysis, the Individual and the Organisation

The first of these propositions advocates the increased involvement of the individual in the professional development process. This involvement underpins this study (and the PPLP process) because the development of a process to assist teachers identify their professional development needs is contingent on their being increasingly involved in the overall professional development process. Bell (1993) alludes to this concept when he refers to two "competing discourses" or paradigms in teacher development literature: the technicist/functionalist approach and the critical approach. A similar conceptual dichotomy is referred to by Begg (1993) as the subject-centred approach and the learner-centred approach to professional development.

The functionalist approach to teacher education and development reflects utilitarian cultural theory and politics and involves a technical or scientific management approach.
to education. Within such a theory, education is seen as encouraging social uniformity and cohesion, and serving the needs of the economy (Middleton, 1989). It is characterised by definable areas of knowledge and skills (sometimes broken down into competency-based statements or behavioural objectives) that can be technically transferred to teachers to enhance the teaching-learning process. Therefore, teacher education and development involve training teachers to perform particular tasks with expertise (Adler, 1990) — a process that becomes a technical problem of finding ways of efficiently linking theory to practice, establishing and maintaining standards and programmes (Popkewitz, 1985). In such a process, teachers are seen as being the “raw material” upon which administrators and external change agents work to achieve some pre-determined objective (Bell, 1993). Starratt (1993) refers to this as being a “deficiency perspective” of professional development in which teachers are perceived to be deficient in specific areas of competencies or skills; deficiencies that can be remedied by the staff developer or school administrator. These deficiencies are often perceived to include knowledge, skills, competencies and even personal qualities (Sikes, 1992).

Within education this approach may be dominated or controlled by employing institutions and their administrators who have specific agendas for implementing externally imposed policy changes with teachers to bring about changes in the administration of schools or teaching in classrooms. According to Logan (1994: 7), universities, governments and employing authorities have traditionally “...shaped the content, provision, delivery and access of continuing professional development,” while teachers' professional associations have provided the main forum for teachers to have professional input into this process. The role of the individual in this process has traditionally been a minor one.

Education systems have made a number of changes in the process of determining the professional development needs of the teacher, and in so doing have attempted to increase the role of the individual teacher. Previous processes, described as “top-down”, saw the major decisions about professional development courses being offered, and the allocation of resources for such being made by the employing organisation through its organisational structures at regional or state level. These courses often reflected the employers' perspectives of teachers' needs, and many were based upon state-wide changes in curriculum or policies. The Federal Government also influenced this process by funding professional development programmes that reflected national education priorities. Certainly professional development also occurred as a result of other formal and informal activities undertaken by teachers either through their own initiatives or through such organisations as professional associations. However, the dominant determiner of professional development needs was the employer.
A policy document on Human Resource Management (N.S.W. Department of School Education, 1991), states that the identification of needs should be broadened to include the needs of teachers, ancillary staff, parents and community members, and should be linked to the school management plan. A summary of these new policies include the following points:

- the school management plan should include a professional development plan.
- each teacher and ancillary staff member should be able to contribute to the achievement of both the goals of the school management plan and to their own development goals.
- parents and community members should be provided with opportunities to participate in the schools' human resource development activities.
- the schools cluster developmental plans should be linked to Human Resource Development plans of the N.S.W. Department of School Education, in consultation with Departmental personnel such as the Cluster Director to which the school is responsible.

This initiative to formally involve the employer, the employee and the community in the identification of professional development needs has been part of a recent wider trend in educational administration in countries such as England and Wales, and in such Australian states as Queensland and New South Wales to facilitate “the devolution of authority and responsibility closer to the clients of education” (Dempster, 1992:1). To achieve this aim, increased emphasis has been given to the school-based planning process, and the production of a school management plan often known as the school’s strategic plan: a plan that reflects the needs of the whole school community. (While this was part of an attempt to devolve authority, this requirement was still “top-down” in terms of its approach to management). It has been claimed that one of the benefits of this shift in authority has been that this process enhances both school effectiveness and the professional development of teachers. Hargreaves, Hopkins, Leask and Connolly, 1989; Department of Education and Science, United Kingdom, 1991). The advantages to professional development of such a change in policy are summarised by Hargreaves, et al., 1989:

- the process is enhanced where individual professional development and institutional improvement are linked.
in-service training and appraisal improves the quality of staff development and assists teachers to acquire new knowledge and skills, while also helping the school to work more effectively.

The above processes for identifying the professional development needs of teachers have advocated the involvement of the education system, the individual teacher and/or groups of teachers in determining the needs of teachers. For example, in attempting to form a teacher professional development consortium, the Queensland Board of Teacher Registration (1991) recognised the above-mentioned stakeholders in professional development as well as including such providers of professional development as higher education institutions or groups formed to provide professional development programmes for schools or teachers. Begg (1993) recognised the influence of professional associations in the overall professional development process through their various activities. These may include the organisation of courses, conferences and workshops, the exchange of professional ideas through the publication of journals, and other more indirect influences such as the forming of task forces, committees of review or taking part in commissions or inquiries.

Hargreaves (1994:11) elaborates upon this concept when he describes the basis of many political and administrative devices for bringing about educational changes as being the principles of "compulsion, constraint and contrivance". Teachers are perceived as being responsible for low educational standards because they are "either unskilled, unknowledgeable, unprincipled or a combination of all three. The remedy for these defects and deficiencies, politicians and administrators believe, needs to be a drastic one, calling for decisive devices of intervention and control to make teachers more skilled, more knowledgeable and more accountable." However, Hargreaves argues that it is not so much that teachers have not played a major role in this change process, but that there is a mis-match between how organisations seek to make change and what stimulates teachers to change. He describes how such strategies used often involve intervention by others, and include "mandated and purportedly teacher-proof curriculum guidelines, imposition of standardised-testing to control what teachers teach, saturation in new teaching methods of supposedly proven effectiveness, career bribery through programs of teacher leadership linked to pay and incentives, and market competitiveness between schools to secure change through teachers' instinct for survival as they struggle to protect their schools and preserve their jobs" (Hargreaves, 1994:12). Teachers on the other hand, he argues, have very different "dispositions, motivations and commitments" when dealing with change. Such concerns with introducing change have led in recent years, states Hargreaves, to increasing attempts to bring a closer relationship between methods for change and teachers' desire for change;
attempts that include greater involvement of teachers in the change process, helping teachers feel they own the changes concerned, increasing “opportunities for leadership and professional learning” and encouraging “cultures of collaboration and continuous improvement”.

One group of theorists who have influenced the questioning of the technicist/functionalist approach to learning is known generally as critical theorists. Its theories arose in the 1930s from such sources as scholars from the Institute for Social Research (associated with the University of Frankfurt, Germany) and include the writings of Jurgen Habermas (1972; 1976). Their theories can be effectively applied to adult education and hence the professional development of teachers. Such theories were a response to positivism and emphasised the role of the individual in the learning process. One such theory is that human beings “are material and historical beings who have the potential to learn about nature, others, and the self” (Welton, 1993: 81). When applied to professional development, such theories emphasise the concept that teachers have the ability to be active and reflective in their learning. However, their human potentialities can be blocked from being fulfilled by the values that influence their lives (including historical factors), or the structures and processes of the institutions in which they live and work, that is, their school or the N.S.W. Department of School Education. Habermas believes that “the natural scientific way of knowing is not the only valid kind of knowledge” (Welton, 1993: 82). He refers to three types of knowledge, summarised below:

- “technical” knowledge, which refers to humans’ need to interact with nature in order to exist. This consequently leads to a technical interest in prediction and control.

- “practical” knowledge that is concerned with understanding meaning in communication between people. This process of understanding how humans make meaning is known as the science of hermeneutics or interpretation.

- “emancipatory” knowledge that recognises that society is made up of power relations amongst its members. This form of knowledge assists the individual become free from possible domination by individuals or groups.

In elaborating upon this concept of emancipation Mezirow, (1978:101) draws upon Habermas’s ideas in arguing that a major purpose of adult educators is to foster critical reflection in order to help learners “become aware of the cultural and psychological assumptions that have influenced the way we see ourselves and our relationships and
the way we pattern our lives". Through the growth of concepts such as instrumental rationality, practical problems became technical issues in which the individual has an insignificant role to play in solving such problems (Carr & Kemmis, 1986). Critical theory, on the other hand, views the individual as playing an active and creative role in understanding the problem or experience at hand. Therefore, solutions to problems that are rationally or scientifically derived in an external context are offered as interpretations only and not as scientifically verified propositions. The validation of such interpretations will, according to critical theory, occur only after individuals are given the opportunity to understand these interpretations after free and open dialogue — a process that may see the original interpretations change as both parties come to new understandings (Carr & Kemmis, 1986).

In terms of professional development, such a concept would see the teacher in dialogue with those who make decisions about educational change (e.g., curriculum or organisational change). This dialogue could lead to variations to the original change proposal as both teachers and decision makers examine its nature or the way in which it is to be implemented.

The teacher development literature that adopts a critical theoretical approach has adopted varying perspectives of the teacher, using terms such as the “teacher as intellectual” (Giroux, 1988), the “teacher-as-learner”, or the “teacher as researcher” (Elliott, 1991). Bell (1993) describes the approach as one in which

...teachers are conceptualised as professionals who think critically about themselves as practitioners, and about the contexts within which they work... The relationships between teacher development, schooling and the rest of society are emphasised. An important part of the critical perspective on teacher development is the notion of teacher empowerment......Within the empowerment paradigm however, change is conceptualised as an ongoing activity generated within schools by teachers, parents and students as part of a continuing process of professional renewal.

(Bell, 1993:21)

Tafel and Bertani (1992) also argue that there is a need for a change in past perspectives of professional development to a “working with” people perspective. This, they claim, means moving away from a hierarchical concept of relationships in professional development, viewing participants as always being “defective” or “incomplete”,

avoiding a "one size fits all" perspective, and accepting that the need to change is a positive need.

Argyris (1977, 1990) addresses this concern with individuals questioning their own values position when he uses the term "double-loop learning" to describe a process for solving problems and making changes. He distinguishes between "single" and "double-loop" learning when the former is described as encountering a problem, making a decision, taking action and then deciding whether the action was successful. Double-loop learning is a more complex process that involves trying to find out why a problem exists. It is similar to those outlined by critical theorists above, because it may involve questioning existing personal constructs to find out why one is behaving in a certain way, or why something is happening in the way it is. This involves increasing people's capacity to "create a window into their mind, and to face their unsurfaced assumptions, biases and fears" (Argyris, 1990: 106).

In terms of the professional development of teachers, the approach outlined above is more complex for teachers than the more passive "top-down" model of change. It refocuses the teachers' involvement from one of only accepting the perspectives of others to one in which teachers are active in questioning and examining their behaviours in the light of their own values and attitudes. In doing so, teachers may be assisted to come to a greater understanding of the issues that encourage or limit them from changing.

One of the underlying assumptions of the critical model as it relates to teacher development is that teachers will want to accept the primary responsibility for their own professional growth. Such an assumption is a fundamental principle that also underlies the concept of professionalism. In putting forward a theoretical model of the characteristics of a profession and a professional, Wilensky (1964) outlines the following attitudinal characteristics:

- a belief in self-regulation, autonomy and colleague control, based upon the concept that the practitioner and his/her colleagues have the authority to make judgements as to what is right or wrong for the client.

- a belief in the need for on-going research in order to maintain the best standards of knowledge and service for the client.

This concept of professionalism is examined in greater detail later in this chapter. However, it should be noted that teachers do not normally operate as independent
professionals but are often employed in bureaucratic organisations that have cultures and organisational structures that can be in conflict with the above professional characteristics. This can subsequently lead to a diminution of these professional values. Indeed, Logan (1994: 7) warns that such involvement of teachers in this professional process comes with certain costs in terms of "... money, energy and commitment and our profession does not have a strong record either of exercising independence or of spending money on its own professional development."

In a similar attempt to apply this critical theory to the process of teacher growth, McTaggart et al. (1982), Kemmis (1983), Carr and Kemmis (1986) and Kemmis and McTaggart (1988) have proposed a critical educational action research model that incorporates both a critique of present action and constraints, and a plan of future action to achieve goals. This process continues in a constant spiral of problem identification, action, further reflection, new action, etc. The essential starting point is identifying the problem, and planning action to overcome it. (See 2.4 in this Chapter for more details, titled "Assessment Processes That Identify and Validate Professional Development Needs").

Schein (1978) also emphasises the essential role of the individual in the process of professional development, when he refers to the concept of organisations developing their staff as being an "... erroneous model, in that it implies that some external force can develop a person" (Schein, 1978: 208). In fact, claims Schein, the process of growth begins with, or is constrained essentially by, the person. However, Schein (1978) and Guskey (1995) are not rejecting outright the role of the organisation in the change process. The organisation's role, Schein argues, is to provide opportunities and/or challenges to motivate growth, and "... give accurate feedback or knowledge of results...." (Schein, 1978: 208) — a process that he calls an agricultural model (i.e., nurturing growth) rather than an engineering model (fashioning or controlling growth). Guskey (1995) also calls for an approach to professional development that involves a mix between a focus on the involvement of the individual and the organisation in a "mix" of processes that supports growth in varying contexts. Such a concept is elaborated further in this Chapter when referring to what Nowlen (1988) refers to as a "performance model" of professional development.

While Hargreaves (1996) supports the involvement of teachers in both change and research processes when he argues for the maintenance of teachers' "voices" (i.e., listening to what teachers have to say), he expresses a number of reservations. One reservation concerns what he sees as making the teacher's voice "a romantic singularity claiming recognition and celebration" (Hargreaves, 1996:16). Instead, he argues for
the role of these voices being put into context with the voices of other teachers (including the "marginalised" and "disaffected"), and those of students, parents and community. This would, claims Hargreaves, give these voices a "prominent and assertive but not a privileged and presumptuous place in a wider dialogue about educational transformation" (Hargreaves 1996: 16).

The adoption of a model of needs assessment involves both the individual and the organisation. Dempster (1992) rejects some of the claims outlined above that the linking of school or system needs with individual teacher’s needs will lead to an enhancement of the professional development of teachers. He argues that this claim has not been tested within the Australian context, and believes that there is a danger that this new process could push professional development towards the “practical needs of school and system at the expense of teachers’ personal and socio-professional needs” (Dempster, 1992: 3). Hopkins (1990: 86) supports Dempster’s concern, when criticising a similar approach to the identification of professional development needs through the INSET programme in England.

The way in which the present arrangements are being interpreted leaves little opportunity for the genuine professional development of teachers given its narrow focus on identifiable needs at the school level which are to be tackled in the most expedient way. “Quick-fix” inservice does not develop teachers ... Quality education is achieved to a large extent by a commitment to the professional development of teachers that is ongoing, developmental and not necessarily circumscribed by particular school problems.

Similarly, Bell and Day (1991) also highlight the potential conflicts that may occur when the needs of the individual, the school and the system are considered. Arguing within an English context, they claimed that such an approach to professional development cannot conceal the conflicts inherent within such an approach where the individual teacher’s needs of personal self-improvement may differ from the needs perspective of school administrators who may be pressured by community members or regional, state or national administrators (to whom they are accountable), and who have differing perspectives of schools’ or teachers’ needs. This potential conflict may make it difficult to bring about an integration or synthesis of needs as envisaged by the authors of the Teachers Learning report (Department of Employment, Education and Training, 1988) referred to above.
2.3 Proposition 2. Assisting Teachers to Understand Their Response to Change.

The above literature supports, with some reservations, the proposition that a needs analysis should involve the individual in the process. To begin the process, it is advocated that the individual be allowed to gain a "meta-awareness" of his/her response to change. This step in the needs analysis process is presented in detail as a number of workshops for teachers in Module 1 of the PPLP process, Appendix 1, and for its content draws upon the literature outlined below. The study also attempts to gain a better understanding of teachers' responses to change by studying the specific factors that encourage or limit teachers from changing (Major Study Question No. 1).

In an elaboration upon the perspective that views the teacher as researcher, learner or intellectual theme, Kelly (1955, cited in Zuber-Skerritt, 1991) views people, as they attempt to make meaning of life and the world in which they live, as being like scientists who continually create personal constructs or hypotheses to test their understandings. This testing is on-going and may involve continual revision of these constructs. In other words, people are not merely victims of their past or the forces of the environment in which they live, but, through interaction with that environment, continue to re-construe it and make new meaning of it.

To achieve change, the critical approach emphasises the need to get teachers to become more conscious of, and make more explicit their behaviours and attitudes — their personal constructs of their world — (i.e., to gain a "meta-awareness" of what and why they are doing things). Such a consciousness assists them to retain those practices that are in keeping with their personal value position and to seek alternatives to those that they are not happy with. (Smyth, 1991; Kelly, 1955, cited in Zuber-Skerritt, 1991). This involves the learners articulating their world views or personal constructs in a way that leaves these constructs open to question and possible invalidation.

In outlining a process for planned change upon which professional education in the professions could be based, Schein (1972: 76) identified a starting point for such a process. His model of change consists of three phases, and is summarised as:

- Unfreezing - creating the motivation to change;
- Changing — developing new attitudes, values and behaviour patterns;
• Refreezing — stabilising and integrating these new attitudes and behaviours into the personality or culture of the person or the institution.

In step (a) of this process, the present beliefs, attitudes, values or behaviour patterns of individuals are either confirmed or disconfirmed by “various client behaviours and by critiques of the professions” (Schein 1972: 77). This, he said, is done by the induction of a state of “guilt-anxiety”, where the actual state is compared with the ideal state, thus leading to an “unfreezing” of present behaviours and attitudes. This “unfreezing” element will occur if the professional has a critical attitude to his/her work, and is an important starting point for a needs analysis process.

Lange and Burroughs-Lange (1994a, 1994b) also refer to a similar “unfreezing” step in their “transformational model of continuous professional learning” when they note “challenges” or “triggers” that cause discomfort in the individual when an existing concept or perception of the professional is challenged. Presumably then, the critical professional is one who continually regards the existing state as being provisional or tentative being prepared to accept the discomfort of being “unfrozen”, and to continue to seek growth and development in an action-research-like spiral model of growth.

However, such a “challenge” or “trigger” that leads to a questioning of presently held personal constructs may not, according to Kelly (1955, cited in Zuber-Skerritt, 1991), automatically lead to change. Some people tend to hold on to their core constructs and do not either consider or are threatened by the possible adoption of alternatives, thereby resisting change.

These challenges or catalysts for change “…encourage and coerce teachers to find new ways of working, sometimes to challenge taken-for-granted views and procedures, both their own and those of other teachers or of the ‘system’ “ (Lange & Burroughs-Lange (1994b : 53).

Such challenges can be brought about for a range of reasons at various times in a teacher’s career. They are not only unique to the individual, but will be interpreted differently by each individual. Four major areas of challenge that can lead to change have been identified as appearing to influence teachers' undertaking of professional development and are explored below. These four areas provide a basis for exploring research question No. 1 of this study.
2.3.1 The Individual, the School and the Employer and Their Roles in Establishing Professional Development Needs

Extensive reference has already been made earlier in this Chapter to the debate about the role of the individual and the organisation in which they work (see Section 2.1, Proposition 1, above) in the determination of the professional development of teachers. These roles in providing challenges for change will be explored in the study.

2.3.2 Motivation of the Individual As a “Challenge” or “Trigger” to Undertake Professional Development

Drawing upon adult learning theories, it is argued (Duignan, Meek, West & Marshall, 1986; Ovando, 1990; Dempster, 1992) that adults are motivated to learn and are self-directing in this learning. This motivation apparently comes from the need for internal self-esteem, recognition, self-actualisation, and from external motivators such as increased status, pay, etc. Relating this concept to teachers, Connors (1990:55) argues for a philosophical orientation to teacher professional development, of which the central assumption is that “teachers are self-motivated, responsible professionals who are concerned about their development as professionals and their ability to teach effectively”. To adopt such an approach to professional development, based upon the premise that all teachers are self-motivated appears to be too generalised an assumption. Such a contention does not appear to be supported by the literature.

When examining the range of theories of motivation of people in the work place, Dunford (1992) identifies two groups. The first group of theories he calls content theories, which focus upon some core set of basic needs that provide the motive for people’s actions. Such theories include those of Maslow, (1954), Hertzberg (1959) and McGregor (1960) and describe a variety of motivating factors inherent in individuals such as the need to move beyond basic physiological needs, to those involving affiliation, esteem, status, responsibility, self-direction and self-control, self-idealisation and growth. Such theories have, however, been criticised because they assume that such needs are universal in nature, and these theories do not allow for variations that may occur within and between societies.
The second group of theories of motivation identified by Dunford (1992) is called process theories. These theories seek to explain the cognitive processes that individuals may use to make decisions about how to act. Such theories include:

- the goal setting approach, in which individuals are motivated by the goals they set, with outcomes being determined by such factors as the specificity of the goals, their involvement in the setting of the goals, their acceptance of the goals set and their feedback upon their attempts to achieve these goals;

- the equity theory (Adams, 1965), based upon the individual's perception of the degree of equity between his/her input (effort, experience) and the outcomes (salary, position, status);

- the expectancy theory (Vroom, 1964), based upon the concept that a person has preferences among outcomes, and behaviour is affected by these preferences and by the degree to which the individual believes he/she can achieve these outcomes. This process may require the following:
  - the availability of a desired outcome;
  - belief that a certain act will lead to that outcome; and
  - belief that one has the ability to complete the required act successfully.

The above theories are not uniform in their description of reasons why people are motivated in the workplace. However, through the content and process categorisation of motivating factors considered above, a useful framework is provided for considering the professional development needs of teachers, and implies that there may be numerous motivating reasons for teachers to undertake professional development.

Joyce and McKibbin (1982) support this contention that there is considerable variation in the levels of motivation of teachers to undertake professional development. In examining teachers in one school, they found the following categories:

- Omnivores — people who use every formal and informal opportunity available to them to learn.
• Active Consumers — people who take advantage of many, but not all learning or growth opportunities, and sometimes initiate activities themselves.

• Passive Consumers — people who are involved when opportunities present themselves, but who rarely seek or initiate new activities.

• The Resistant — people who are unlikely to seek out training unless it is in areas where they already feel successful.

• The Withdrawn — people who avoid all growth-oriented activity.

In addition to the above factors that may or may not motivate teachers to undertake professional development, Guskey (1986), Trethowon (1987) and Dean (1991) identify the following further factors.

• teachers wish to combat boredom and alienation through various periods of their career;

• they have enthusiasm for a particular subject matter and wish to gain new knowledge and competence in that area;

• through professional growth, they seek recognition, interest, praise and encouragement;

• they see professional development as an opportunity to contribute to their group, school or department in which they work;

• a particular crisis (e.g., a difficult class or pupil), may engender the need for professional growth;

• other people may inspire them to undertake professional development; and

• professional development may lead to increased status, including enhanced job security (e.g., tenure as opposed to casual status), better working conditions and other fringe benefits.
2.3.3 Varying Professional Development “Challenges” Throughout a Teacher’s Professional Life-Cycle That May Influence the Undertaking of Professional Development

The Schools Council (1993) claims that in the context of professional growth, the “challenges” or “triggers” for professional growth will vary chronologically because teachers’ needs vary at different stages of their professional lives and at various stages of their personal lives.

Sikes (1992), while accepting that teachers are not a simplistically homogeneous group, refers to the considerable research showing that there is a teacher life-cycle (Peterson, 1964; Ball & Goodson, 1985; Miller et al., 1982; Huberman, 1988). This research shows that teachers of similar age and sex share similar experiences, perceptions, attitudes, satisfactions, frustrations and concerns. Additionally, the research shows that the nature of their motivation and commitment changes as they get older or teach longer. Variations may include the ethnic background of the teacher, the type and location of the school, the subjects taught and the managerial regimes of the school or system in which the teacher is working. However, the research shows that there are still common aspects of the professional life-cycle common to teachers working in different education systems in different countries and over different periods of time.

In an attempt to summarise the work of Huberman (1988), Sikes (1992), and Leithwood (1992), the present study has compiled a tentative professional life-cycle summary (see Table 2.1 below) that shows some relationship between stages of this life-cycle and professional attitudes and expertise.

While this synthesis is not exhaustive of the varying professional development needs of teachers as they pass through different life-cycle stages, it provides a useful reference for assisting individual teachers to come to a better understanding of their professional needs. It has been used in Module 2 of the PPLP process (see Appendix 1) as a means of assisting teachers gain a “meta-awareness” of their own attitudes to professional development in the context of the particular stage of their career.
Table 2.1

Professional Development Needs as They Vary Throughout a Teacher’s Professional Life-Cycle

<table>
<thead>
<tr>
<th>Stage</th>
<th>Approx. Years of Teaching</th>
<th>Career Cycle Development</th>
<th>Professional Expertise/Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0–2 years</td>
<td>Launching the career:</td>
<td>Developing survival skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• shock — need to survive</td>
<td>• discipline;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>or</td>
<td>• motivating students.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• discovery, enthusiasm, sharp learning curve.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2-10 years</td>
<td>Stabilising:</td>
<td>• Mastering a basic repertoire of instructional techniques.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• making a permanent career choice;</td>
<td>• Able to select appropriate instructional methods according to various needs of students.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• developing mature commitment.</td>
<td>• Some teachers begin to seek responsibility through promotion or participation in change efforts.</td>
</tr>
</tbody>
</table>
### Table 2.1 (continued)

<table>
<thead>
<tr>
<th>3</th>
<th>10–20 years</th>
<th>Stock-taking — New Challenges and Concerns</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Group A</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Group B</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Group C</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Diversify classroom methods.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Look outside classroom for professional stimulation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Seek promotion to administrative roles or district/state-wide projects.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Reduce their professional commitments — may pursue an alternative career.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4</th>
<th>20 years*</th>
<th>Settling Down — Plateauing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Group A: Positive Focus</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Group B: Defensive Focus</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Group C: Disenchantment</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Focus on developing skills/expertise to teach a specific subject or class — whatever they are best at.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Optimistic tone.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Self-actualised.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Assist the growth of peers and school.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Like Group A, have a specialised focus, but tone is negative. Still clinging to old traditions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Bitter about past experiences with change and the administrators associated with them.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Tired. May become a source of frustration for younger staff.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Unlikely to be interested in further professional growth.</td>
</tr>
</tbody>
</table>
2.3.4 Individuals’ Attitudes to Change — Increasing or Limiting Their Ability To Deal With Professional Growth Challenges

To enter into the process of identifying their professional development needs, teachers need firstly to confront themselves with the need to change. Their ability to handle this process effectively will be influenced by their attitudes to change. Day et al. (1987) and Egan (1987) have identified a number of problems that teachers may encounter when confronting themselves with the need to undertake professional development or change, especially if this process involves some form of assessment. These authors see this process as involving the problems of questioning one’s private assumptions, practices, thinking and attitudes. For some individuals, this can be a painful process, while other individuals view this process positively.

For those individuals who find the change process painful, Egan (1987) identifies a number of problems that they may encounter, including the difficulties of:

a) convincing oneself of the need to change;

b) receiving help, as this may be a threat to self-esteem, integrity and independence;

c) trusting a stranger and being open with him or her; and

d) seeing one’s problems clearly, and not assuming that they are too large or too unique to be shared.

Duke and Stiggins (1990) and Duke (1990) have identified the willingness or non-willingness of teachers to take risks when confronting themselves about their present practices and attitudes. They found that some teachers were concerned about taking a risk of setting goals for their professional development that may have been unachievable; a threat that often caused them to limit those goals to those that could be easily achieved. According to Duke (1990), despite teachers limiting their goals to those that could be achieved, some teachers still regarded themselves as being moderate to high risk-takers.

Day et al. (1987) refer to the process of empowerment as being one where individuals in organisations accept that change and development are the natural order of things and should be welcomed rather than avoided. People who are empowered not only have this positive attitude to change and development, but also possess the skills and willingness
to continually review, assess and evaluate their own progress, seeking feedback from others and using this as a basis for initiating new skills and ideas. Such people provide a contrast to those who find change difficult, or are low risk takers, and will have considerably different attitudes to undertaking assessment and professional development.

Similarly, Fullan (1992) and Bell (1993) develop a list of issues that increase or limit teachers’ ability to deal with professional growth challenges which also contribute to Module 1 of the PPLP process (see Appendix 1). In summary they include viewing change as being a challenge rather than a problem and see the need to continually improve teaching methods, (linking their own development to students’ development), to avoid stagnation, “balkanisation”, and to maintain professional enthusiasm. They are prepared to be reflective about their present behaviour and attitudes, take risks and live with the discomfort of new challenges and seek variety in their work practices. To achieve this, teachers need to feel comfortable about the change that is being introduced and like to control the pace of change so that it is able to be accommodated.

Teachers’ perceptions of, and approaches to meeting challenges in their professional growth may be also influenced by what Rotter (1966) has termed locus of control. A person with an internal locus of control is one who believes that success or failure in a task is primarily due to his or her own abilities or efforts. Alternatively, a person with an external locus of control is more likely to attribute his/her success or failure to external factors such as luck, the difficulty of the task or other people’s actions (Slavin, 1988).

If this concept can be applied to professional development, it may be that some teachers with an internal locus of control will undertake the process of professional development, including some form of assessment to determine their needs, because they perceive it as being their responsibility to do so, and because they have the abilities to undertake the process. On the other hand, teachers with an external locus of control may perceive professional development as being the responsibility of external people or groups such as the school or the employing institution.
2.3.5 Situational Support Providing "Challenges" or "Triggers" for Professional Growth

Retallick (1993), in reviewing the literature on conditions that promote professional development in the workplace, criticises the recent emphasis that has been placed upon improving managerial efficiency in Australian schools in order to improve their professional achievements. Instead, he claims that more emphasis should be given to establishing positive learning environments for teachers and students.

Leithwood (1992) and Hargreaves and Fullan (1992) describe past school cultures as being characterised by norms of teacher isolation and autonomy. This gives teachers the right to make judgements about the best interests of the children they are teaching. However, this isolation also limits the amount of feedback teachers receive about their work and the impact upon them of colleagues, school executive staff, or school and system policies and the provision of challenges to the teacher’s current behaviour or attitudes. The alternative to this isolated culture is one where a culture of collegial and management support and collaboration is paramount. Such a culture can lead to what Fullan and Sparkes (1994) refer to as the school as a learning community for teachers as well as students. Senge (1990) defines such an organisation as one where:

- members of the organisation can continually expand their capacities in order to achieve the goals they desire;
- new or expanded ways of thinking are encouraged; and
- people continually learn new ways of collaborative learning.


- a "personal-communal" ethos in the workplace.
- the school being viewed as a place of education for students and teachers.
problems being accepted as being symptomatic of contemporary school life. Dealing with such problems involves not only changing existing behaviours or practices but involves the questioning of fundamental beliefs and values in a process that Argyris (1977, 1990) calls “double-loop” learning.

- teachers’ needs being seen as being diverse according to teaching experience and personal educational experience.

- the need for substantial time to be set aside for exploration, reflection and the setting of goals for future growth and development.

- the amount of encouragement and support given by principals and executive staff or colleagues within the institution to further development and change.

- the school leader’s role as one of providing “menus not mandates” in order to encourage individual growth — “the menu” being the range of choices available to the individual for professional growth. Change or learning cannot be mandated, particularly where staff have tenure (Fullan, 1995).

- the amount of resources allocated to professional development activities in which teachers can participate. These may include finances available to provide leave to attend such courses, or the subsidisation of course fees.

- the planning of school organisation, curriculum, and resource policies simultaneously with teacher development.

- involving teachers in broader school decision-making processes so that they can come to better understand their own professional development needs within the context of the organisation’s needs.

- providing a balance between “centralisation” and “de-centralisation” (Fullan, 1995) in organisational management. Too much centralisation can lead to “over-control” of staff, while too much de-centralisation can lead to “chaos”.

Logan (1994) however, expressed reservations about how aspects of these can be successfully implemented (e.g., the “collaborative learning”) when the role and tasks of teachers have increased, thus limiting the time and opportunities for teachers to share experiences and problems with their colleagues.
Time does not appear the only resource that may be limited for professional development. Ingvarson (1989) supports the allocation of approximately five percent of education budgets to professional development rather than the one percent that he claims are presently allocated in Australian education systems. This claim is reinforced by recent actions of the N.S.W. Department of School Education which has in 1996 and 1997 implemented a major cut-back in the provision of professional development programmes and financial resources available to schools. Cuts have been made in the allocation of professional development funds to schools for 1997 whereby a primary school of 22 teachers will only receive an approximate amount of $1,000 (having previously received approximately $2,500 in 1996) and a secondary school of 70 teachers will only receive approximately $2,300 (having received approximately $15,000 in 1996).

2.4 Proposition No. 3. A Holistic Consideration of Profession Development Needs

The third proposition identified in the process of needs analysis involves an examination of a holistic range of options for potential growth. The identification of this range of options attempts to answer the second major study question in this research, which sought to identify a taxonomy that best represents the professional development needs of teachers. The options outlined in 2.4 below are included in the PPLP process in Modules 2 – 6, Appendix No. 1.

This is quite a departure from past approaches to professional development where an examination of the types of courses available to teachers generally revolved around the limited areas of teaching and curriculum. For example, Logan et al. (1990) in a study of Non-Award-Bearing Inservice Education Courses in Australia, found that the majority of such Courses centred around the topics of improving teaching and understanding curriculum (more details are provided later in this chapter).

De Bono (1992) provides a basis for this holistic approach to considering a range of options for growth when he refers to the two processes of design and analysis in planning. He argues that a major thrust of Western education has been analysis, that is, there is a major concern with describing "what is", and planning is thereby limited by this description of the present or the past. The process of design focuses upon "what could be" and involves continuous planning of action for improvement. De Bono argues therefore that equal weight should be given to the processes of analysis and design which, when related to the process of identifying professional development
needs, implies that such a process should involve both an assessment element (i.e., a description of "what is") and an element that allows the teacher to consider a range of options for future professional growth — to consider "what could be". These options or opportunities for growth provide a basis for the individual to go beyond the known; they provide the basis for potential growth that the individual may not hitherto be aware of.

Adams (1993), in putting forward a theoretical cycle of activating an individual's potential drawing upon dimensions of gestalt psychology, also claims that the process begins with moving beyond an existing state or behaviour by gaining a perspective of possibilities for growth. A gestalt is a term that refers to:

......unified wholes, complete structure, totalities, the nature of which is not revealed by simply analysing the several parts that make it up.

(Adams, 1993:17)

This conception of growth does not become overly-concerned with the past or the "what is", but as in De Bono's concept of design or Kelly's theories regarding the consideration of alternative constructs, the possibilities for individual potential are of prime interest. Applied to professional development needs analysis, these concepts imply an approach that balances evaluation of the past and present behaviours and attitudes with a seeking of new options for growth and development.

The possible options to be considered for the professional development of teachers opens up the question as to what constitutes relevant knowledge and skills that teachers may need as they pass through their careers. This appears to be a complex issue as it involves continuing debate about what constitutes effective teaching and the various components that may interact as teachers continue to develop expertise. Schon (1983), in his research among doctors, lawyers, engineers, architects, teachers and other professional groups, found that in reality there appeared to be very little link between professional theory and practice. He found that many professional people had to acquire technical expertise on the job, rather than drawing upon previously learnt theory to solve problems. This, claimed Schon, was a rejection of the technical-rational concept of gaining professional knowledge, particularly in a profession such as teaching, where the outcomes are problematical and varied and the teacher does not in fact apply a previously learnt body of theoretical knowledge to solve such problems. Instead, Schon uses the terms "knowing-in-action" and "reflection-in-action" to describe how the professional deals with such day-to-day problems.
Knowing-in-action is the professional knowledge and skills that practitioners actually use rather than the theoretical, scientifically based knowledge it was assumed they use — it is a form of tacit knowledge. Reflection-in-action occurs when new situations or problems arise whereby currently used knowing-in-action procedures prove to be inadequate. It involves research, critically examining present processes and testing through further action. Peters and Waterman (1982) describe such a process as involving the steps of “Ready, Fire, Aim” whereby the practitioner examines why some action was successful or not after the action took place. This overall process, known as reflection, does not attempt to distinguish between knowing and doing, research and action, or means and ends.

Nowlen (1988), in putting forward a “performance” model for professional development, criticises what he terms the “update” and the “competence” models for the narrowness of their focus. He uses the term “update” model to refer to more traditional forms of professional development in which the professional is perceived as a “consumer” of knowledge or skills. Such professional development is based upon the positivist construct that views knowledge as being certain, hierarchical and determined. It is based upon a profession’s existing knowledge and skill base, and usually involves the didactic process of updating new knowledge and skills that may also include new technology or legislation.

The “competence” model involves research into all aspects that may influence a person’s performance, and can include not only work-based knowledge and skills, but also his/her personal attitudes and motivations that may be influenced by personal dimensions of one’s life as well as professional dimensions. Such a model is a more holistic, multi-dimensional model of professional development than the more traditional “update” model. The “performance” model advocated by Nowlen includes all of the aspects that influence a person’s performance, but also includes the interaction of the individual and the culture in which he/she works. He defines culture as

... taken here to mean the context or network within which individual meaning-making and personal growth take place. Culture includes human behaviour as expressed in thought, speech, action, systems of thought and values, organisations, artefacts and the like.

(Nowlen, 1988:66)
This model views the individual and culture as active agents in the process of growth: two interacting strands of influences that can support or frustrate development.

Houle (1975, 1980) also conceives professional development as being broad-based in its development of the individual. As a basis for professional development, Houle provides a list of possible objectives of professional development that goes well beyond the basic aim of the transfer of new knowledge and skills, and incorporates career planning, the development of the person, the continued development of learning (and presumably problem-solving skills) and the awareness of ethical issues related to that particular profession. He claims that a professional development programme should assist an individual to:

- keep up with new knowledge required to perform responsibly in the chosen career;
- master new concepts in the career itself;
- keep up with changes in the relevant disciplines;
- prepare for changes in personal career lines;
- maintain freshness of outlook on work done;
- continue to grow into a well rounded person;
- retain the power to learn; and
- discharge effectively the social role imposed by membership of the profession.

Metz (1988) Little (1993) Spencer (1996) apply similar concepts to the professional development of teachers when they refer to the limitations of the “one size fits all” approach to professional development. Instead teachers face diverse challenges when working if one accepts that “the characteristics of schools are not identical, classroom life is not static, and children are not autonomous” (Spencer, 1996: 66). This concept of the diverseness of the role of the teacher is highlighted by the fact that

... teachers must not only make instantaneous decisions, but play multiple roles. They must be social workers, psychologists, clerical workers, technological experts, nutritionists, police and nurses. They must have an understanding of the psychological, social and emotional differences which
affect their students’ abilities as well as an understanding of how to adapt their lessons to their individual differences.

(Spencer, 1996:16)

This complexity in the role of teachers has also been explored in the literature that refers to the development of teaching expertise, and is referred to later in this Chapter when considering the instructional and curriculum development needs of teachers.

The outcomes of the above propositions are that the options for professional growth for teachers will be diverse and should encompass all aspects that will impact upon a teacher’s performance. For this reason, it was decided to draw upon a holistic framework of professional development needs put forward by Riegle (1987). His conceptual framework was originally proposed as a basis for considering the developmental needs of faculties of universities. However, for the purposes of this study, it is argued that, with a number of modifications, (see below) this framework can be used as a possible taxonomy of professional development needs of teachers.

This taxonomy includes five possible areas of need or options for growth:

1 Teaching, Learning, and Curriculum, originally termed instructional development.

2 Organisational Development (to be termed system and school needs)- including the needs and priorities of the employing system (e.g., N.S.W. Department of School Education) and the school in which the teacher is working.

3 Career Development — including skills/knowledge necessary for career planning and advancement.

4 Personal Development — including interpersonal skills and personal individual growth.

5 Professional Responsibilities — the need for growth in broader professional areas other than instruction, which could include knowledge related to the cultural and ethical dimensions of teaching. Riegle uses the term professional development for this area of need in his original conceptual framework, but this may be confused with the way in which this term is used in a more generic sense in this study. Therefore, for the purpose of this study, this area of need will be termed Professional Responsibilities.
This taxonomy goes well beyond traditional concepts of the professional development needs of teachers. It attempts to bring together the needs of the individual teacher as well as those of the organisation. It also clearly establishes the proposition that the professional growth of the adult teacher is concerned with more than the development of knowledge and skills related to the teacher’s work in the classroom, with its inclusion of such dimensions as the cultural/ethical dimensions of teaching and the career and personal concerns of teachers, some of which may go well beyond the day-to-day responsibilities related to teaching.

Using the above taxonomy as a basis, research on the professional development needs of teachers is presented below. However, these findings need to be treated with some caution for, as Conners (1991:63) points out, “very little published research in Australia has explored teacher professional development from the teacher’s perspective”.

Consequently, the following research findings are drawn from a small number of studies of teachers who do not necessarily represent a wide cross-section of Australian teachers.

2.4.1 Possible Area of Need 1. Teaching, Learning, and Curriculum

These three components of the broader taxonomy of the professional development needs of teachers are put forward tentatively; a tentativeness based upon the fact that attempts to define appropriate frameworks for describing a knowledge and skills base for teachers at various stages in their development do not appear to have reached final conclusions. This has significant implications for many aspects of teaching, as referred to by Louden (1994).

\[
\text{The problem for teaching is that too little effort has been spent on making teachers' knowledge and skill explicit, and so it has been increasingly hard to maintain the profession's status, morale and salary levels in the face of community scepticism that there is nothing special about teachers' knowledge.}
\]

(Louden, 1994:109)

One reason for this inconclusiveness may be because of the complexity of the role of teaching. Danielson (1996) claims that a teacher may make up to 3000 “non-trivial decisions” daily in a process that Schon (1983) calls “knowing-in-action” and “reflection-in-action”. The understanding of what teachers do appears to be more
developed than the process by which they develop their knowledge (Feiman-Nemser & Floden, 1986; Glasser, 1989). Indeed, Lange and Burroughs-Lange, (1994a, 1994b) refer to these processes as varying from individual to individual according to a variety of influences, developing over time, and being complex in nature.

The need for a definition of the work of teachers and the knowledge and skills necessary for that teaching to be effective appears to emanate from three areas: the need to evaluate teachers (Ingvarson & Chadbourne, 1994; Scriven, 1994); the need to define the “expert” teacher (Shulman, 1987; Sternberg & Horvath, 1995); and the need to define what constitutes a satisfactory knowledge and skills base to allow teachers to begin teaching (Ministerial Advisory Council on Teacher Education and Quality of Teaching, 1994).

A variety of approaches to describing teachers’ work has been used (Scriven, 1994). These include:

- research-based teacher evaluation in which teachers’ performance is measured against empirical studies of teaching effectiveness (Gage, 1977; Wittrock, 1986; Danielson, 1996);
- processes that teachers use to make decisions or reflect upon teaching strategies;
- criteria based upon the tacit knowledge of peers or senior executive staff gained through experience; and
- the Duties-Based Teacher Evaluation model, involving the evaluation of teachers against a summary list of duties a teacher is expected to perform.

An additional approach includes a “prototype” view of “expert” teaching in which a teacher may possess a number of the exemplars of such teaching across a number of categories (Sternberg & Horvath, 1995).

These approaches, along with studies of the professional development needs of teachers (Logan, et al., 1990; Connors, 1991; Maxwell, 1991; Fry & Harris, 1992) have identified a diverse range of criteria for describing teaching.

Drawing upon the studies referred to above, this study adopts the generic headings of teaching, learning, and curriculum as part of a taxonomy for representing teachers’
professional development needs. These headings include:

- Teaching — the pedagogical knowledge necessary to assist others to learn, including the ability to motivate (ie, relate to students) and manage students, to explain concepts and demonstrate procedures and methods (Shulman (1987) refers to this as “pedagogical content knowledge”), how to evaluate learning, and to use resources such as computers to enhance the teaching process.

- Learning — an understanding of the diverse ways in which students learn.

- Curriculum — knowledge of the content of the curriculum to be taught.

2.4.2 Possible Area of Need 2. System and School Needs

Extensive references have been made above to the major role of education systems and schools in the professional development of teachers. Schein (1978) and Fullan and Hargreaves (1992) have called for an integration of the needs of these organisations with the needs of the individual. Such development of its employees has been seen as one way in which the organisations in which teachers work attempt to respond to change. This change can be caused by “....a variety of such factors as economic trends, historical events, different political parties coming into power, social and cultural developments, demographic trends, or technological developments” (Sikes, 1992 : 37). Consequently, these needs have also been included in a taxonomy of the professional development needs of teachers.

There appear to be three major levels of organisations involved in the process of professional development of N.S.W. Government school teachers: the Federal Government through its Department of Employment, Education and Training and Youth Affairs (DEETYA), the N.S.W. Department of School Education including its central and district organisations, and individual schools. Each of these levels of organisations has different priorities for professional development, and these priorities change from year to year.

The Federal Government (DEETYA) has made a significant impact upon the type of professional development undertaken by teachers through the direct funding of specific professional development programmes it regards as having significance. In the period
1979 – 1996, the Federal Government sponsored programmes in the areas of Aboriginal education, computer education, disadvantaged students, gender equity, geographically isolated students, giftedness, migrant education, multicultural education, parent involvement, post-compulsory curricula, preparing students for work, school improvement, school and work links, and staff performance appraisal (Logan et al., 1990:32). In 1995/1996, the system used by DEETYA for funding professional development was changed. Various education partners (e.g., government and non-government schools, parent bodies and teachers’ unions) from each State and Territory made application for the $16 million funds available. During this period, N.S.W. was funded for four projects worth in total $5.1 million. These were Meeting Teachers’ Training Needs in Vocational Education, Language and Literacy Across the Middle Years of Schooling, Information Technology: Meeting the Needs of Teachers, and Enhancing the Quality of Early Childhood Education for Aboriginal and Torres Strait Islander Children.

The N.S.W. Department of School Education, within the context of a system-wide strategic plan, establishes annual priority areas that it expects regions, clusters and schools to focus upon in their planning. For 1997 the priority areas covered teaching the basic skills, improving teaching and learning, improving school-community partnerships, developing safe schools and equity of opportunity for children.

Each school within the N.S.W. Department of School Education is required to develop a strategic plan with an annual management plan. As a basis for these plans, the school is expected to conduct an “environmental scan” that summarises the needs and strengths of the students, staff and community and the existing organisational structures of the school as well as the priorities of the state education system. Due to the diversity and changing nature of the communities that schools serve, the outcomes of this scan will vary from school to school, and from year to year. Among other elements of needs, each school’s strategic plan is expected to define priorities for the continuing development of its educational programmes and its staff.

The emphasis that systems and schools place upon specific professional development programmes that are meant to ensure the implementation of their priorities has led the researcher to include these needs in the proposed taxonomy of professional development needs. However the success of trying to bring about change in an organisation in this manner has been questioned. Sikes (1992) draws from a number of sources (Fullan, 1982; Huberman & Miles, 1984; Hargreaves & Dawe, 1989) to claim that attempts by organisations to impose change upon teachers are often unsuccessful. Consequently, “....there is often a great gulf between rhetoric and reality, between what
is intended by the authors of the change and how the change actually turns out.” (Sikes, 1992: 38).

2.4.3 Possible Area of Need 3. Career Development Needs

The concept of career is often assumed to apply only to someone who has a profession or whose work life is structured and involves advancement or promotion. However, a broader conception of career refers to “... how any individual’s work life develops over time and how it is perceived by that person” (Schein, 1990:9), and it is in this sense that it is included as part of a taxonomy of professional development needs.

Schein (1990) distinguishes between a person’s external career and an internal career. The external career can involve the actual steps that an occupation or organisation plans for a person to proceed along a path. It provides a basis for a person to measure his/her career movement or progress. Such steps begin with a growth, fantasy and exploration stage where a person chooses a career based upon some form of stereotype, and then proceeds through the stages of education and training, entry into the world of work, basic training and socialisation, gaining of membership of the occupation beyond the training stage, gaining of tenure and permanent membership, mid-career crises and reassessment, maintaining /regaining momentum or levelling off, disengagement and retirement.

The internal career refers to the criteria that a person uses to judge the success or otherwise of his/her own career and can vary from individual to individual. Three dimensions for measuring such criteria include:

- cross-functional horizontal movement where a person is primarily concerned with his or her own growth in abilities and skills as he or she experiences different roles or challenges in an institution;
- cross-level hierarchical movement, whereby a person moves “up the ladder” beyond the level to which he/she aspires; and
- lateral movement, in which a person attains influence and power without necessarily obtaining a significant position in the hierarchy.

This image or self-concept may be better understood through the following questions:

1. What are my talents, skills, and areas of competence? What are my strengths and weaknesses?
2. What are my main motives, needs, drives, and goals in life? What do I want or not want, either because I have never wanted it or because I have reached a point of insight and no longer want it?

3. What are my values, the main criteria by which I judge what I am doing? Am I in an organisation or job that is congruent with my values? How good do I feel about what I am doing? How proud or ashamed am I of my work and career?

(Schein, 1990: 17)

While not extensively researched, there appear to be considerable variations in the orientations or directions that teachers wish their career to take. This has an effect upon the professional development needs and motivations of teachers. Tausky and Dubin (1965) have identified two types of orientations.

The first refers to those with an upward career orientation who are not satisfied with their present position in the organisation within which they work, and seek to move through the promotion positions available to the highest position attainable.

The second refers to those who are generally satisfied with their past achievements in their career and with their current position, and do not seek further advancement in terms of promotions. This group of teachers are sometimes referred to as having horizontal mobility aspirations. For some teachers, having an upward career orientation may no longer be viable because promotions positions may not be available as these positions become filled by individuals who will occupy them for a long period of time. This trend appears to be increasing in Australian schools, and Maclean (1991), in conducting research into the career and promotion patterns of state school teachers, found that an increasing proportion of teachers regard horizontal mobility to a desirable work location as a more important career motivation than promotion.

One of the reasons for teachers possessing this latter orientation to their careers is the unavailability of an external career structure for teachers unless they are promoted to an executive or administrative position. Ingvarson and Chadbourne (1994:16) describe this lack of structure as follows:

At present teaching is a flat, careerless occupation. After gaining permanency and reaching the top of the incremental scale, most teachers remain at the same salary level until they retire. The structure prevents them from doing
otherwise. In effect there are no career steps to climb. Teachers who want to get on have to “get out” of the classroom. Those who want to “move up” in the profession have to “move off” into administration.

Attempts to change this situation have been made by a number of government and non-government school systems in Australia through the appointment of Advanced Skills Teachers. According to Ingvarson and Chadbourne (1994), teachers appointed to these positions were to be given increased salary as recognition for their teaching skills and to encourage them to contribute to curriculum and staff development rather than have to seek administrative positions to gain promotion. However, these authors reported that because of a number of weaknesses in the way this system was administered, many more teachers were given this status than was originally anticipated and the status-quo has not generally changed.

Maclean (1991) claims that research on many aspects of teachers’ careers is sparse, and there appears to be little or no emphasis on this dimension of professional development through courses offered in Australia. This claim is borne out in a survey of professional development courses attended by teachers in Australian schools (Award and Non-Award courses) from 1987-1988, compiled by Logan et al. (1990), where there are no courses that deal with teachers’ career training, or providing teachers with an understanding of their careers. However, this trend may be beginning to change. For example, out of a total of 215 courses offered in 1994 to teachers by the Metropolitan West Training and Development Unit (a Unit of the then Metropolitan West Regional Office of the N.S.W. Department of School Education), two courses were offered on Career Planning and Job Seeking Skills.

Pavalko (1971) provides what might be a useful starting point for developing a professional development programme for teachers in career-planning, when he refers to the concept of “career-crunch”. This occurs when an individual’s career expectations are out of step with the career-building alternatives that are open to the individual. The following summary outlines the reason why this “crunch” occurs:

a) individuals are unaware of, or mis-informed about the career options available to them, or may have misjudged the options available so that their expectations are unrealistic;

b) changes are occurring in the work patterns of the occupations, due to changing factors such as social, economic or technological change;
c) there are changes in the organisational context which may be disruptive to the career expectations, e.g., restructuring of administrative frameworks.

While the above issues focus only upon potential crises in a career, a study of these issues raised by Pavalko (e.g., the options one has in a career or the changes that may impact upon one’s career) will help the individual understand the various dimensions of a career, and in so doing hopefully will help him/her minimise potentially negative effects of possible changes. For example, within the N.S.W. Department of School Education, since the introduction of major changes in the administrative structures of schools as a result of the Report *School-Centred Education. Building a More Responsive State School System* (N.S.W. Education Portfolio, 1990) (including such factors as the introduction of merit selection), teachers have needed to learn about the new options available to them in their careers, and to develop new skills such as those related to applying for advertised positions within the Department. Also, social and economic changes in society have led to changes in the structures of curriculum (e.g., the introduction of curriculum areas such as Personal Development, Health and Physical Education, or Textiles and Design) and have radically altered the careers of teachers involved in teaching and administering these curriculum areas.

Finally, research on the professional life cycle (outlined in earlier section titled Varying Professional Development Challenges Throughout a Teacher’s Professional Life-Cycle) indicates the need for teachers to be aware of the various career stages that they may pass through, and the possible changes to their own attitudes that may occur as they pass through these stages. To assist teachers to understand better their career directions and preferences, the N.S.W. Department of School Education, South Coast Region (1991) developed a Career Inventory Instrument which has been modified for use in Module 2 (Appendix 1, pp. 29 – 35) of the PPLP process. This instrument assists individuals to examine their values regarding different aspects of their careers and to rate their preferences in terms of the following possible directions:

- to undertake lateral or same level movement where one maintains a job at its present level of responsibility, nature of tasks, pay etc.

- to have job enrichment within one’s present position, but with the opportunity to learn new skills and knowledge or be given new challenges.

- to have vertical movement or promotion with greater responsibility, power and seniority.
• to realign one’s present position so that there is less responsibility, power, pay, etc. but increased quality of lifestyle.

• to re-locate one’s position by leaving teaching for a different form of employment.

For all of the above reasons, it appears that career development is an important and emerging developmental need of teachers, and should encompass the dimensions outlined above as they relate to teachers working in the N.S.W. Department of School Education.

2.4.4 Possible Area of Need 4. Personal Development Needs

Authors such as Schein (1978) and Nowlen (1988) question the limitation of perceiving professional development only in terms of increasing the professional’s technical work-based knowledge and skills and call for an “interaction within the total ‘life space’ of issues of work, family and self-development” (Schein, 1978: 17). Applying this concept to teaching, Levine (1989), Burns (1991) and Diegmueller (1991) make the point that, as with children, adults bring their whole being to the workplace and it is unrealistic to separate people’s out-of school lives from their school lives. Indeed, if teachers are expected to assist the intellectual and the affective development of children, then they should also have access to programmes that assist their own growth in these domains. Hence, they argued that the teacher should be viewed as a whole person, and that professional development should adopt a similar approach. Burns (1991) elaborates on this when he put forward the perspective that teaching is one of a number of professional activities (including health, the social services and the public service) where the personal and interpersonal dimensions of people’s everyday responsibilities are significant. Elements of this area of need include developing positive personal relationships with others (particularly the client), providing positive models to the client, making decisions, being assertive when appropriate, managing stress, managing a multiplicity of relationships and not being threatened by on-going demands upon personal knowledge, emotions and skills.

Burns (1989; 1991) argues that to cope with these pressures and needs teachers must themselves have adequate levels of self-esteem and positive thinking. Such a claim is based upon the theories of client-centred therapists such as Rogers (1959), who claim that there is a positive relationship between attitudes to self and attitudes to others and there is a potential for personal growth to occur in the areas of self-concept enhancement, positive thinking, internal locus of control, assertiveness and stress.
management. Courses in human relations focusing on these issues appear not only to assist teachers in their own growth, but improve their relationships with their pupils and colleagues.

Carr (1984) outlines a number of activities to promote self-awareness, which is an essential starting point for meeting personal needs. This self-awareness includes personal knowledge of self, degrees to which one does or does not include oneself in social groups, degrees of control or submission/dependence one has in relationships and the levels of affection (varying from being distant/uninvolved to seeking love, intimacy and warmth) one seeks in relationships.

Carr (1984) also identifies a number of potential areas of personal growth. These include self-esteem, communication skills, trusting others, making decisions, assertiveness (i.e., personal needs are met in relationships with pupils, colleagues, friends and loved ones), resolving conflict, managing competing relationships and resolving stress. These have provided the basis for Module 4 (pp. 45 – 49, Appendix 1) in the PPLP process.

Nowlen (1988) refers to the issue of problems or crises in a professional’s private life that may also be part of his/her continuing developmental needs.

Some cannot handle their private lives. The failure to make lasting friendships, the onset of mid-life crises, the stress of caring for aged parents or troubled children, anger over occasional marital battles, or the distraction of messy divorces with custody fights can and do seriously diminish the job performance of otherwise competent people for weeks or even years. Perhaps more surprisingly, so can charitable and civic over-commitments, an unexpectedly sizeable inheritance or the shift of a hobby into an obsession. Others lack the insight and skill to weather fatigue and depression, to overcome the numbing effect of repetitive activities, and to find help in dealing with compulsions and dependencies such as gambling, alcoholism, or drug abuse. Few seem capable of sealing a troubled dimension of their lives from the balance of their activities. Competence models (of professional development) fail to identify competence in personal affairs as job related, and yet the absence of knowledge, skill, and maturity in managing private lives unfailingly affects the performance of business and professional people.

(Nowlen, 1988: 60)
A review of Award Bearing and Non-Award Bearing professional development courses undertaken by Australian teachers from 1987 – 1988 (Logan et al., 1990) shows there were no courses undertaken that focused upon the personal developmental needs of teachers. This trend appears to be consistent with preservice training of teachers. It is possible that this area of need as it relates to teachers and teaching is only beginning to be recognised and researched and is not yet perceived by teachers or organisations involved in professional development as being significant. However, the case for the development of teachers in this area, as outlined above, appears to warrant its inclusion in a possible taxonomy of professional development needs.

2.4.5 Possible Area of Need 5. Professional Responsibilities

The inclusion of the dimension of professional responsibilities in a taxonomy of needs of teachers appears problematical and not substantiated by any extensive research. While Hall (1968:123) found that “...even among the established professions, members vary in their conformity to the professional model in both the structural and attitudinal attributes”, there appears to be uncertainty about whether there exists a core set of professional ethics or values for teachers. Similarly, there does not appear to be any uniformly recognised professional association to reinforce the attitudes or orientations listed above. The absence of these two dimensions of professionalism in teaching is referred to by Scriven (1994:80):

It has always been notable that teaching, unlike the mainline professions, has no internal code of ethics enforced by any professional association.

The need for teachers to receive professional development in the area of professional ethics has not been extensively recognised in past professional development programmes offered to teachers. This is evidenced by an examination of the types of questions asked in research on the professional development needs of teachers (referred to earlier in this chapter). This research appears not to encompass the possible needs of teachers beyond the areas of instruction, curriculum and school administration. This could be because the researchers have not asked teachers about their needs in these areas, or because teachers do not perceive themselves as having such needs.

In trying to understand what constitutes professional responsibilities of teachers, reference is again made to some of the characteristics of a profession referred to by Wilensky (1964), and in particular those that refer to the “role orientation” of the
individuals in an occupation. Such characteristics include a belief in the need for ongoing research in order to maintain the best standards of knowledge and service for the client.

This dimension of teaching was recognised in at least two studies of the competencies of teachers (Schools Council, 1990; N.S.W. Ministerial Advisory Council on Teacher Education and the Quality of Teaching, (MACTEQT), 1993). In both lists of competencies, areas have been included that relate to the professional attitudes of teachers. The final report of MACTEQT specified one major area of teacher competence as being able to reflect, evaluate and plan for continuous improvement. The inclusion of this generic area of competence appears to acknowledge the fact that many aspects of teaching continue to change. These include not only the areas of teaching, learning, and curriculum (already explored earlier in the taxonomy of professional development needs of teachers and in the PPLP process in Module 3, Appendix 1), but may also include the broader social context in which teaching takes place. Examples of these changes were delineated in the first draft of the MACTECT report and included social, political and legal issues that impact upon teachers' work. Hargreaves (1997) refers to the impact of changing social contexts on the work of teachers and schools with the following:

_Schools can no longer pretend that their walls will keep the outside world at bay. ... Increased poverty creates hungry children who cannot learn and tired ones who cannot concentrate. Fractured, blended, and lone-parent families fill classrooms with children who are often troubled and present teachers with parents' nights of labyrinthine complexity. ... In the face of mounting social problems, schools have been made the sole public response, at the very same time that wider social support and intervention have been trimmed back._

(Hargreaves, 1997: 4)
As a result of these pressures, Hargreaves argues that teachers can no longer “equate professional status with absolute autonomy” but need to “reinvent their sense of professionalism” so that they are meeting children’s needs in partnership with parents and the community.

This study therefore includes this component of the taxonomy as Module 6 (pp 55 – 57, Appendix 1) in the PPLP process. It also seeks to identify the importance that teachers attach to their ethical responsibilities related to the need for continuous learning in the contexts described by Hargreaves above, and to seek clarification of the particular issues in which they seek further development.

2.5 Proposition No. 4. Assessment Processes Used to Identify and Validate Professional Development Needs

This proposition argues that the process of considering a range of developmental options should involve some form of assessment and validation process in order both to analyse the “what is now” aspects of the present situation, and to ensure that the choices of options for growth are valid in that they reflect the individual’s needs rather than just his/her likes. For this reason, this has been included as Module 7 in the PPLP process (see pp. 59 – 74, Appendix 1). In examining this proposition, the study also examines the types of assessment techniques that teachers prefer to use in assessing and validating their professional development needs (Major Study Question No. 3).

Several writers argue that there is an essential link between staff development and teachers appraisal (Lawton et al., 1986; Fessler & Burke, 1988; Stiggins & Duke, 1988; Ingvarson, 1989; Scriven, 1989; Bollington et al., 1990; McQuarrie & Wood, 1991; Hewton & West, 1992). The linking of appraisal or assessment to development is consistent with the definition of needs assessment as being:

... an information-gathering and analysis process which results in the identification of the needs of individuals, groups, institutions, communities, or societies. In education the process of needs assessment has been used, for example, to identify the needs of students for instruction in a given subject area; to determine weaknesses in students’ overall academic achievement; to determine the needs of teachers for additional training; and to determine the future needs of local, regional, and national education systems. It is the intent of needs assessments to identify areas in which deficits exist or desired performance has not been attained. The results of needs assessments are then
used for further action such as planning or remediation to remove the situation.

(Suarez, 1990:29)

Kaufman (1972), in examining the concept of needs as a part of the process of needs assessment, has defined them as being the discrepancy between actual status and targeted status, where targeted status has become the ideal or expectation of what ought to be.

Fessler and Burke (1988) essentially reflect Kaufman’s concepts when they suggest that, in attempting to identify the professional development needs of teachers, a distinction should be made between a teacher’s perception of his/her own performance as opposed to his/her expectations for that performance. In terms of pedagogy, the former is a “self-view or self-analysis of performance, a self-image of how the teacher interacts with students and performs other teacher-related activities”, while the latter “refers to the teacher’s ‘ideal image’ of desirable performance behaviours” (Fessler & Burke, 1988:15). Based upon these concepts of needs assessment, such a process involves:

a) selecting or determining targeted status or the ideal goal; and

b) gathering information to determine current status relative to targeted status, and making a comparison between the two in order to identify discrepancies or needs.

Scriven (1991) raised the question of validity of the findings of the appraisal process. Leedy (1985: 26) defined validity as addressing the question: “Are we really measuring what we think we are measuring?” To do this, Scriven argues that there needs to be a distinction between what teachers would like in terms of their professional development, as opposed to their needs. It is the role of the process of appraisal to determine the differences between the ideal and the reality. If this is done validly, the findings of the process should provide the basis for an on-going professional development programme.

To enhance this validity, Baumgart (1995) makes the point that the information or evidence upon which the appraisal is based must be sound. Therefore, he suggests the use of a range of processes that include norm-referenced assessment (comparing performance with those of other people), criterion referenced or standards based
assessment (comparison with a defined standard) and self-referenced assessment (comparison with one's own goals, expectations or previous performance).

The issues raised above by Kaufman (1972), Fessler and Burke (1988), Scriven (1991) and Baumgart (1995) have led the researcher to use the terms "appraisal" and "validation" in an inter-linked manner in Module 7 (see Appendix 1) of the PPLP process. The process of determining one's professional and personal development needs involves:

* appraising or estimating the value of one's present behaviour and attitudes, in order to begin selecting changes to these behaviours and attitudes.

* validating or confirming that the needs that we select are well-founded and based in some form of reality, and are not merely our "likes".

(Module 7, p.60, PPLP process)

Using teacher appraisal for the purpose of accountability is often referred to as summative evaluation, and is seen as a process of gathering information in order to make judgements regarding the quality of teaching for the purposes of public accountability, continued employment tenure, promotion or salary level, and is usually conducted by designated members of the employing organisation (Fessler & Burke, 1988; Duke & Stiggins, 1990). Winter (1987a, 1987b) refers to two models that might encompass this form of appraisal process: the Target Output model and the Performance Criteria model. In both of these models, a set of objectives or observable indicators is established, against which a teacher's professional work or performance is measured, usually by direct supervision of his/her teaching. Stiggins and Duke (1988) outline how this form of supervision often uses such data collection procedures as the observation of a teacher's actual classroom performance through formal or informal observation techniques, the examination of classroom and school records (e.g., reflecting a teacher's preparation) or records of student achievement. They claim that the use of a variety of data sources is necessary to provide a complete and valid picture of a teacher's performance. They also found that the following factors contribute significantly to the quality and impact of the appraisal process:

  a) the attributes of a teacher, including his/her level of competence, subject knowledge and attitudes to change;
b) the attributes of the person who supervises the teacher, including his/her credibility to the teacher and the level of trust between the teacher and the supervisor;

c) the attributes of the procedures used in the assessment, including the standards of the performance criteria established before the process begins, and the data-gathering techniques used;

d) the quality and manner of providing "feedback" to the teacher concerned; and

e) the evaluation context, including time spent on the process, and labour-relations between teachers and management.

Formative assessment, on the other hand, is not seen as being purely judgemental in nature, and has as its main purpose "... the provision of feedback to teachers in order to help professional growth and enhance classroom teaching" (Day, Whittaker & Wren, 1987:70). Scriven (1989:95) elaborates further when he describes this process as being "... like the role of diagnosis in medicine .... its concern is not principally with causation or classification, or the identification of incurable conditions, but solely with identifying directions or dimensions for improvement." This approach to assessment may use some of the same processes as those used in summative evaluation (e.g., the supervisory processes outlined above) but it is in the outcomes of the process that they differ and it is here that controversy may arise about the two processes.

Given that summative assessment is concerned with making judgements about the teacher, for the benefit of the organisation, Winter (1987), Burgess (1989) and Stake (1989); argue that fear and the feeling of personal threat is created in some individuals. They may perceive the outcomes of the process as a threat to such things as their job security or opportunities for promotion. This concern with, and fear of, summative evaluation (and subsequent rejection of some of its techniques such as teacher supervision) are referred to by Cavenagh (1994, 1995) when he outlines the outcomes of an agreement on teacher appraisal between the N.S.W. Teachers Federation and the N.S.W. Department of School Education (see details below). In statements to members of the Federation the Deputy President of the Federation claimed that the agreement "... breaks a deadlock between the Department and the Federation which has existed for half a century" (Cavenagh, 1995: 1). In the eight years of discussions leading up to this agreement "... Federation has continually sought to build mechanisms which relegate supervision to the historical dustbin in which it belongs and try (sic) to focus teacher
management away from surveillance and towards growth and development” (Cavenagh, 1994: 2).

To overcome these problems, and to help ensure that assessment will lead to teacher growth, Stiggins and Duke (1988) found that assessment processes used for summative purposes should remain separate from processes intending to lead to teacher growth, and that the assessment of teachers could be seen as comprising three distinct systems:

a) a system for new and untenured teachers;

b) one for competent teachers with the object of professional growth; and

c) one for experienced teachers encountering professional difficulties.

The instilling of fear into those being assessed through summative assessment methods is not the only criticism of these methods. Hickcox and Musella (1992) point out that traditional approaches to summative assessment involving a supervisor as representative of the organisation often focus only upon the teacher’s classroom performance. However, as outlined above, a taxonomy of the professional development needs of teachers should include, in addition to instructional and curriculum skills and knowledge, the needs of the organisation, as well as the professional, career and personal needs of the teacher. To achieve an assessment of this range of needs, it is necessary to use a variety of assessment methods that may include not only those used by a designated supervisor, but others used by the teacher him/herself and/or peers or colleagues as chosen by the teacher. For example, a teacher wishing to determine his/her future career needs may choose assessment processes based upon self-reflection and discussions with a number of colleagues and superiors.

Hickcox and Musella (1992:163) claim that using a broader range of assessment methods is an emerging pattern in teacher assessment and reflect:

.... a move toward professionalism for teachers, professionalism in the sense of promoting autonomy, independent thinking, reflective practice, and the assumption of responsibility by the individual for both personal and professional growth.

This shift away from traditional summative assessment techniques also reflects a move away from the “product” model of teacher assessment to a “process” model of assessment (Winter, 1987). This model of assessment is not directly concerned only
with gathering data for the purpose of describing the teacher’s behaviour, but:

"... seeks, in itself, to stimulate effective learning by the teacher. It would not generate "information" about teachers' work, but insight for those teachers themselves to use in improving their work."

(Winter, 1987:11)

Outcomes of such a model are unique to the individual practitioner and the context in which the teacher is working. The process itself, claims Winter (1987), will lead to professional development.

One process that reflects the above principles is known as action research. McKernan (1994:4) refers to Elliott’s (1981) definition of action research as being “the study of a social situation with a view to improving the quality of action within it”.

Stenhouse (1975, 1980, 1981), Winter (1987), Lomax (1989, 1990), and McKernan (1994) see this process as providing the most effective research base for professional development. An underlying principle of action research is the concept that teachers should not be those being researched, but should become the researchers and use research processes to find solutions to problems they or their institution are experiencing. Action research involves systematic self-reflective scientific inquiry by the practitioner leading to action, thus enhancing the concept of teaching being an ongoing process of reflection in action. Other researchers may also be involved in this process, but their role is essentially that of collaborators, rather than the traditional approach where the researcher is external to the process and controlled the process.

Integrating the work of Lewin (1946; 1947), Stenhouse (1971; 1975), Elliott (1978; 1980), Carr and Kemmis (1986), and McKernan (1991) provides a synthesised model for action research that incorporates the following steps:

1. **Problem Situation** — At some point an unsatisfactory situation or a problem is identified as needing improving.

2. **Define Problem** — An attempt is made to develop a more specific definition of the problem.

3. **Needs Assessment** — An assessment of possible needs to be addressed in solving the problem, and identification of possible constraints that will impede progress are ranked in order of priority.
4 Hypothesise Ideas — Tentative development of hunches, or hypotheses made to solve the problem. These act as “strategic ideas” worthy of testing.

5 Developing Action Plan — This plan of action is the “blueprint” for the project, and should contain a specification of roles and goals, schedule of meetings, and who reports to whom.

6 Implementing Plan — The plan is installed in the setting and action is taken.

7 Evaluate Action — Data are gathered to determine the outcomes of the action.

8 Decisions — The outcomes of the action are shared within the group, and reflection occurs as to what further action should be taken.

Depending upon the decisions taken in Step 8, a further similar cycle may begin to address identified problems.

For the purposes of identifying the professional development needs of teachers, the action research model puts forward a wide range of qualitative data gathering techniques. These techniques are far more diverse in nature than those traditionally used in summative evaluation techniques listed above. McKernan (1994) classifies these techniques in three ways.

a) Observational and Narrative Research Methods, e.g., classroom observation, participant observation, case studies, anecdotal records, checklists.

b) Non-Observational, Survey and Self-Report Techniques, e.g., questionnaires, interviews, attitude scales, key informant interview technique.

c) Discourse Analysis and Problem Solving Methods, e.g., document analysis, episode analysis, group discussion, brainstorming.

McKinlay (1993) expresses a number of reservations about the successful implementation in Australian schools of the types of research and assessment processes
outlined above. These reservations are summarised below.

1 Teachers in Australian schools still do not have a solid grounding in educational theory and research methods, thereby limiting their ability to engage in meaningful practice in this area.

2 Due to varying pressures, including the lack of time, teachers rarely engage in the type of communicative intercourse that provides the basis for questioning actual practices in the classroom or the school.

3 Solitary self-reflection, in which one attempts to reconcile the differences between theories and practice can be a lengthy, challenging and frustrating process (Schon, 1987) that may only lead to self-deception unless there is a trained person available to facilitate the process by assisting staff to reflect and plan action. However, McKInlay (1993) believes that teachers will not accept such an external facilitator, nor would teachers work together in a participatory way that might make such a facilitator unnecessary.

4 In institutions that are bureaucratically structured, action-research activities that are participatory and democratic in nature will be thwarted by the institution.

A number of the above principles for using assessment as a needs analysis for professional growth have been included by the N.S.W. Department of School Education (1995) in a programme (referred to above) termed “Performance Appraisal Scheme For Teachers and Executive Staff Other Than Principals”. This scheme began with an industrial Enterprise Agreement between the N.S.W. Department of School Education and the N.S.W. Teachers Federation (1993), which established the principle of introducing a teacher appraisal scheme. This scheme attempts to clearly delineate between different processes for appraisal. These processes are summarised below:

a) formative appraisal processes applying for all teachers in a continuous process. These processes are organised and supported by the principal and executive staff in a manner that is agreed to by teachers. The process is to be linked directly to teacher development, and needs identified should reflect both those of the school and the teacher. The process emphasises confidentiality, trust and collegiality and recommends a number of strategies, including
• self assessment, assisted by the writing of personal histories, journals, obtaining student, parent and teacher feedback, discussing and writing about case studies and analysing critical incidents.

• sharing personal and professional experiences in collegial pairs or groups.

• classroom observation by an invited peer, mentor or executive staff member.

• developing a portfolio of a range of aspects of a teacher’s life, including documented episodes of teaching, lesson plans, samples of students’ work, feedback from colleagues, log/journals and evidence of self-review.

b) summative processes implemented for the development of work reports that can be used by the teacher when seeking promotion. The reports are prepared by the Principal after negotiation with the teacher. Suggested processes used to gather information for the report include examination of student outcomes, direct observation of classroom practice, discussions with the teacher or school executives and nominated colleagues, viewing teachers’ programmes, units of work or previous work reports.

c) formative and summative processes used with teachers whose efficiency is causing concern. Initially, it is advocated that such processes involve giving the teacher sufficient professional support to overcome the concern. If these do not solve the problem, the teacher has to undergo two further structured periods of assistance. If the problem still isn’t remedied, the teacher may be terminated.

These new processes attempt to reflect a number of principles outlined above, that is, they attempt to isolate teacher development from accountability, they link teacher appraisal to professional development, they try to link a teacher’s needs with the school’s needs, they emphasise the need for teachers to receive critical feedback from a variety of sources and they suggest involvement of the teacher in the planning process. For these reasons, this study has adopted the formative appraisal processes outlined in a) above and included them as part of the PPLP process in Module 7, Appendix 1, pp. 64 – 68 to assist teachers appraise and validate their professional development needs (proposition 3). However, the above literature reveals a number of issues that either
enhance or limit the appraisal and validation process. These have been included (and added to as the study data are analysed) in Module 7, Appendix 1, pp. 70 – 72.)

2.6 Proposition No. 5. Assisting the Identification of Professional Development Needs Through a Structured Needs Analysis Process

Proposition No. 5 claims that the identification of professional development needs is enhanced by a structured process that incorporates propositions 1 – 4 and is based upon adult learning and constructivist theories. The implementation and evaluation of this process attempts to answer Study Question No. 4, which seeks to examine how this model can be used by teachers to identify their professional development needs. As outlined in Chapter 3, Conduct of the Study, this process and its underlying theoretical propositions form a case study to address this Study Question.

Based upon the theoretical principles identified from the literature and outlined in Figure 2.2 below (page 60), the present study developed a detailed process titled “My Professional and Personal Life Plan — a developmental process” (as noted earlier and referred to as the PPLP process) to assist teachers to determine their professional development needs.

The process comprises three major stages.

2.6.1 Stage 1

Participants are involved in approximately 12 hours of structured activities involving input by a facilitator, small-group workshops, discussions and individual reflection periods. A series of resources in modular form, specifically developed for the purpose (Appendix No. 1), have been used over the course of the study and provided to participants as a guide. As outlined in Figure 2.2, these modules have been developed around three major principles.

The first principle involves assisting participants to understanding the “challenges” or “triggers” that “un-freeze” the individual, and is covered in Module 1 — “Developing My Professional And Personal Life Plan And The Change Process”. In this Module the participant is assisted to understand the broader issues of change, and the factors that may either cause them to change (i.e., unfreeze) their existing behaviours and attitudes, or that limit them from making such changes. To assist in this part of the process there is a consideration of a number of “challenges” or “triggers” that may come from or be
Figure 2.2: A Process Model to Assist Individual Teachers to Develop Their Professional Development Needs
caused by a variety of sources, for example, the individual, the school, the employer and the client; the motivation of the individual; changing challenges throughout a teacher’s professional life cycle; individual attitudes to change; and situational support for meeting professional growth challenges.

The second principle involves a consideration of a taxonomy of options for growth and includes a consideration of a holistic range of options as a starting point for considering participants’ “what is”, and to plan for future growth (their “what could be”). The Modules that are related to this theme are as follows:

- Module 2 — Career Needs.
- Module 3 — Teaching/Learning, Curriculum, Leadership Needs.
- Module 4 — Personal Needs.
- Module 5 — System And School Needs.
- Module 6 — Contemporary Issues That May Impact Upon My Professional Role.

The third principle involves assessing and validating professional development needs and is applied in Module 7 — “Appraisal and Validation Processes That Assist To Identify My Professional Development Needs”. In this Module the participants examine a variety of assessment and validation processes that they may choose to use when considering options for potential growth. These processes help to distinguish between professional needs as opposed to likes.

At the conclusion of Stage 1, participants develop an initial set of individual professional and personal development needs in Module 8 — “My Professional and Personal Life Plan”.

2.6.2 Stage 2

In their workplace, over a period of approximately 12 weeks, participants attempt to implement a variety of strategies to validate their initial needs. Strategies used include those explored in Module 7.
2.6.3 Stage 3

Participants are involved in a further structured process for 3 hours. Again, through facilitator input, workshops and discussions participants review and finalise their needs and develop a plan of action for implementing professional development to meet these needs.

2.6.4 Rationale for Strategies Used in the PPLP Process

It is acknowledged that professional development of teachers should not be confined to structured course formats. Indeed, Fullan (1991) claims that there have been thousands of workshops or conferences that have not led to any changes in teachers' behaviour or practice.

To overcome some of the criticisms of past structured professional development courses, strategies used in conducting the PPLP process have been based upon principles drawn from the literature concerning adult learning theories and practices that enhance teacher learning. From the work of Knowles (1975, 1984), Joyce and Showers (1980, 1982), Fessler (1985), Sparks and Loucks-Horsley (1989), Fullan (1991), Bell (1993), Guskey (1994), Hannay (1994) and Wood (1994), research identifies the following generalisations about the effective conduct of professional development programmes which are used as a guide in the development of the PPLP process.

a) “One-shot” courses based upon a presenter merely outlining new knowledge or skills are often ineffective in terms of implementation of this knowledge or skills.

b) Participants in courses should be volunteers, should understand what the course is trying to achieve and feel the course will meet their needs.

c) Courses should allow participants time to relate theory to practice through personal reflection, (including personal diaries/journals) throughout the course, dialogue with individuals or groups, questioning, relating problems to personal situation/needs, follow individual interests and contribute to the programme. This is in keeping with constructivist learning theory, that perceives learning as not being a process of receiving knowledge from experts or teachers, (Kelly, 1955, cited in Zuber-Skerritt, 1991; Sparks,
1994; Costa, et al., 1997)), but one where learners build knowledge based upon existing constructs or hypotheses about their world (i.e., their present knowledge of content, their culture, their values and their learning style). Given that learning has both a personal and social construction, interaction with others and reflection allows the learner to understand existing constructs and hypotheses; an important step to be taken before new learning can be accommodated. This has implications for the staff developer, according to Zuber-Skerritt (1991). Firstly, the staff developer needs to understand the view of the world of those participating in the learning process. Secondly the staff developer, either directly or through the content of a course, needs to challenge the fundamental beliefs and practices of the participant. This is necessary since ". . . . if practices are to change, the teachers need to examine some of their fundamental beliefs. Just as the learner may be reticent to reconstrue, so too teachers may find examination of their current constructs threatening, especially if they deduce that change is needed. Threatening and revolutionary this may be, but some staff developers/teacher educators see this as a route to empowering the teachers to make education a positive experience for learner and teacher." (Zuber-Skerritt, 1991:91).

d) Given the above, courses should empower teachers, and not be conducted in such a way that causes the individual to become dependent upon the presenter. This helps participants develop a sense of ownership of their own development, thus enabling this development to be ongoing beyond the duration of the course.

e) A non-threatening atmosphere needs to be developed during a course that allows individuals to take risks and to fully explore issues that concern them.

f) There should be a balance between formal activities in a course (seminars, workshops and guest speakers) with informal opportunities (e.g., "sharing sessions using anecdotes, talking over a meal and telephone networks" (Bell, 1993:384)).

g) There should be opportunities to implement and trial what is learnt during a course in an action-research process, and to receive critical feedback about the implementation of changes. Follow-up support from course facilitators/presenters, peers or mentors through this implementation process is important.
CHAPTER 3

CONDUCT OF THE STUDY

3.1 Research Design

At the conclusion of the previous Chapter, a process was outlined in Figure 2.2 for assisting teachers to determine their professional development needs. This process was termed "My Professional and Personal Life Plan: a developmental process" (PPLP) and was based upon a number of theoretical propositions drawn from the literature. Through its implementation as a case study with four groups of primary and secondary teachers from the N.S.W. Department of School Education, various research methods were used to evaluate the process and to address the four major study questions outlined in Chapter 1, namely:

1. What issues are significant in causing teachers to question present professional behaviours and attitudes and to undertake professional development in order to change these behaviours and attitudes?

2. What taxonomy best represents the professional development needs of teachers?

3. What types of assessment techniques do teachers prefer to use in assessing and validating their professional development needs?

4. How can this model be used by teachers to identify their professional development needs?

As part of a formative evaluation process, on-going analysis of data occurred while the process was implemented with the first three groups of teachers (32 teachers in total), and the results of this analysis are presented in Chapters 4, 5 and 6. This resulted in continual modifications to the process. Summative evaluation methods were then used when the final version of the process was presented to a group of 38 executive teachers. The results of this evaluation are presented in Chapter 7.

A diagrammatic representation of the research methodology is presented in Figure 3.1 below:
Figure 3.1. A Summary of Research Methodology
A series of case studies was used to address the research questions underpinning this study. Stenhouse (1978, 1981), Becker (1985), Glathorn (1985), Stake (1985), Elliott and Ebbutt (1986), and Hammersley (1992) identify a number of characteristics of case studies. The term “case” is used to define “the phenomena (located in space/time) about which data are collected and/or analysed, and that corresponds to the type of phenomena to which the main claims of a study relate” (Hammersley, 1992: 184). Such studies can either be micro or macro in nature and can range from an individual person to a group, an organisation or institution, a project, an event, an innovation, a society or a social system. In accord with this definition, this particular case study involves the study of an application of an innovation in the form of a process that assists four specific groups of teachers to identify their professional development needs.

The case study is based upon a conceptual framework that assists in the identification and explanation of behaviours and patterns. These concepts may emanate from:

a) a review of the literature outlining existing research relevant to the study,

b) concepts and propositions “grounded” in the data gathered by the researcher, or

c) a combination of a) and b), where the conceptual framework can be drawn initially from a review of existing research and then extended or changed as a consequence of the analysis of the data gathered.

Goetz and Le Compte (1981) identify four overlapping dimensions of ethnographic inquiry similar to those outlined in a), b) and c) above. These dimensions have been termed deduction-induction, generation-verification, construction-enumeration and subjective-objective. This particular study most closely resembles the dimension termed deduction-induction, or the form of analysis outlined in c) above. A review of the research revealed a number of theoretical principles that underpinned a process model for identifying the professional development needs of teachers. As will be outlined in Table 3.1, data-gathering and analysis methods were used in a deductive manner to verify the applicability of data gathered to previously identified principles and concepts. However, while deductive in nature, there was also an inductive dimension to the study. The researcher used open interviews along with numerous other data-gathering processes to ensure that the data gathered accurately reflected the perceptions of participants and not only those identified initially by the literature. At times, this generated new concepts not previously identified in the literature. Similarly, in
analysing the qualitative data gathered, the researcher continually returned to the field to verify and explore further these newly identified concepts.

This form of methodology often uses a phenomenological approach. Such an approach seeks not only to describe the world as perceived by all participants in the study, but to obtain Verstehen or understanding of the “meaning that others ascribe to their own lived worlds” (Kincheloe, 1991:147). Weber (1947) described how this approach attempts an interpretation or understanding of causes and effects of social action. This approach emphasises ....“the primacy of consciousness and subjective meaning in the interpretation of social action” (Phillips, 1972: 133). To achieve an understanding of the consciousness of others and the meanings they give to actions requires the researcher to attempt to put him or herself in the place of, and in the mind, of the research participants (Truzzi, 1974).

To achieve this Verstehen, a range of data-gathering methods may be used, as case study methodology is eclectic in terms of its research methods for obtaining and validating data (McKernan, 1994; Hammersley, 1992). These include the use of observation, interviews and survey instruments as case study methodology is more concerned with process than product and seeks to describe, interpret, explain and narrate in order to obtain understandings rather than attempt “..... rigorous scientific measurement, prediction and control of settings, respondents’ actions and so on” (McKernan, 1994 : 77).

Hammersley (1992 : 183) emphasises the diversity of research methodology that may be used in case studies when he claims that too often in the past the term case study has been used synonymously with qualitative research methodology. Since the 1920s and 1930s, argues Hammersley, there has been continual debate about qualitative methodology versus quantitative methodology. Such debate ignores the complexity of choosing appropriate methodology for the particular study being undertaken, because “in doing research we are not faced with a fork in the road, with two well-defined alternative routes between which to choose. The research process is more like finding one’s way through a maze. And it is a rather badly kept maze; where paths are not always clearly distinct, and also wind back on one another, and where one can never be entirely certain that one has reached the centre” (Hammersley, 1992: 183 – 184).

Dey (1993) also argues for a more flexible view of data-gathering methods and criticises the practice of perceiving qualitative research as involving any form of data-gathering method not involving a survey instrument (e.g. participant and non-
participant observation, unstructured interviewing, group interviews, documentary material and artefacts). Instead, he argues:

In practice, research often involves a range of methods producing a variety of data. We would be better to focus on the data which has been produced, rather than implying rigid distinctions between styles of research and methods of data collection.

(Dey, 1993:15)

Hammersly (1992: 12) summarises some of the major assumptions of qualitative research as follows:

• there is a need to discover the nature of society;

• this can be best achieved by “first hand” observations in the setting itself; and

• the product of this type of research is descriptions of the reality of what has been observed which may illuminate “general features of human social life.”

It was these assumptions that led the researcher to use both qualitative data and quantitative data gathering processes as structured and un-structured interviews, analysis of journals and survey instruments. However, the use of some of these qualitative processes has led to criticisms. Lincoln and Guba (1985 : 289) have referred to these criticisms as being accusations of conducting:

sloppy research, engaging in merely subjective observations, responding indiscriminately to the loudest beings or the brightest lights.

Lincoln and Guba (1985) identify a number of strategies that increase the “trustworthiness” of the findings of a study and attempt to overcome the criticisms referred to above. These strategies were used in this study in the following way:

a) prolonged engagement. The researcher spent approximately six months on an intermittent basis with each of four groups of teachers who participated in the process (see Figure 3.1 for more details). This helped the researcher in his quest of “learning the culture, testing for information introduced by distortions either of the self or of the respondents, and building trust” (Lincoln & Guba, 1985 : 301).
b) persistent observation. This strategy enabled the researcher to obtain depth of understanding of the important issues that existed in the field. This was achieved by continual analysis throughout the data gathering process. As new issues were raised, the researcher was able to go back into the field to verify or validate the significance of those issues (see section on “Analysis of Data” for examples of this being done during the research).

c) triangulation. This strategy, referred to by Denzin (1970, 1978) may involve using a range of research methods (ie, from both qualitative and quantitative methods) to enable the checking of different findings and against each other (Bryman & Burgess, 1994:222) This triangulation may also include the checking of findings from different case studies, case study sites, or theories to improve the credibility of findings. As referred to above, this study used a variety of research methods and multiple sources of data (ie, a variety of groups of teachers from different schools (see 3.1 for details). The use of multiple research methods in this study not only allowed the checking of one finding against another, but it also enabled one form of data to embellish or add meaning to another, (eg, a statistical finding was able to be given greater meaning by quotes from direct observations of teacher behaviour or responses in interviews). However, the researcher tried to avoid a problem raised by Bryman and Burgess (1994:223) where they referred to the possibility that one form of data (eg, gathered in a survey) may be given more significance than another form of data (eg, gathered in a more qualitative form).

Finally, the research methodologies used in this study attempted to avoid concerns raised by Van den Berg and Nicholson (1989) and Tripp (1988, 1990), cited by Kincheloe (1991), whereby educational research often involved teachers being in a passive role (ie, having it done to them) rather than being part of the process. Thus,

...the practitioner is excluded; the professional researcher becomes both producer and consumer of the knowledge gleaned. Practitioners are the passive objects that are being acted upon....

(Kincheloe, 1991:59)

Consequently, this study involved teachers in the PPLP process, providing them with opportunities to research their own professional and personal lives and to gain direct benefit from the process.
3.2 Participants in the Study

3.2.1 Formative Process

The PPLP process was initially conducted with 32 teachers from three schools on three separate occasions. These teachers volunteered to undertake the process after listening to an address to staff-meetings by the researcher. They were made up of 12 infants and Primary teachers and 20 secondary teachers. Of these, 16 were male and 16 were female. There were 14 teachers, 16 executive teachers and 2 principals within the cohort. The average number of years of teaching experience for teachers was 10.2 years, for executive staff 18.6 years, and for principals 34 years.

The schools in which these teachers taught are briefly described below, although fictitious names are used to avoid disclosure of the participants.

- Ashdale Primary School (K–6) (12 participants)

This school is situated in an inner city suburb that has a high multicultural population. Due to this suburb being the first “stopping-point” for many newly-arrived migrants, the school has a highly-transitory pupil enrolment, with over 50% of children leaving the school on an annual basis. Consequently the school is categorised by the N.S.W. Department of School Education as “disadvantaged”. Teachers tended not to teach for long periods of time in this school as its population provided continually challenging educational problems for school staff.

- The College — Secondary School (11–12) (8 participants)

This is a relatively new school that was specifically architecturally designed to cater to Years 11 and 12 students. Attempts had been made to specially select staff suitable for teaching children of this age. The school does not draw its students from specific “feeder” schools and is therefore in direct competition with other 7-12 schools. Because of the intensity of this competition, the school actively markets itself as being a provider of an education of high standard.

- Farmdale Secondary School (7–12) (12 participants)

This school is located on the outskirts of a large suburban centre and enjoys a very pleasant rural setting. Its facilities and its reputation for academic
achievement are of a good standard. Many of the staff have taught for a long period of time at this school (15 years+) and intend to stay there until they retire.

3.2.2 Summative Process

The final version of the PPLP process was presented to 32 executive staff and 6 Principals drawn from eight primary schools and one secondary school. These participants were volunteers after the process had been advertised by four district superintendents in approximately 320 schools in Western Sydney. Within this cohort of participants, 24 were female and 14 were male. The average years teaching experience of the executive staff was 19.5 years and for the principals it was 19.5 years. Groups from each school varied in size from three to five.

3.3 Data-Gathering Methods

As outlined above, this study combined the use of qualitative and quantitative data-gathering methods in order to understand the responses of participants to the PPLP process and to answer the major study questions outlined in Chapter 1.

3.3.1 Formative Process

Within this component of the process the researcher used three structured data-gathering methods — a survey, structured interviews, and a limited sample of workshop modules completed by participants — as well as unstructured interviews. A summary of the first three of these methods and how they were linked to the study questions is provided in Table 3.1 below.
Table 3.1 Summary Of Structured Sources Of Data (Formative Processes)

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<tr>
<td>1. What factors are significant in causing teachers to question and change professional behaviours and attitudes?</td>
<td>Appendix 2 8a – 8e (change attitudes) 9a – 9b (personally responsible) 10a – 10o (reasons for undertaking PD) 13a – 13h (opportunities used in PD)</td>
<td>Appendix 3 3a – 3d (reasons for undertaking PD) 4a – 4c (personal attitudes to change)</td>
<td>Modules 1/2</td>
</tr>
<tr>
<td>2. Can a taxonomy be developed that represents the P.D. needs of teachers?</td>
<td>Appendix 2 11a – 11e</td>
<td>Appendix 3 1a – 1c</td>
<td>Module 3</td>
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<td>• Instructional and Curriculum Development</td>
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<td>Module 5</td>
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<td>• Organisational Development</td>
<td>11p – 11g</td>
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<td>Module 2</td>
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<td>• Career Development</td>
<td>11h – 11j 14a – 14g</td>
<td>1a – 1c</td>
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<td>• Personal Needs</td>
<td>11k – 11q</td>
<td>1a – 1c</td>
<td>Module 6</td>
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<td>• Professional Needs</td>
<td>11r – 11t</td>
<td>1a – 1c</td>
<td>Module 7</td>
</tr>
<tr>
<td>3. What types of assessment techniques do teachers use in assessing &amp; validating their P.D. needs?</td>
<td>Appendix 2 12a – 12g</td>
<td>Appendix 3 2a – 2d</td>
<td></td>
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<td>4. How can this model be used by teachers/schools to assist teachers identify their P.D. needs?</td>
<td>Appendix 4 1 – 4</td>
<td>Appendix 3 1d – 1e Appendix 5 1–5</td>
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3.3.2 Survey Instrument

Participants completed a survey instrument (Appendix 2) titled “Developing An Individualised Professional Development Plan” before beginning the PPLP process. The responses to items in the survey instrument were in the form of a five-point bi-polar Likert scale (Strongly Agree to Strongly Disagree), a four-point uni-polar scale (Very Important to Not Important) and a three-point scale (Frequently to Rarely).

3.3.3 Structured Interviews

When each participant concluded the process he/she was interviewed on a one-to-one basis by the researcher. This was done at a pre-arranged time in private. The interview was based upon the questions detailed in Appendix No. 3. Each interview was recorded and then transcribed. Each transcription was then transferred into the Hyperqual II programme for analysis (see section titled “Analysis of the Data” for a fuller description of this programme and its application).

3.3.4 PPLP Workshop Modules

Participants were provided with workshop modules to be completed during the PPLP process (Appendix 1). At the end of the process, twelve participants were randomly selected and asked to allow the researcher to photocopy their module responses for analysis.

3.3.5 Unstructured Interviews

At various times during the research, the researcher conducted unstructured interviews with participants. These interviews were of varying lengths of time and took place on an ad hoc basis at the participant’s school or on the telephone. The purpose of these interviews was to clarify and probe more deeply issues that had become evident through data gathered through the methods outlined above. These interviews were also used to monitor the progress from session to session of the PPLP process. The participants’ responses to these interviews were recorded in writing in point form during the interviews and written-up more fully at a time as soon as possible after the interview.
3.3.6 Recording of Group Sessions

Towards the end of the PPLP process, participants came together for one more time in a three hour session to discuss participants’ progress with their own planning to date, their plans for the future and their responses to the process. These sessions were audio recorded, transcribed and then added to the Hyperqual II programme for analysis.

3.4 Summative Process

3.4.1 Survey

Each of the participants completed a survey titled “Evaluation — My Professional and Personal Life Plan” (Appendix No. 4) at the completion of the last PPLP process.

3.4.2 Structured Interview

Each participant was interviewed at the completion of the last PPLP process. The questions are outlined in Appendix No. 4. All interviews were audio recorded and transcribed.

3.5 Analysis of the Data

As previously described, this study adopted a research framework that involved a deductive — inductive approach. Such an approach is supported by Dey (1993) who views analysis as being a dialectic between ideas and data — we cannot analyse the data without ideas, but our ideas must be shaped and tested by the data we are analysing. This dialectic makes debate sterile regarding whether to base analysis primarily on ideas (ie, through deduction, or on the data through induction). Indeed, the analysis of data can lead to the development of concepts that are drawn from, or influenced by, a variety of sources. These may include:

- inferences from the data,
- initial or emergent research questions
- substantive policy and theoretical issues, and
- imagination, intuition and previous knowledge.

(Dey, 1993:100)
The data gathered from the survey instrument, when completed by each group participating in the PPLP process, was analysed in a cumulative manner using the SPSS programme for Windows. The methods used to report these results are described below.

The analysis of the qualitative data also occurred during and after they were gathered. Bogdan and Biklen (1982) describe this process as continually engaging in analysis, while the data-gathering is in process, reviewing field notes and transcripts of interviews to seek new questions that need to be asked, writing tentative memos of thoughts and emerging conclusions, and returning to the field and the literature to seek clarity about new issues raised by the data. Hammersley and Atkinson (1983, 1995) describe this process as immersing oneself in the data in order to identify patterns, unusual phenomena, inconsistencies and divergent views. The end product of this process, these authors claim, may be the generation of new concepts, or the confirmation and elucidation of pre-existing concepts in order to build typologies and taxonomies. The methods used by the researcher to achieve this conceptualisation can be varied, with the literature identifying a number of perspectives of how this can be achieved. Dey (1993) alludes to a number of these approaches:

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.........the interpretative approach of Patton (1980) emphasises the role of patterns, categories and basic descriptive units; the network approach of Bliss and her colleagues (1983) focus on categorisation; the quasi-statistical approach of Miles and Huberman (1984) emphasises a procedure they call 'pattern coding' and the 'grounded theory' approach of Strauss and Corbin (1990) centres on a variety of different strategies for 'coding' data. Despite the differences in approach and language, the common emphasis is on how to categorize data and make connections between categories. These tasks constitute the core of qualitative analysis.
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(Dey, 1993 :5-6)

This study began categorisation of the qualitative data by transcribing all recorded interviews and relevant content from workshop modules into a Microsoft Wordfile, and then used the Hyperqual II software programme to categorise the data in terms of the initial research questions. This program allowed the researcher to move back and forward through the data, selecting or “chunking” pieces of the data and placing these chunks into a variety of sub-categories and categories to which the researcher felt they
were relevant or had some relationship. These were either pre-existing categories, or those newly formed and labelled by the researcher.

Tesch (1990) refers to this process as “decontextualizing” data segments and “recontextualizing” them into new segments that correspond with specific themes. Describing the use of software packages such as Hyperqual to assist in coding, Hammersley and Atkinson (1995) emphasise the role of the researcher in this coding process.

*The software provides no automatic coding process. It always remains the task of the ethnographer to exercise his or her intellectual imagination to decide upon the analytically relevant codes to be used. Conceptually speaking, therefore, the task of coding for microcomputing applications is no different from “manual” techniques for identifying and retrieving chunks of data.*

(Hammersley & Atkinson, 1995: 198)

While not changing the nature of the task, Hammersley and Atkinson describe some of the benefits of using such programmes for analysis. These include increased flexibility by allowing “the researcher to retrieve identically coded segments of text with considerable speed.” The search for codes is comprehensive because all segments coded are found, rather than just those that first come to hand or are the most easily remembered. Another advantage is the “multiple coding of segments.” This allows the retrieval of codes that may overlap with each other.

One example of how this analysis occurred was when the researcher initially identified within the literature a number of issues that caused teachers to question their professional and personal behaviours. These issues were categorised to include individual attitudes to change, the school or employer, changing challenges through a teacher’s professional life cycle and situational support for meeting professional growth challenges. Subsequent to extensive analysis of the data, two broad categories have replaced these initial categories: issues that cause teachers to change in which 18 subcategories were identified, and issues that limit teacher change in which 21 subcategories were identified.

Issues or categories additional to those initially identified in the literature were also identified in the qualitative data-gathering processes and these are reported under new or revised headings. Two examples of these issues were eventually categorised as
Leadership Needs and Contemporary and Professional Issues. As the researcher analysed the data through the building of conceptual categories, it was found that these two issues were of concern to teachers, but hadn’t either been included in the original conceptual framework or needed to be modified. To gain greater understanding of these emerging issues during the analysis, the researcher found it necessary to both go back to the literature and then back to the field through follow-up, unstructured interviews.

3.6 Reporting the Results

The results are reported in the following four Chapters. Each Chapter deals with one of the four Major Study Questions outlined at the beginning of this Chapter and Chapter 1. For example, Chapter 4 reports results related to Study Question No. 1, Chapter 5 deals with Question No. 2, etc.

From the data gathered, issues have been categorised and are reported under related headings. The issues selected for reporting were either drawn from the literature and explored in the survey instrument, or were identified during the qualitative data-gathering processes as being important or significant. In some instances these issues are reported under the same heading using both quantitative and qualitative data.

Responses to items contained in the survey instruments are described by reporting their means and standard deviations while correlation is used to explore relationships of item responses to other continuous variables. Correlations are only reported where significant (p < .05). In some cases items were aggregated to form scales but only if the scale was conceptually meaningful and internally consistent (Cronbach alpha > 0.65). Scales reported included conceptual issues such as, professional development needs related to teaching/learning/curriculum, personal needs, career needs, institution’s (school or system) needs, professional responsibilities and attitudes to appraisal. While results were reported for individual items within these scales, t-tests were used to examine any statistically significant differences on the scales for dichotomous variables such as gender of participants, categories of years teaching and the types of schools in which they taught, i.e., primary or secondary.

Two methods of reporting the results of the qualitative data-gathering methods are used to convey a realistic understanding of participants’ perceptions of the issues. One involves the analysis of dialogue exemplified through the use of direct extracts from the data, that is, quotes by participants or the description of actual incidents during the course of the study (pseudonyms are used for confidentiality purposes). The other
attempts to overcome criticism of imprecision that has been levelled at qualitative researchers who make pseudo-quantitative claims in verbal form using expressions such as “regularly”, “frequently”, “often”, “sometimes”, “generally”, “in the main”, “typically”, “not atypical”, etc. (Hammersley, 1992:162). To overcome this, Hammersley advocated the use of actual numbers. Attempts have been made in this study to achieve this by reporting the number of individual references to issues by participants during the data-gathering (e.g., over the period of the study, issue “x” was raised 17 times). This is a further attempt to show the relative importance or significance that participants attached to the issues reported. It should be noted that these frequencies indicate the number of times the issue was raised rather than the number of participants who raised the issue. In some cases, the issue may have been raised a number of times by the same participant in the one interview or in a variety of data-gathering contexts (e.g., in an interview and in his/her workshop module). This form of reporting allowed the researcher to comment on an issue that may not have been raised often but still appeared to be significant in the context of the study being undertaken.

3.7 Ethical Issues

This study complied with guidelines established by the Human Ethics Review committee (HERC) of the University of Western Sydney, Nepean in terms of:

- its validity,
- its respect for participants’ integrity, autonomy, and confidentiality, and
- the physical and psychological well-being of participants.

Before they began the PPLP process each participant received a copy of a statement about the process. This statement also included an outline of ethical issues relating to confidentiality, freedom to withdraw from the study and access to findings. This statement to participants is outlined in Appendix 6.

3.8 Limitations of the Study

One of the limitations of this study is that the data that were gathered came from participants who volunteered to be involved in the process. Hence many of these participants probably had a positive attitude towards their need for professional development and consequently towards undertaking professional and personal change.
To understand the perceptions of those teachers who had a negative attitude towards professional development, the researcher had to often depend on the "second-hand" data given to him by these more positively-oriented participants. Only on a few occasions did he have direct access to those with such negative attitudes.

A second possible limitation to the study stems from the values taken into the field by the researcher himself. Having been a teacher, a school principal, a regional director of schools, a university lecturer and a director of a professional development centre for teachers, the researcher took into the field a specific value orientation that professional development was important for teachers and schools. Additionally, the researcher was influenced by the theoretical principles and assumptions underpinning the original aims of the research. Attempts were made to either suspend these values when gathering and analysing data, or to develop what Reason (1988) (cited in Brew, 1996:3) described as "valid consciousness", an "aware consciousness" or "critical subjectivity".

However, Hammersley (19992) argues that while it is important for researchers to be aware of their values and assumptions, "... we can never entirely escape our assumptions about the world" (Hammersley, 1992:169). Consequently, argues Hammersley, we should neither become so close to the people being studied that we can't see reality, nor should we merely accept the view of the world given to us by those being studied without questioning their view of reality from either our own assumptions, experience or hypotheses. Given the nature of this study, attempts were made by the researcher to adopt the stance outlined by Hammersley above.

Finally, the researcher notes the policy of the N.S.W. Department of School Education relating to professional development that stimulated this study was introduced in 1991. It is acknowledged that, during the six years since the study began, a number of changes have been made to policies in the area of professional development by the N.S.W. Department of School Education.
CHAPTER 4

ANALYSIS OF RESULTS

4.1 Issues That Cause or Limit Teacher Change

This Chapter analyses the research results that relate to the first Major Study Question and seeks to clarify those issues that are significant in causing teachers to question present professional behaviours and attitudes, and to undertake professional development. This question arises from the theoretical propositions that a professional development needs analysis process (PPLP) involves an increased involvement of the teacher, and is enhanced if that teacher has an understanding of the issues that cause or limit him/her from undertaking change. Therefore the Chapter reports respondents' general attitudes to change, their actual use of professional development and a specific range of issues that both enhance and limit professional development.

4.2 General Attitudes to Change

In the survey instrument, Question 8 explores five general attitudes of teachers to the issue of change in one's professional and personal life and some broad issues that may impact upon these attitudes. These are reported in Table 4.1 below.
Table 4.1

Responses of Teachers to Items on General Attitudes to Change

(N=32)

(5=Strongly Agree, 4=Agree, 3=No Response, 2=Disagree, 1=Strongly Disagree)

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Item statement</th>
<th>Strongly Agree %</th>
<th>Agree %</th>
<th>No Response %</th>
<th>Disagree %</th>
<th>Strongly Disagree %</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>8(a)</td>
<td>I find changes in the education system unsettling</td>
<td>6.3</td>
<td>37.5</td>
<td>12.5</td>
<td>37.5</td>
<td>6.3</td>
<td>3.0</td>
<td>1.1</td>
</tr>
<tr>
<td>8(b)</td>
<td>Change in one’s personal and professional life is always worthwhile</td>
<td>21.9</td>
<td>34.4</td>
<td>18.8</td>
<td>21.9</td>
<td>3.1</td>
<td>3.5</td>
<td>1.2</td>
</tr>
<tr>
<td>8(c)</td>
<td>I make changes in my behaviour or work patterns when I receive feedback from others</td>
<td>28.1</td>
<td>53.1</td>
<td>9.4</td>
<td>9.4</td>
<td>0</td>
<td>4.0</td>
<td>0.9</td>
</tr>
<tr>
<td>8(d)</td>
<td>I make changes in my behaviour or work patterns when I decide there is a need to do so myself</td>
<td>46.9</td>
<td>43.8</td>
<td>3.1</td>
<td>6.3</td>
<td>0</td>
<td>4.3</td>
<td>0.8</td>
</tr>
<tr>
<td>8(e)</td>
<td>If I decide to make changes in my behaviour or work patterns I worry about the risk of that change failing</td>
<td>6.3</td>
<td>46.0</td>
<td>3.1</td>
<td>31.3</td>
<td>12.5</td>
<td>3.0</td>
<td>1.3</td>
</tr>
</tbody>
</table>
It has already been stated in the previous Chapter that the teachers who undertook the PPLP process were probably positively oriented in their attitude to change. While a small number admit they had been encouraged to do the process by senior executives because of difficulties they were experiencing in their professional lives at the time, most chose to undertake it because they wanted to clarify their own professional development goals. In other words, many of the participants were already convinced of the value and need to change and the above statistics should be considered within this context.

Despite this possible bias in the selection of participants undertaking this course, only a small majority (21.9% strongly agreeing, 34.4 agreeing; mean 3.5) see that change in their personal and professional life is worthwhile (item 8(b)). Even fewer is the number of teachers (6.3% strongly agreeing, 37.5% agreeing; mean 3.0) who were comfortable with changes in the education system (item 8(a)). One issue that may influence these concerns with change is the fear of failing, as reflected in item 8(e) where 6.3% strongly agree and 46.0% agree (mean 3.0) that they worry about any change undertaken failing.

Respondents are not so ambivalent as to the general issues that stimulate change. A very strong majority (46.9% strongly agreeing, 43.8% agreeing; mean 4.3) claim that it is they who make the decisions to change in their behaviour or work patterns (item 8(d)). There is also very strong agreement (28.1% strongly agreeing and 53.1% agreeing; mean 4.0) that one major stimulus for such decisions is feedback from others (item 8(c)).

The significant concern with both personal and organisational change revealed in the above data has considerable implications. The literature identifies new emphases in professional development, particularly those based upon critical theories, which attempt to empower the individual teachers with a much more significant role in the process, in what is termed a learner-centred approach rather than a “top-down”, subject-centred approach. If, as the above data suggest, teachers themselves do not value the concepts of change — a concept that is fundamental to this new approach — then such a policy direction comes into question. These findings appear to indicate a need for much more to be done at a broader organisational level and by the teaching profession to enable greater understanding of the change concept and its implications.

However, while there is a concern about undertaking change, the data do suggest that teachers see themselves as being the stimulus for any change that may occur, that is, that they possess an internal locus of control when dealing with change. This attitude is
fundamental to implementing and maintaining a “bottom-up” approach to professional development.

4.3 Actual Use of Different Types of Professional Development

The undertaking of professional development is seen by teachers as a major step in adopting change in their behaviours and attitudes. This professional development can be undertaken in many different ways. In response to the survey question on the strategies they have used in the past, teachers indicated responses as shown in Table 4.2.

Table 4.2

Responses of Teachers to Items on Strategies Used for Professional Development
(N=32)  (3=Frequently, 2=Occasionally, 1=Rarely)

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Item statement</th>
<th>Frequently %</th>
<th>Occasionally %</th>
<th>Rarely %</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>13(a)</td>
<td>Formal courses offered by my employing institution</td>
<td>43.8</td>
<td>56.3</td>
<td>0</td>
<td>2.4</td>
<td>0.5</td>
</tr>
<tr>
<td>13(b)</td>
<td>Formal courses offered by an academic institution</td>
<td>28.1</td>
<td>31.3</td>
<td>40.6</td>
<td>1.9</td>
<td>0.8</td>
</tr>
<tr>
<td>13(c)</td>
<td>Activities organised by my school/college</td>
<td>78.1</td>
<td>21.9</td>
<td>0</td>
<td>2.8</td>
<td>0.4</td>
</tr>
<tr>
<td>13(d)</td>
<td>Interaction with my colleagues</td>
<td>59.4</td>
<td>34.4</td>
<td>6.3</td>
<td>2.5</td>
<td>0.6</td>
</tr>
<tr>
<td>13(e)</td>
<td>Personal reading</td>
<td>46.9</td>
<td>31.3</td>
<td>21.9</td>
<td>2.3</td>
<td>0.8</td>
</tr>
<tr>
<td>13(f)</td>
<td>Activities organised by myself within my own classroom/institution</td>
<td>40.6</td>
<td>31.3</td>
<td>28.1</td>
<td>2.1</td>
<td>0.8</td>
</tr>
<tr>
<td>13(g)</td>
<td>Attending meetings of professional associations</td>
<td>21.9</td>
<td>31.3</td>
<td>46.9</td>
<td>1.8</td>
<td>0.8</td>
</tr>
<tr>
<td>13(h)</td>
<td>Exchange with teachers in other classrooms or schools</td>
<td>28.1</td>
<td>28.1</td>
<td>43.8</td>
<td>1.8</td>
<td>0.8</td>
</tr>
</tbody>
</table>
Respondents reported mainly frequent use of several professional development strategies surveyed, and a modal value of occasionally for others.

Employers such as the N.S.W. Department of School Education have in the past devoted extensive resources to the provision of courses or programmes conducted externally to the school or by the school. Those organised by the school (item 13(c), 78% frequently and 22% occasionally used) and those organised by the employing institution (item 13(a), 44% frequently and 56% occasionally used, mean 2.4) show evidence of this trend. However, this practice, where professional development is not only organised, but also generally paid for by the employer, has changed considerably in recent times with the diminution of funds and support programmes available from 1997 (for more detail see Chapter 2.2.5 — Situational Support Providing “Challenges” or “Triggers” for Meeting Professional Growth). Given the high use of these types of strategies in the past, this reduction of the employer’s support leaves a considerable gap in the future of professional development.

The extensive use of strategies organised by the employer or school contrasts with professional development strategies organised personally by the teachers within their own classroom or institution (item 13 (f)). A significant number of respondents indicate that they rarely organise activities for themselves (28%) or engage in personal reading (item 13 (e), 22%).

A commonly reported strategy includes interaction with colleagues (item 13(d), 59% frequently and 34% occasionally used, mean 2.5), indicating that teachers see their colleagues as an important resource for their professional development, a very different approach to one where an external provider or resource is perceived as being the main source of professional development. This perception may provide a useful base for building or maintaining professional development programmes in schools.

While interaction with colleagues is extensively used, this does not appear to include extensive use of exchange with teachers in other classrooms or schools (item 13(g), 22% frequently and 31% occasionally used, mean 1.8). This may underline the isolated nature of teaching and the limited opportunities available to observe colleagues teaching. This result may reflect a reluctance of teachers to share their experiences with others and to remain isolated within their classrooms, a cultural aspect of some schools that can inhibit the growth of the concept of the learning community. Alternatively, this lack of exchange between teachers may be caused by the lack of availability of resources (eg, release time from classes or schools) to assist these types of activities.
The relatively lower use of formal courses offered by an academic institution (item 13b, 41% rarely used) appears to indicate a reluctance by a significant number of teachers to undertake postgraduate studies. This trend has probably been exacerbated in recent times by the introduction of HECS fees, and the perception of teachers that postgraduate studies no longer enhance one’s chances of promotion. With the decrease in the number of promotion opportunities available to teachers due to the Department’s recent organisational restructuring, this trend may increase.

Other issues raised in a group discussion with twelve teachers as being limiting factors in undertaking further academic studies include:

- the pressure of studying while teaching and trying to attend courses after school. External courses by correspondence were seen as an alternative, although two teachers expressed concern about the isolated nature of such studies, preferring contact with other students.

- the poor teaching techniques used during their own University education. Of particular concern is the “passive” nature of such teaching, especially the over-use of lectures as a teaching medium.

Finally, responses to item 13(g), Table 4.2, indicate that nearly half of the teachers (47%) rarely attend meetings of professional associations as a professional development strategy. This is in keeping with the response to Item 10 (k), Table 4.3, where only 19% of teachers see professional associations as very or fairly important in their undertaking of professional development. This raises questions about the role of such associations in assisting teachers to maintain their professional status. It also raises a question about the level of professionalism of teachers, in the light of Wilensky’s reference (1964) (see Chapter 2) to the use by professions of professional associations to research new ways of meeting the needs of their clients.

The above data indicate that there has existed a strong culture of dependence by teachers upon the N.S.W. Department of School Education for provision of professional development, that is the “top-down” model of professional development. The existence of such a model may have acted as a disincentive for teachers to initiate, either on their own or through their professional associations, their own professional development. The recent policy direction that attempts to place responsibility for this development with teachers rather than the employer implies a major change in culture; an assumption that may not become reality without careful planning and consideration of incentives for teachers to become involved in this new direction.
4.4 Issues that Enhance Teacher Change

The literature (see Chapter 2 references to Kelly 1955; Schein, 1972; Lange & Burroughs-Lange, 1994), refers to issues that "un-freeze" or "trigger" change within the individual. Linking this concept to the reason for undertaking professional development (and hence change in professional behaviours and attitudes), Question 10 in the survey explores 15 possible issues that lead to teachers undertaking professional development. The responses are reported in Table 4.3 and are analysed under a number of headings below (see page 87).

4.4.1 The Need to Increase Professional Skills or Knowledge

Important values of the professional person (Wilensky, 1964; see Chapter 2.4.5) are an orientation towards meeting the needs of the client, and the requirement to continue to seek improvement in professional skills and knowledge to meet these needs. These values are considered important by the participants in this study when they rate the need to increase professional skills or knowledge (Item 10(b)) as the most important factor in their decision to undertake professional development (75% Very Important and 22% Fairly Important, mean 3.8). Linked conceptually and statistically to this item and also ranked highly is the need to help meet students' needs (Item 10(d), 56% Very Important and 38% Fairly Important, mean 3.5). These two items have a moderately strong correlation of 0.55.

In the process of analysing the qualitative data, a range of needs emerges and each is categorised. The need to increase professional skills or knowledge and meet the needs of students is one such category. Indeed, it contains the largest number of references (27) of all categories that emerge from the qualitative data obtained during the research.

Included in the references to this need is a sub-category that refers to a strong concern by a number of teachers (17 references) to staying "up-to-date" with new ideas and developments in teaching. Teachers express the view that professional development is an opportunity to become aware of new ideas in teaching, curriculum, new developments in the organisation that employed them and issues in society that impact upon teaching, (e.g., new developments in technology or legal issues). This concern appears to stem from a feeling that teaching is an ever-changing profession, but the nature and pressures of full-time classroom teaching limits exposure to new ideas. This perception is reflected by Pam, a primary teacher who had been teaching for a relatively
Table 4.3
Important Issues In My Decision to Undertake Professional Development
(N = 32)
(4=Very Important, 3=Fairly Important, 2=Somewhat Important, 1=Not Important)

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Item statement</th>
<th>Very Important %</th>
<th>Fairly Important %</th>
<th>Somewhat Important %</th>
<th>Not Important %</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>10(a)</td>
<td>My employing institution requires it</td>
<td>3.1</td>
<td>34.4</td>
<td>43.8</td>
<td>18.8</td>
<td>2.2</td>
<td>0.8</td>
</tr>
<tr>
<td>10(b)</td>
<td>To increase professional skills or knowledge</td>
<td>75.0</td>
<td>21.9</td>
<td>3.1</td>
<td>0</td>
<td>3.8</td>
<td>0.5</td>
</tr>
<tr>
<td>10(c)</td>
<td>To satisfy personal growth goals</td>
<td>62.5</td>
<td>28.1</td>
<td>9.4</td>
<td>0</td>
<td>3.5</td>
<td>0.7</td>
</tr>
<tr>
<td>10(d)</td>
<td>To meet students’ needs</td>
<td>56.3</td>
<td>37.5</td>
<td>6.3</td>
<td>0</td>
<td>3.5</td>
<td>0.6</td>
</tr>
<tr>
<td>10(e)</td>
<td>To overcome boredom/stagnation in my career</td>
<td>21.9</td>
<td>37.5</td>
<td>28.1</td>
<td>12.5</td>
<td>2.7</td>
<td>1.0</td>
</tr>
<tr>
<td>10(f)</td>
<td>As a result of crisis in my teaching</td>
<td>3.1</td>
<td>15.6</td>
<td>28.1</td>
<td>53.1</td>
<td>1.7</td>
<td>0.9</td>
</tr>
<tr>
<td>10(g)</td>
<td>As a result of a crisis in my career</td>
<td>9.4</td>
<td>25.0</td>
<td>18.8</td>
<td>46.9</td>
<td>2.0</td>
<td>1.0</td>
</tr>
<tr>
<td>10(h)</td>
<td>As a result of a crisis in my life</td>
<td>6.3</td>
<td>15.6</td>
<td>18.8</td>
<td>59.4</td>
<td>1.7</td>
<td>1.0</td>
</tr>
<tr>
<td>10(i)</td>
<td>As a result of the influence of peers</td>
<td>3.1</td>
<td>15.6</td>
<td>50.0</td>
<td>31.3</td>
<td>1.9</td>
<td>0.8</td>
</tr>
<tr>
<td>10(j)</td>
<td>As a result of the influence of executive staff</td>
<td>3.1</td>
<td>25.0</td>
<td>46.9</td>
<td>25.0</td>
<td>2.0</td>
<td>0.8</td>
</tr>
<tr>
<td>10(k)</td>
<td>As a result of the influence of professional</td>
<td>9.4</td>
<td>9.4</td>
<td>46.9</td>
<td>34.4</td>
<td>1.9</td>
<td>0.9</td>
</tr>
<tr>
<td></td>
<td>associations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10(l)</td>
<td>To maintain my present position in my career</td>
<td>15.6</td>
<td>28.1</td>
<td>21.9</td>
<td>34.4</td>
<td>2.3</td>
<td>1.1</td>
</tr>
<tr>
<td>10(m)</td>
<td>To enhance promotion in my career</td>
<td>25.0</td>
<td>25.0</td>
<td>31.3</td>
<td>18.8</td>
<td>2.6</td>
<td>1.0</td>
</tr>
<tr>
<td>10(n)</td>
<td>To improve salary</td>
<td>15.6</td>
<td>15.6</td>
<td>21.9</td>
<td>46.9</td>
<td>2.0</td>
<td>1.1</td>
</tr>
<tr>
<td>10(o)</td>
<td>To gain further academic qualifications</td>
<td>15.6</td>
<td>25.0</td>
<td>28.1</td>
<td>31.3</td>
<td>2.3</td>
<td>1.0</td>
</tr>
</tbody>
</table>
short period of time (8 years) at the time of the research:

Yes. I think so, because you can't stay the same in the way you teach. I mean because children change constantly and the requirements from the Department changes constantly too. So, .... even in the short time since I've finished uni, there's been a change in teaching methodology and things like that. And it's probably difficult actually being out teaching because you don't keep abreast with current theory as readily as you like when you're at uni - you're sort of told the latest sort of things that have changed. ... Whereas once you're out .... you get caught up with the day to day doing it, coping with your classroom.

Another sub-category refers to the issue of professional development assisting in helping meet the needs of children. Of the 11 references made to this issue, the following two quotes from Linda and Pat reflect these concerns:

I just feel deep down that my personal thing is to do the best I can for the children. So I don't really feel that I want to ladder climb at all. Not at this stage.

Linda is putting the needs of children as her highest priority, ahead of other issues such as career advancement. Pat, in the following statement, also sees the needs of children as the focus of her need to change, and the need to find alternative or better ways of helping children.

I think teaching, because that's your job and you're here to teach the children, so if there's a different way of doing something, or a better way, you should be finding it out, or having the opportunity to find it out and try it.

4.4.2 The Need for Personal Growth As An Issue In Undertaking Professional Development

In addition to the need to improve professional skills and knowledge, a category of issues emerged that refers to a personal valuing of change in itself. This means that, no matter what occupation or indeed facet of life these teachers are dealing with, they seek change and improvement. This is evidenced in the data when personal growth (Item 10(c) in Table 4.2) is ranked highly as an important issue in teachers' decisions to
undertake professional development (63% Very Important and 28% Fairly Important, mean of 3.5).

The role of this issue in the professional development process is further underlined by a large number of references (25) to the issue. The concept of the need for personal growth is reflected by numerous teachers. Linda expressed this need in the following manner:

But that personal growth goal is the most important. So is that which refers to yourself as a person too. Well I sort of look at anything that can help you as being beneficial and I'm always willing to grow personally.

Daniel referred to his personal need to:

...find out what's challenging, what's new, what's interesting. I just can't sit back and be negative.

Other teachers state that they enjoy and indeed seek change in their lives, and professional development provides one outlet for such change. One teacher says that she sees life as a continuous series of hurdles to jump or goals to achieve. Another feels that it is one's personality rather than external factors that cause a person to want to continually improve when one makes a mistake or something doesn't work. Ernie feels that it is important that he continues to be challenged in life in order to maintain his motivation, as expressed below:

And still getting challenges, because it's important to me that I keep taking on new things, and keep being challenged, because as soon as I go through any phase in my life where that's missing, that's when I really start going down a little bit.

Included in the references to the need for personal growth as a basis for undertaking professional development were three references made to the concept that any change must come from within the person for it to be effective, as Mark expresses in the following statement :

And I think that change also has to come from within. If you don't want things to change, nothing ever will change. I realise that, that whatever I want out of life has got to come from me, not from anybody else.
Linked to this concept of an internal need to change, another sub-category emerged when 10 references are made to a similar concept that might be termed a “latent” or “internal awareness” of the need to change. This concept refers to an awareness in teachers that they may need to change some aspect of their personal or professional life, but this change hasn’t become explicit or they haven’t taken any action to undertake the change. It is probably similar to the concept that Fullan (1992: 120) refers to when he urges teachers to “locate, listen to and articulate your inner voice” when considering change. Lois refers to this concept in the following way:

_I think you have to decide in yourself, yes, I’ve got a problem here....what am I going to do about it. ...So you have to be internalised about that problem._

This concept of “realising” the need to change as being the beginning point for a number of subsequent changes is also referred to by Peter:

_It think the thing is I was pretty apathetic for a long while, and then I realised I have to start pushing myself to get into something, to start the change, and so that’s why I enrolled in this particular course. And I also enrolled in another in-service one as well, because I knew that I needed to build up my skills base. And then I found that there were more options I could do, as I went deeper into it... ._

Maree also refers to this latent aspect of change — something one may need to do, or where there is sufficient anxiety in existence to “trigger” such a change.

_It’s something like — you need to want to change — like weight watchers ...Or the anxiety. If the anxiety is so strong._

The existence of this “latent” awareness of the need to change does not, however, necessarily lead to change. Linda, who had been teaching for nine years, recounts how she has felt that her knowledge of student assessment is insufficient — something she has been aware of since her practice teaching days prior to full-time teaching. However, until she undertook the PPLP process, she did not attempt to do anything about this perceived deficiency. She continued to work with this perception of a problem until something “triggered” a change.
4.4.3 Problems In One’s Professional or Personal Life

The data reveal other motivating issues for undertaking professional development are based upon the need to avoid future problems or to overcome present crises. Items 10 (e), (f), (g) and (h) in Table 4.3 incorporate problems such as boredom or stagnation, and crises in one’s teaching, career or life as being issues for undertaking professional development.

The need to overcome boredom and stagnation (Item 10 (e)) in one’s career is ranked quite highly (22% Very Important and 38% Fairly Important, mean 2.7). Within this sub-category 10 references are made to this issue. These include a reference by Helen to her fear of becoming part of the repetition of school life and teaching:

Some of it is the ongoing routine at school. You’ve got to get through the next day and the next ..., that sort of thing, and you do get into a rut,......and in that sense I feel like a lot of what I do ....rut is not the right word, but you just keep going on and on and on.

Peter expresses a similar fear of this happening to him:

...undertaking professional development. To not be comfortable, to not feel (I am) getting into a lull. So trying to change myself a little bit.

or, as expressed by Donna, not becoming like her colleagues, who are perceived to have lost their sense of enjoyment, motivation or interest in teaching:

And I don’t mean to put people down, but it’s sort of scary, I felt I don’t want to be like these people. I don’t want to turn out like these people. You can see it’s happening when you talk to people and I don’t want to lose that feeling of enjoyment and excitement and the passion of it all, which has just died. don’t want to have that happen.

In response to Item 10 (g), a smaller number of teachers (9% Very Important and 25% Fairly Important, mean 2.0) see a crisis in their career as being an important issue in their undertaking of professional development.

While not a career crisis, another category of reasons for undertaking professional development (four references) is to explore alternative career options. Writing in her
course booklet, Pat describes what professional development meant to her by drawing an open-ended pathway, with the following narrative written underneath:

Clearer path to the future. How long will I teach? Where will I teach? Will the school institution drive me nuts? Is it an unhealthy place for all of us?

Lois expresses similar concepts in the following manner:

...widen my options as to where I want to end up and in what field.

In addition to exploring their options for the future, two teachers refer to their dissatisfaction with teaching, and saw professional development as a way of providing them with the knowledge or skills to assist them find an alternative career. Mark expresses this need in the following way:

I've had people saying well, I'm going to stay here, and other people are saying well, no, I'm going to set a concrete plan to be out of here in two years time or whatever. And therefore, to get out, I have (to) go on, (learning )....I might even have to go on and do some other study, get a couple of more qualifications, so that I am more employable.

Only a small number of teachers see crisis in their teaching (Item 10(f), 3% Very Important 16% Fairly Important, mean 1.7) as being an issue in their professional development. Similarly, few references are made to this issue, with only one teacher acknowledging that it had been a problem in his teaching that had led him to undertake this particular course.

Likewise, only a small number of teachers see problems in their life (Item 10(h), 6% Very Important and 16% Fairly Important, mean 1.7) as being an important issue in undertaking professional development. Five references are made to issues such as marriage break-down, or death of a parent leading to a re-examination of their attitudes to their life or their career. One person describes how she returned to full-time work after her husband left her, something she hadn’t expected to have to do again. Subsequently, she undertook professional development in order to assist her secure a full-time position and to enhance her opportunities for promotion. Two other male executives also refer to the time after their fathers died as being an important period of reflection and a seeking for change in their personal and professional lives. One of these executives referred to it as a period of asking “where am I going, am I happy, do I want to teach and be a Head of a Faculty?”
4.4.4 Undertaking Professional Development Due to Extrinsic Issues

The term extrinsic refers to issues such as maintaining one’s present position, gaining promotion, improving salary and gaining further academic qualifications. These were examined as possible causes for teachers to undertake professional development. These are explored in items 10 i), m), n) and o), in Table 4.3.

The most important of these for teachers in the sample is undertaking professional development to enhance promotion (Item 10(m), Table 4.3). This is seen by 25% of the teachers as being Very Important and by 25% as Fairly Important (mean 2.6). However, the significance of promotion appears to have changed during the course of this study. During 1995 the N.S.W. Department of School Education carried out an extensive management restructure resulting in a marked reduction in the number of promotion positions available. This had a major impact upon teachers’ attitudes towards seeking promotion — a development that will be explored more fully in Chapter 5 when dealing with teachers’ professional development needs relating to career.

While maintaining their present position in their career (Item 10 (l), Table 4.3) is not seen as being quite as important an issue as promotion (item 10 m) in undertaking professional development (16% Very Important and 28% Fairly Important, mean 2.3), the two concepts appear to be related. This relationship is borne out by a statistical correlation of 0.53 as well as by the six references that are made to the concept that undertaking professional development, as one teacher put it, enhances their “bargaining power when applying for jobs”. Such jobs may include promotion positions, or may also include applying for the same level of position in another school. Pam refers to this concept as follows:

*I haven’t really done anything for promotion needs. But that’s something that you always consider, like I mean when you do things like your CV, you have to have demonstrated that you’ve kept abreast of current trends. You can’t have two years not having gone to an inservice or anything like that. So it does link in, but it’s not sort of for me the (main) motivating reason for attending a course, or improving myself.*

Underlying these issues is the concern for teachers to be seen to be keeping “abreast”, a perception that they appear to believe is considered important by those in authority who decide upon who obtains transfers or promotion.
Improving academic qualifications (item 10(o) in Table 4.3) almost parallels the maintaining of one’s position as an important issue (16% Very Important and 25% Fairly Important, mean 2.3) in undertaking professional development.

Improving salary (Item 10(n)) is rated as one of the least important of all the issues that influence the undertaking of professional development, as outlined in Table 4.3 (16% Very Important and 16% Fairly Important, mean 2.0). However, there are strong correlations between the item responses concerning salary increase and promotion (0.69), and salary increases and gaining academic qualifications (0.58). It may well be that teachers perceive promotion and academic qualifications as important ways of gaining salary increases. Professional development only contributes to the gaining of these and is not in itself a direct method of gaining salary increases.

4.4.5 The Organisation’s Requirements

A majority of teachers (44% Somewhat Important and 19% Not Important) do not see the requirements of the employing institution (Item 10 a, Table 4.3) as a major issue in undertaking professional development.

Amongst the category of seven references relating to the issue of having change imposed upon them by the Department of School Education, Matthew, a Principal, describes the term professional development as “the DSE’s euphemism for what it wants me to do next”. Matthew is reflecting here the belief that the Department saw Professional Development as being the tool for implementing the changes it wanted introduced. He felt that rarely does he get the opportunity to pursue his own professional development interests. Techniques used by the N.S.W. Department of School Education to implement the changes it desires are outlined in Chapter 5.5 “System and School Needs”.

Despite Matthew’s comments above, these attempts to bring about changes through organisational requirements do not appear to play an important role in the consciousness of a majority of teachers involved in this study when considering change. This is in accord with other findings, which indicate the primary stimulus for change is the individual, not the requirements of the organisation.

However, the organisation isn’t always perceived as not having a role in the change process. Pam expressed this aspect more positively by arguing for a role for changes
that are imposed:

... but you just keep going on and on and on, and change often is sort of imposed upon you, and it can come like a breath of fresh air. You think oh good, that's all gone now, and then start afresh. And that opportunity for starting afresh ...(it) is quite good to have it imposed on you when you were aware that you would actually not have changed if it isn't thrust upon you.

This raises the challenge of creating a system that provides for professional development that allows for individual initiative and empowerment while at the same time fulfilling a place for organisational requirements. Fullan (1995) refers to this as providing a balance between centralisation and de-centralisation in organisational management.

4.4.6 Change Culture In An Organisation

While organisational requirements may not be a major issue in motivating teacher change, the data reveal through nine related references what appears to be a strong link between the concept of a change culture in a school and attitudes to professional development. Such a culture is more apparent in one secondary school (the College) than the other two schools. The concept of culture is sometimes referred to as the “climate” of the school, the “expectation” that motivated teachers, or a “syndrome” that existed in the school. One teacher referred to this culture:

Ken The culture of change is very powerful, and in our faculty that really dominates. There will be negative comments there, but there is a feeling that everyone is gung-ho with this culture of change.

Interviewer So the culture of change and growth is acceptable.

Ken Yes- it really is, everybody goes for it.

Through his use of the term “going for it”, Ken is referring to a culture of trying new ideas in teaching or ways of organising the school. Such an approach is seen as an acceptable way of behaving in this school.

This culture for change is also reflected by Ron, an executive staff member:

Getting away from the idea that you're just trying to survive and occupy the kids, it is now a change to not just meet the students' needs but to accelerate.
accelerate to do very well. In a school like this we have the opportunity to take risks I wouldn’t try in a normal school. There’s a culture of change in this school — an expectation of very high quality, which I think staff members respond to. There’s always a push on to basically maintain a fairly active, a fairly high level of knowledge.

This form of culture has been referred to in Chapter 2 as a learning community in which, as the data refer to above, continuous improvement and risk taking are both espoused and practised. School executives appear to play a vital role in establishing this culture. They have a belief in the need to continue to operate close to the “cutting edge” of teaching. Marion refers to this culture in the following manner:

_But there are certainly a block of head teachers of this kind, a block of teachers who believe very strongly that you stay at the cutting edge because you’re safe ... there’s safety in being there. What’s not safe is ... sinking back into the traditional._

This reference to the need to stay close to the “cutting edge” is a realisation that this particular school needs to attract its students from areas served by other secondary schools. To do so means a need to be regarded by students and the wider community as offering a high standard of teaching, and to achieve this the staff need to continually strive to learn about and use more effective teaching methods – to stay close to the “cutting edge”.

Some strategies used by the school executive to develop this culture of accepting or seeking change are outlined in the next section titled “Role of the Executive in Enhancing Change”. Matthew, the Principal of the College, referred to the outcome of these strategies:

_... I’d like to think (the strategies have) created a culture through most of the school that there are things to learn and we should learn them. We should continually improve what we’re doing. I’ve been happy to use the idea that we’re a school that runs on marketing. That we don’t have a captive market, but we have to be seen to be innovative and not just up with what’s going on, but I think we have to be creating what’s going on._

A major contrast to this type of culture is referred to by Lionel, the Deputy Principal of Farmdale secondary school. He was appointed to the school at the end of 1992 and has used a number of strategies to attempt to introduce a culture of change into the school
(see The Role of School Executive in Enhancing Change). However, by the beginning of 1996, he is still disappointed about the reluctance of teachers to attend professional development courses or to seek changes in their teaching. Despairingly, he refers to this culture as the “My car doesn’t go past .... Hill” syndrome. This observation reflects statements by some teachers that they won’t attend any courses that involve them travelling beyond .... Hill, a suburb approximately five kilometres from the school.

A similar description of the culture of this school is given by a Head Teacher who has been appointed for just over a year. This executive member describes the school as a “.... school for dinosaurs”, referring to a culture of clinging to the past.

Recognising a culture of change in a school is difficult, as it is often not something that is necessarily continually articulated in verbal or written form. Referring to this type of culture, Marion, the Deputy Principal at the College described the process of implementing specific goals or aims into the organisation of a school:

.... once you’ve been teaching a fairly long time, they become so much a part of the culture in which you operate every day, that you don’t recognise them. I mean you recognise their importance ... you build them into your planning, and you build the language of whatever mode we’re in at the moment ... whether we’re in the management mode, or teaching learning mode, or whatever ... you build it in to a point where it becomes part of the culture in which you’re operating, and therefore I don’t know that you consider them.

This executive staff member is referring to a process whereby the values of constantly seeking new approaches to teaching become an intrinsic part of the school culture. Indeed, references are made to the fact that some teachers who hadn’t taught anywhere else but at this school have come to perceive this culture of change as being normal, taken for granted or even being “traditional”. In contrast were the perceptions of those teachers newly appointed to the school, who were able to recognise this culture. Ken, recently appointed to the school, describes this experience:

And I’ve come into a school where there is a real culture for change, and that suited me, and I’ve been excited by it. I think the placement of where I’ve got I’m really happy about.
This last point raises the issue of helping schools and their staff to continue to recognise the cultures that exist within their schools. If the culture is positive, this may not be necessary. If it is negative, then helping staff recognise and accept that such a negative culture exists becomes difficult given the practice of people gradually taking for granted the culture in which they live and work. Indeed, without some external observations of their culture (as given by the newly-appointed teacher above), such recognition may never occur.

4.4.7 The Role of School Executive in Enhancing Change

The qualitative data gathered indicates that one dimension of the organisation that appears to be important in supporting change through professional development is the role of the school executive. This is despite the fact that survey responses to the influence of executive (Item 10 (j), Table 4.3) indicated that only 3% of teachers saw it as Very Important and 25% Fairly Important (mean 2.0). Of the sample of surveyed teachers, primary teachers (mean 2.3) saw executive staff as being more influential than secondary teachers (mean 1.9) although, given the small sample sizes, this difference is not statistically significant ($t = 1.2; p>.05$). The difference observed came largely from one school in the study (Farndale Secondary) (mean 1.8) where the role of executive staff is generally not perceived to be responsible for the professional development of other staff. (This will be explored more fully in section 4.4, Issues That Limit Change).

Leadership practices for encouraging teacher participation in professional development vary in the three schools involved in this study. At the College, the Principal and his senior executive staff are very active in trying to promote a culture of growth amongst the staff. One strategy was to organise the whole school staff to be involved in a professional development course that explored alternative teaching methods. The course was called Accelerative Learning. The Principal, Matthew, described the use of this strategy:

"...the Accelerative Learning developments back in 89-90. I backed that pretty solidly and I guess that’s had its impact. The fact that I did, it had its impact around the staff. Len and Marion, the Leading teacher and the Deputy Principal have been very strong in that area, in taking that responsibility very seriously, and again they’ve generated opportunities which I have supported. I don’t think it’s (only) that I said, right, we’re going to hold a two day conference on AL this year, but I guess I have had a climate that’s supportive of those sorts of ideas."
Another strategy used by Matthew for promoting professional development is the requirement for teachers to record what professional development they have undertaken each six months. The impact of this strategy is described by Ron:

*And if you don't do that, every 6 months, or every semester, it might be every term, you actually get a little form, asking what have you done? Now okay, that's a bit of a record system, but a lot of people are also saying oh, we haven't done much, I'd better do something. And then go on and do it. So there's a little bit of a bite (there). I don't know whether that's intended. I suspect it might be.*

The “little bit of a bite” that Ron refers to is the Principal using his power to make it clear to teachers that they should be undertaking some form of professional development. He doesn’t necessarily dictate what type of development teachers are to undertake — this is left to the choice of the teacher. However, through this regular monitoring process, he has articulated to staff the value he places upon their undertaking some form of development. A similar system was introduced in 1991 by the N.S.W. Department of School Education, whereby all schools were to report annually about each teacher’s professional development plan. Unfortunately, this practice of teachers having an individual professional development plan was reported to only be implemented in 15% of schools (see p. 6).

Similarly, Linda feels that her supervisor plays an important role in encouraging or indeed giving some a “bit of a push” to attend professional development courses.

*(Interviewer): Do you think your school or your system encourages you to undertake professional development?*

*(Linda): Yeah, well the executive staff I find, my supervisor ... she encourages us to put on a chart that’s up, a professional development chart, a list (of) what we want to do and then it goes back to them (the professional development committee) and if the course comes up then we’re slotted into the course. For some people that’s really good because if someone doesn’t give them that extra bit of push they won’t do it.*

Further strategies used by the school executive to support change include the removal, where possible, of limitations to the type of professional development undertaken by teachers. This includes not only the encouragement of teachers to attend a wide variety of courses, but the encouragement of a variety of professional development strategies.
This attitude is outlined by Marion at the College:

"I know some schools don’t have the money to give to it, but we do, because we have made a conscious decision....So ... (we’re) big about letting people go where they think they need to go. I think one of the other things that does of course is give people the understanding that whatever you think is good professional development, we’re with you on that. So if you want to go and do a computer course at TAFE, or if you want to go and do this, or if you want to go and do that, as long as it makes sense in your professional plan, it’s okay by us. We also, though, put a fair bit of money into doing team things, and we send learning teams to special focus programs, so we get them to come back and run stuff in the school, and that’s been a very big part of our agenda for the last couple of years."

An important aspect of this strategy is that the school executive let the staff define what is “good professional development for you”. The emphasis here is undertaking professional development — not insisting on what type and thereby over-riding the professional decision-making of the teacher.

This executive also raised the issue of resources that schools made available for the funding of teachers’ attendance at professional development programmes. The attitude of school leaders appears to have a considerable impact upon the resources made available for professional development. The College spent up to $30,000 annually on professional development for a staff of 57 full-time teachers. This is approximately 6% of the school’s annual non-salary budget, or $350 per teacher.

This level of expenditure contrasted significantly with Fairdale. In 1992, this school expended only $6000 on professional development for a staff of approximately 70 full time teachers (approximately 2.5% of total budget, or $86 per teacher). Towards the end of 1992 a new Deputy Principal was appointed to the school. He embarked upon a programme of increasing the school’s involvement in professional development by constantly advertising courses available, monitoring teachers who didn’t attend courses and increasing the school’s expenditure of funds. Consequently, a total of $18,336 was spent in 1993, $16,315 in 1994, with $15,000 is budgeted for 1995 (approximately 6% of total budget or $214 per teacher). These efforts have not necessarily changed the culture of the school, but teacher participation in professional development has certainly increased.
The examples given above provide evidence that school executive staff can use a variety of strategies to stimulate professional development. The use of these strategies by executive staff is not, however, widespread in all three schools involved in this research. This indicates a need for this dimension of executive teachers' role needs to be emphasised more extensively and training given to help them support teachers in their professional development.

4.5 Factors That Limit Teacher Change

It became evident during the data-gathering processes that there are a significant number of teachers who do not undertake professional development in order to change their present behaviours or attitudes. At Farndale up to one third of the staff are perceived by the executive teachers in that school as falling into this category. Of those who had undertaken professional development in the two years prior to the study, only five of the 70 full-time staff undertook courses on topics beyond the curriculum of subjects they taught. Thus, they are not often exposed to such issues as new ideas in teaching or learning, classroom management, contemporary issues that impact upon their students or alternative ways of organising schools. These teachers are described by executive staff as often having a negative orientation to teaching and resemble the "defensive" and "disenchanted teachers", who have "plateaued", referred to in Chapter 2.3.3, Table 2.1 (Professional Development Needs as They Vary Throughout a Teacher's Professional Life-Cycle). Some of these characteristics are identified in the qualitative data and are summarised below.

- They do not perceive they have any problems in the classroom.
- They have a traditional view of classroom practices, as many have been teaching for over 20 years. This view often includes a totalitarian view of the teaching process.
- They have a traditional view of the student, the concept of a "proper" family, the student/teacher relationship, and the role of the school in society.
- They are often cynical, aggressive and appear threatened in their outlook on teaching.
- They see themselves as being the remaining "true believers", whose role it is to resist changes (especially if it is perceived as being a "top-down" change) in order to retain the traditions of the past. Colloquially, these teachers are sometimes referred to as "old culture" or "blockers". In some cases, such
teachers offer a form of passive resistance to changes. Openly, (e.g., in staff meetings) they often do not criticise the changes. However, they are perceived by some school executive as "white-anting" changes — criticising them in private to colleagues and not implementing them, even if the changes have become formal policy. This form of passive resistance appears to have a negative impact upon the morale of executive staff trying to introduce changes, and upon the culture of the school.

- Secondary teachers with these attitudes appeared to come more from some faculties than others, e.g. at Farndale Secondary they appeared to come from faculties such as Industrial Arts, Mathematics, Science and English/History.

The following outlines a number of factors why these teachers do not generally accept change and therefore do not undertake professional development regularly.

4.5.1 Personal Issues That Limit Teacher Change — Not Accepting the Need to Change

Emerging from the data is a broad range of what has been generally termed personal issues that limit teacher change. A sub-category of these issues (10 references) is the non-acceptance of the need to change in the first place (10 references) — a crucial issue in the change process. One teacher refers to this concept as being similar to the principle underlying the Alcoholics Anonymous organisation, while another refers to the Weight Watchers Association. In these organisations there is an underlying belief that people cannot be helped to overcome their problem until they personally accept the need to change. For such teachers, a needs analysis is irrelevant — they do not perceive that they have needs. This non-acceptance of the need to change is strongly highlighted by an impassioned statement by Col, the Teachers Federation representative at Farndale (a position of considerable influence on the school staff) to the executive of that school during the PPLP process. In this statement he questions the expectation that teachers need to change or undertake professional development in order to continue to be effective teachers:

"I'll go back to the issue of the person who doesn't keep up with change. I'll ask my stepdaughter 'who's the most effective teacher you've had in 3 years?' The answer is the person who has been in a time-warp for the last 30 or 40 years. Now, that's what I challenge — this notion that change necessarily makes us a better teaching force. In a sense you're saying that a teacher who is a good competent teacher in the 1940s is not a good
competent teacher in the 1990s. I challenge that. I don’t think that’s true. I think teachers are born — you are either born a good teacher or not, and no matter how much professional development, lectures or anything else you go to will change an incompetent teacher to a good one.

......For 20 years I’ve been teaching History, and I’d like to think that most of the kids came out of my class with a certain love for History. The way I taught in 1976, 1980, 1984, 1992, 1995 has not changed a great deal. Metherall didn’t change me, nor did Cavalier (former NSW Ministers for Education), nor did any other new methods, or any other new ideas — they haven’t basically changed Mr. ———— in the classroom with a group of kids. It frustrates me that people can’t see that, and I know I frustrate a lot of you, because I can’t see what you’re trying to tell me.

Col emphasises the blockage of some teachers to the need to change or even to explore new ways to teach, even if they are happy with their current teaching. Inherent in this statement is the concept that students’ needs, instructional methods or curriculum content have not changed over time. Consequently, the professional value of continuous career-long education or improvement is not held by Col or the colleagues to whom he refers. Certainly, they do not appear to perceive themselves from the perspective of the teacher being a learner or a researcher — a perspective that underpins current approaches to professional development that puts greater emphasis upon the initiative of the individual. Indeed, in the last sentence of the above statement Col alludes to a complete breakdown in dialogue between those advocating a school culture of change and development, and teachers with the attitudes he describes. Such a situation indicates a far more extensive programme is needed to assist teachers understand the importance of change through professional development.

One school executive, Cathy, also refers to this concern with those teachers who reject the need to change when she says:

....but the problem is they remain in their classroom, and they are isolated, and they have tunnel vision, and they don’t do development, and they don’t keep up with progression in their KLA — and they keep teaching what they have done for the last 20 years.

The frustration of trying to develop a culture of change and development when dealing with those teachers with the values described above is reflected in the following
statement by Pat, a principal:

*If you didn’t think a doctor is up-to-date on gall bladders, you wouldn’t go to him. But teachers seem to reject research about teaching and change. How do we change these values?*

One possible explanation for these teachers having this attitude of resistance to change could be their perspective of their own “expertness” or “individuality”, their perception of professional independence (three references). Gareth, a secondary head teacher, reflecting on his own career and that of other teachers he has observed in the three schools in which he had taught during his career, refers to this concept in the following way:

... think that teachers in general — in the three schools I’ve been in — are very much individuals. And I think that individuality expresses itself in lots of ways — and one way this independence comes through, is they don’t like too much interference in the way they do things. Particularly in their own area, where they think they’ve got some expertise. By interference I mean being asked to implement things — by interference I mean don’t ask me for ideas, feedback, etc. But I think that individuality continually blocks us as a profession — continually blocks (us) from a lot of interaction.

Once again, this concept of individuality and independence works against the concept that schools should be a learning community, a concept that applies to teachers as well as students and involves sharing and dialogue with colleagues.

The fact that some teachers have “plateaued” (see Chapter 2.3.3, Table 2.1, “Professional Development Needs as They Vary Throughout a Teacher’s Professional Life-Cycle”) or become comfortable in their careers and don’t wish to make any further changes in their professional or personal lives is also a significant factor in limiting change (seven references).

Some teachers appear to have reached a point in their careers where change is not an issue any longer. A number appear to have taken the attitude that they are now secure and comfortable in their positions in their present school and intend to stay there for the rest of their careers. While boredom in their careers is at times a problem for these teachers, issues such as superannuation and ownership of their own homes limit their incentive to seek changes to their current employment situation and their behaviours or attitudes. Added to this is the recent organisational restructuring of the N.S.W.
Department of School Education, resulting in a reduction in the availability of promotions positions. This perspective is reflected by Garry, a teacher who was asked by his Head teacher to undertake an extra duty. In refusing to do so his response includes the statement:

You can't touch me for 15 years. So long as I teach and do my job I don't have to do anything else. I'm not going to get a promotion (he had previously failed in an application for promotion). I've got my mortgage, and I can't get out (of teaching).

This attitude of resistance to change not only applies to the area of teaching, but organisational aspects of the school as well. An example of this was recounted to the researcher by John, who had been involved in a clash with the new Deputy Principal the previous year. John had refused to do afternoon bus duty when the Deputy Principal had changed his Friday afternoon duty to Thursday afternoon. His reason for refusing to undertake this change is that he had been doing Friday afternoon duty for 15 years. This arrangement suited him personally and “no new Deputy Principal is going to change it after that many years”.

Col also refers to what he perceives as being a significant attitude by a number of teachers to maintain a comfortable position in their careers above all else with the following statement:

And I think this is where you get a lot of resistance from your assistants (teachers) whose main goal in life is to reach 60 and still have a reasonable level of mental and physical fitness, and enjoy their years of retirement on superannuation.

4.5.2 Personal Issues That Limit Teacher Change — The Discomfort of Change

Another sub-set of personal issues that causes teachers to be uncomfortable with change (18 references) includes the fear of change, the fact that others will know one’s inadequacies if the need for change is acknowledged and the fear of failure when change is undertaken.

The fear of change and the consequent moving beyond one’s “comfort zone” is
illustrated by the following statement by Peter:

(Peter) I should explore more options more fully I guess. I know that if I’m going to be honest, the one thing that I think is really hindering me is that I’m not confident enough to take that further step (I am) too scared or worried, I feel too comfortable, because I know that what I’m doing now is fine. I’m comfortable in that.

(Interviewer) Secure?

(Peter) Secure, yes....I’ve never been a person who’s been a risk taker. ....So that’s the hardest.... to go and explore all the different paths. The fear of failure I suppose.

Maree expresses a similar concept:

Even though that’s your second one, (choice) which means opting out and starting again somewhere, you may well stay with where you are, because you’re not comfortable with change...

Acknowledging one’s professional development needs, especially if others know about them, also appears to create fear in teachers and can lead to what has been referred to by Lois as a “closing of ranks”. This results in a limitation to anything being done about addressing these needs through professional development.

But you do find now that teachers sometimes close ranks and they think I don’t want anyone to know that I can’t do that.

This issue of defensiveness is also raised by two head teachers (see the following extract) when referring to the difficulty of having teachers acknowledge their professional and personal needs, as opposed to simply choosing the professional development that they are comfortable in undertaking. This issue is further investigated later in Chapter 6 when considering the issue of appraisal and validation of teachers’ needs:

(Arlene) I don’t think many people would like to have their professional needs out in the open. I’m talking about me here too — I can say quite clearly what professional development courses I would like to go to — what interests me, etc. But if I’m laying bare my need, that’s a whole different ball game, and that’s where we would get resistance.
So I think we should have the staff, in a sense, working towards professional development goals — but not necessarily towards the ones that need changing.

(Cathy) Yeah, I agree. They’re the safe ones.

However, the fear of change does not appear only to limit the undertaking of professional development. One teacher, Helen, found that even though she actually undertook professional development, she still rarely changed her behaviour. Part of the reason for this is that, like the teachers referred to above, she undertook professional development that she is comfortable with rather than professional development that would challenge her to change existing behaviours and attitudes. She outlines this concern in the following extract from her PPLP course workbook:

In teaching, the professional development I’ve undertaken so far has been in areas I’m already involved with in some way — ie. it’s been a “safe” option — things I am comfortable with and would like “re-enforcement” or “extension”.

It’s interesting, though that I rarely change my behaviour after an inservice.

The fear of failure appears also to be a factor in limiting teachers undertaking change, as evidenced by teachers response to the survey question 8 (e), Table 4.1 where 6.3% Strongly Agree and 46% Agree (mean 3.0) that they worry about failure if they undertake change in their behaviour or work patterns.

Teachers with some of the above characteristics are referred to in the literature (Chapter 2) as having a defensive focus, being disenchanted, resistant, or withdrawn. From this research, however, it does not appear that teachers who exhibit these characteristics fall into any specific category of gender, age, teaching experience or status (teacher or executive). However, they do present a major challenge for school and educational leaders trying to use professional development to bring about change and improvement. Kelly (1955) and others (see Chapter 2) refer to the need for individuals to have their personal constructs and hypotheses about the world challenged before they can expand or change these constructs. To assist teachers with the attitudes described above to confront, or “unfreeze” their existing constructs, schools and leaders need to develop a range of innovative strategies.
4.5.3 Inadequate Change Processes

Another issue that limits teacher change is the processes used in the past to introduce organisational change. According to some, the word "change" had become a "dirty word" amongst teachers in the N.S.W. Department of School Education. This is due to a number factors, including:

- the poor processes used to introduce changes;
- the perspective that the changes introduced did little to benefit students and teaching and were often driven by forces external to the day-to-day reality of schools; and
- poor leadership skills of some school executives.

The category of references (12 references) to system changes (ie, changes to the school curriculum, to policies on the assessment of children through profiles and outcomes, quality control in schools, industrial relations, etc.) claim that they have been introduced poorly because they weren’t explained, “inserviced” adequately or resourced in a way that made their introduction smooth. They also complain about the number of changes introduced over a short period of time. Pat referred to the problems that “they” (Departmental personnel) had tried to introduce changes to the English syllabus:

*English ... for example. I mean they haven’t even got their act together and send us out some of the modules. I mean we’ve had one thing, (module) and we’re supposed to have done two or three, but they haven’t even come to the school. And so everything sort of gets put back, put back, and I don’t know, I think on paper they do (know what they’re doing). It sounds really good, but in reality .... because of the size of the system, and because they haven’t got something organised properly, I don’t think it comes through enough.*

Norman, a primary school Principal also expressed strong criticism of the way in which Departmental policy changes were introduced. He felt the new policies had not only “swamped” schools but, as referred to in the following statement, were dealt with cynically (“put into the folder”) and therefore had little chance of being properly implemented:

*(Norman) Now you watch all these things on industrial relations work, all this stuff, (is) mandatory, And you had to run a mandatory course on profiles. (There’s) just not enough time in the day, and I’m--*
(Interviewer) So you are saying that some of the mandatory things overcome the needs....

(Norman) They, well they don't overcome them, but they take, they intrude....

(Interviewer): Override?

(Norman) Override, yes they do. And you see, a lot of principals, we get hauled off to mandatory things on annual reports. Well heaven's sake I can read. And they give you a great fat folder on industrial relations, and it fits in there. It never gets opened. The professional development one. It's in there, never gets opened, except when we do the return that goes in. You know, they went mad on effective schools, and then it is the mandatory stuff on reporting on ... They keep running all these things in. When the devil are we going to get in there and teach teachers how to teach?

In addition to the number of changes introduced, three executive teachers complained of constantly having to attend professional development courses based upon the changes introduced by the N.S.W. Department of School Education rather than those that they would like to attend in order to meet their own needs.

A sub-category of concerns with the change processes includes nine references to the importance of changes being seen to be of benefit to the learning of children, teaching skills or the benefit of the teacher. Instead, changes were often seen to be for political purposes (eg, increased accountability of teachers or schools), for organisational purposes (eg, in one school 80 minute class periods were introduced when it is felt the curriculum of the school should have been the problem addressed) or because of what is termed the "notches on the belt " factor, where changes that were introduced were done so to help an individual who is going for promotion. The role of these issues in limiting change is referred to by a Deputy Principal (Lionel) when describing how he successfully introduced a number of changes to a Faculty at a time when there is much unrest and change occurring in schools:

What you've got to do is push aside the upheaval and say what I'm trying to do is for the good of the Faculty, is for the good of the kids — stuff the politics, stuff the Union's approach to it. Let's get on with it. Don't worry about the political turmoil around us.
Limitations in the ability of some school leaders to implement change is perceived as another sub-category of factors in limiting teacher change. References to this concept (seven) were based upon criticisms of one principal and a number of executive staff. These criticisms were primarily based upon the narrowness of the concept that they had of their positions. They were often referred to as managers who saw their task as keeping things running smoothly, to ensure there were adequate resources and maintain pupil discipline. These executive did not see it as being their role to challenge or assist teachers who were having difficulties in the classroom, or to “rock the boat” by introducing changes related to curriculum or teaching methods.

This behaviour is, in one secondary school, reinforced by some staff who had this managerial conception of their school executive. Cathy, a head teacher who had been appointed the previous year, described how her staff had perceived her role as looking after discipline problems they encountered in class and organising the “pen and pencils”. In contrast, Cathy saw her role as giving policy direction to the Faculty, enhancing curriculum, managing finances and communicating to staff what is happening in education beyond the Faculty. These differing perspectives of her role brought about conflict between her and some of her Faculty staff in the first year of her appointment. This situation bears out findings outlined above in the section titled “The Role of School Executive in Enhancing Change”, where it appears that the educational role of the executive needs to be re-affirmed not only for the executive but also for teachers in general.

4.5.4 Limitations of Time

The analysis of the qualitative data revealed 18 references to what is termed the limitations of time as an issue in restricting teachers undertaking professional development and subsequent change. From within these references emerge a subset of three issues that might be grouped as follows:

a) The “busyness” of school life restricts teachers’ time to consider their own professional development needs, or to attend courses. Pat reflects this concept with the following statement:

... because you just come here, and then it’s ... a meeting for this, or finding out that, or running around getting your overhead sheets prepared, or going to the library to get something and then you’re on to the kids ... there’s not enough time for reflecting, and sitting around with a cup of coffee, ... or just
sitting down and talking, or listening. That time I think is lacking, and I don't know you'd find time for that.

References to this "busyness" also includes the shortness of lunch hours and the responsibility of playground duty. This issue is further exacerbated if teachers have family responsibilities that put pressure on the time that could be devoted to teaching and participating in professional development.

b) A reluctance by some teachers to undertake professional development outside of school time; that is, after school, on weekends or during school holidays. In one secondary school, with approximately 70 full-time staff, it is estimated by school executive that up to one third of the staff do not attend professional development courses in out-of-school time. Indeed, one staff member is notorious for not attending any school meetings, including faculty meetings, after school.

The reasons for staff not undertaking out-of-school professional development vary considerably. Some believe it is not their responsibility to devote their "own" time to such an issue, while others saw in-school professional development as an unnecessary disruption to their teaching and students' learning.

However, trends in undertaking out-of-school professional development seem to be gradually changing. Farndale, which has a significant number of staff (up to one third) reluctant to attend professional development outside of school time showed that in Semester 2, 1992, 31.9% of the hours attending professional development courses were undertaken outside of school time. In Semester 2, 1995, this proportion of hours spent attending courses outside of school time has increased to nearly 50% of all the time spent attending courses. At the College, where teachers appeared to have a more positive attitude to professional development, nearly 80% of all hours attended by the end of term 1, 1996, were undertaken outside of school time.

One reason for this change in trend is the steps taken by the leadership of the school to continually encourage the undertaking of professional development, as outlined earlier in this chapter. Another reason is the significant reduction in funding received by schools for professional development from the N.S.W. Department of School Education. This allocation was reduced in 1996 to approximately $110 per teacher. The average teacher-relief cost for allowing a teacher to attend professional development courses within school time is approximately $160 per day. Additionally, the fees for attending courses have also increased due to reduced subsidy by the Department of School Education. Consequently, the costs of releasing teachers to attend courses
within school time have put an increased burden on schools' resources, thus limiting this release from classroom teaching. Increasingly, professional development has to be undertaken in the teachers' own time.

c) The schools and faculties studied do not appear to devote much time within their own meetings to considering professional development issues. Instead, staff indicate that meetings are dominated by day-to-day management issues rather than professional development issues. Where staff had attended professional development courses, there appeared to be little or no time devoted to them reporting back to other staff the content or experiences gained in their courses.

4.6 Summary of Issues That Enhance or Limit Teacher Change

This Chapter outlines the research findings in relation to the study question that sought to identify the issues that are significant in causing teachers to question present professional behaviours and attitudes, and to undertake professional development. While summarised in greater detail in Chapter 8, "Summary and Recommendations", it is sufficient to note here that the research has found that not all teachers respond uniformly to change. Some appear to continue to seek change through professional development motivated by a diverse range of personal, professional and organisational issues or factors. Similarly, there are several issues that cause some teachers to reject the need to change their present attitudes and behaviours. For a needs analysis process such as the PPLP process to be successful, there is a need to recognise this diversity of responses and to assist individuals involved in the process not only to understand their own responses to the challenge of change, but to attempt to overcome issues that limit such change.
CHAPTER 5

ANALYSIS OF RESULTS

The Development of a Taxonomy that Represents the Professional Development Needs of Teachers

This Chapter outlines an analysis of the research results related to the second major study question that explores the type of taxonomy that best represents the professional development needs of teachers. This question emanates from the proposition outlined in Chapter 2 that states that a process of needs analysis should explore a holistic range of professional development needs. This range of needs should incorporate both the personal and professional needs of the individual and the needs of the organisation within which the person works. As a basis for this study, a proposed taxonomy has been drawn from the writings of Riegle (1987) and include the following dimensions:

- Teaching, Learning, and Curriculum
- System and School Needs
- Career Development
- Personal Development
- Professional Responsibilities.

The use of each dimension of the proposed needs taxonomy outlined provided a basis for reporting both the quantitative and qualitative research results. The items in the survey instrument were aggregated to form scales, and it was found that scales derived from the above five dimensions of needs were internally consistent with a Cronbach alpha coefficient >0.65. Table 5.1 outlines below the results of this scaling.
Table 5.1

Results of Aggregation of Scale Scores Related to Dimensions of Professional Development Needs

<table>
<thead>
<tr>
<th>Dimensions of Professional Development</th>
<th>No. of Items</th>
<th>Alpha</th>
<th>Mean Scale Score Per Item</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Needs</td>
<td>3</td>
<td>0.8</td>
<td>3.8</td>
<td>0.8</td>
</tr>
<tr>
<td>Personal Needs</td>
<td>7</td>
<td>0.8</td>
<td>3.7</td>
<td>0.7</td>
</tr>
<tr>
<td>Professional Responsibilities</td>
<td>3</td>
<td>0.8</td>
<td>3.7</td>
<td>0.9</td>
</tr>
<tr>
<td>Teaching, Learning, Curriculum Needs</td>
<td>5</td>
<td>0.7</td>
<td>3.6</td>
<td>0.6</td>
</tr>
<tr>
<td>System and School Needs</td>
<td>2</td>
<td>0.7</td>
<td>3.5</td>
<td>0.8</td>
</tr>
</tbody>
</table>

5.1 Career Development

This dimension of the proposed taxonomy of needs was ranked highest of all of the aggregated scale scores of the five dimensions, as outlined in Table 5.1 above. The responses to Items 11(h), (i) and (j) in Table 5.2 below indicate that teachers have professional development needs in terms of seeking knowledge about their future career. These items have been aggregated and indicate a strong degree of internal consistency with a Cronbach Alpha reliability index of 0.8. In order to further understand the particular career needs that teachers may have, items 14(a) – 14(g) are also presented in Table 5.2.
Table 5.2

Responses of Teachers to Items on Professional Development Needs in the Area of Career.

(N=32)

(5=Strongly Agree, 4=Agree, 3=No Response, 2=Disagree, 1=Strongly Disagree)

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Item statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>No Response</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>11(h)</td>
<td>Knowledge of my career options available to me</td>
<td>31.3</td>
<td>40.6</td>
<td>12.5</td>
<td>12.5</td>
<td>3.1</td>
<td>3.8</td>
<td>1.1</td>
</tr>
<tr>
<td>11(i)</td>
<td>Knowledge skills of how to achieve my career goals</td>
<td>28.1</td>
<td>50.0</td>
<td>15.6</td>
<td>6.3</td>
<td>0</td>
<td>4.0</td>
<td>0.8</td>
</tr>
<tr>
<td>11(j)</td>
<td>Knowledge of changes in my employing institution that affect my career goals</td>
<td>3</td>
<td>46.9</td>
<td>31.3</td>
<td>12.5</td>
<td>0</td>
<td>3.5</td>
<td>0.8</td>
</tr>
<tr>
<td>14(a)</td>
<td>Within my career I am satisfied to remain at my present level in the hierarchical structure of my employing institution</td>
<td>9.4</td>
<td>37.5</td>
<td>21.9</td>
<td>12.5</td>
<td>18.8</td>
<td>3.1</td>
<td>1.3</td>
</tr>
<tr>
<td>14(b)</td>
<td>Within my career I wish to - seek promotion within my present school or location</td>
<td>18.8</td>
<td>9.4</td>
<td>25.0</td>
<td>28.1</td>
<td>18.8</td>
<td>2.8</td>
<td>1.4</td>
</tr>
<tr>
<td>14(c)</td>
<td>- seek promotion in a new school or location</td>
<td>12.5</td>
<td>18.8</td>
<td>28.1</td>
<td>28.1</td>
<td>12.5</td>
<td>2.9</td>
<td>1.2</td>
</tr>
<tr>
<td>14(d)</td>
<td>- move to a new location of my workplace</td>
<td>18.8</td>
<td>18.8</td>
<td>21.9</td>
<td>12.5</td>
<td>28.1</td>
<td>2.9</td>
<td>1.5</td>
</tr>
<tr>
<td>14(e)</td>
<td>- seek alternative type of work within my present institution</td>
<td>3.1</td>
<td>25.0</td>
<td>25.0</td>
<td>21.9</td>
<td>25.0</td>
<td>2.6</td>
<td>1.2</td>
</tr>
<tr>
<td>14(f)</td>
<td>- seek alternative type of work outside present institution</td>
<td>12.5</td>
<td>34.4</td>
<td>21.9</td>
<td>9.4</td>
<td>21.9</td>
<td>3.1</td>
<td>1.4</td>
</tr>
<tr>
<td>14(g)</td>
<td>- prepare for retirement</td>
<td>3.1</td>
<td>9.4</td>
<td>28.1</td>
<td>12.5</td>
<td>46.9</td>
<td>2.1</td>
<td>1.2</td>
</tr>
</tbody>
</table>
Both the survey responses and the qualitative data reveal a great deal of frustration felt by teachers about their future careers. This is evidenced by the responses to Item 11(h), Table 5.2, where 31% Strongly Agree and 41% Agree (Mean 3.8) about needing to know more about career options available to them, and Item 11(i), where 78.1% (Mean 4.0) are seeking knowledge and skills of how to achieve their career goals. There is no indication of any significant relationship between the gender of teachers and their career needs. However, career needs appear to be of more importance to primary teachers (scale aggregate mean of 4.2, standard deviation 0.4) than secondary teachers (mean 3.5, standard deviation 0.9). This was possibly explained by the fact that there is also a negative correlation (-.38) between years of teaching and career needs; that is, career as an issue becomes less important the longer a teacher teaches. In the case of primary teachers in this study, their average years of teaching is nine years, while the average for secondary teachers is 21 years.

The qualitative data reveal that this concern about gaining further knowledge about their career was brought about by a number of issues. One sub-category of issues that emerges is a lack of clarity about their career goals, where they are going and what they wanted from their career (13 references). This lack of clarity is reflected in the following comments by teachers:

* ... career is something to supply interest ... (and) I need enough money to live on ... But the other part of my career now is do I want to do it? Do I like it? If I don’t, (have) I got enough qualifications and experience to look elsewhere? (Ron)

* I feel that I’m not getting as much out of teaching as I’d like. I’m now looking at what is right for me, particularly for the future. (Len)

* ....enjoy work on a daily basis, but unsure where the future lies. I don’t want to take on too much responsibility – fear of failure, but I want challenges. (Helen)

* Feel unsure of where I am in my career, but feel more confident in myself. Don’t want to be here for the next whatever number of years. (Marce)

* I really feel, being in administration, ....all I do is spend my time chasing the system.... I feel so frustrated, (because) it’s just not me. Its not what I want to do. I want to help people, and I’m not doing it here. (Donna)
What became apparent during the study is that via the PPLP process most of the participants undertook, for the first time, a consideration of their career values, and possible future directions. Only one of the 32 participants reveals that he had undertaken such an exercise previously, paid for by himself with a commercial company.

A specific career issue where people lacked clarity is the issue of promotion within the Department of School Education. Ernie, a Head teacher, reflected this problem with promotion when he made the following statement about his uncertainty whether to:

... proceed in the hierarchical structure within the department ... that's the way I'm heading at the moment ... but at times I toss up and think ... that's not important, and maybe what is important is that I keep pursuing ... the area of (student) welfare, where my expertise has been called upon by many schools.

One issue causing this lack of clarity is the perception that promotion is no longer a career option for many teachers or executive staff. Item 14(b) in Table 5.2 reveals that only 19% Strongly Agree and 9% Agree that they wish to seek promotion within their present school or location, while Item 14(c) reveals that only 12% Strongly Agree and 19% Agree that they wish to seek promotion in a new school or location.

The reasons for this limited interest in seeking promotion are numerous and more extensive research is required on this particular issue. However, one reason that emerged for the low interest in seeking promotion was the reduced number of promotion positions available due to recent administrative re-structuring in the N.S.W. Department of School Education. Another reason appears to be the introduction of the Merit Selection system. One principal describes how a number of his staff who had previously been in promotion positions and held Masters Degrees had applied for positions under the new system of Merit selection. They failed to get interviews, let alone be selected for the positions concerned. This experience, claimed the Principal, affected the outlook of other staff as it acted as a disincentive for them to seek promotion, or to undertake further study in order to enhance the chances of promotion.

Another reason for the low interest in seeking promotion may stem from the perception that these roles detract from the satisfaction of the teaching/learning process, thus leading teachers to value a horizontal orientation to their career rather than a vertical orientation (see Career Development Needs, Chapter 2). This reason was raised in nine
references, as illustrated in the following quotation from Ray:

... but my main interests are, rather than going up, is within the field at this stage. ... I still like the classroom, and don't necessarily want to lose a lot of that sort of time...

However, these reasons for not pursuing promotion came from some teachers who admit that they had not been able to achieve promotion and had subsequently rationalised their ambitions.

Other teachers refer to family responsibilities (seven references) as limiting them from seeking further vertical promotion. These teachers refer to the fact that their own family, the job of a spouse or partner, the pressures on their marriage or the ownership of a house or property limit their seeking further promotion. One Leading teacher and a Head teacher see this as a temporary "hold" on their career, while others feel that these pressures meant that they will stay at their present level of appointment for the rest of their careers.

A significant category of career needs has emerged from the data when a large number of references (21) were made to the need to seek some form of lateral change or re-alignment of their career in order to gain more enrichment or quality of life. Nineteen percent Strongly Agree and 19% Agree (mean 2.9, item 14d, Table 5.2) to the proposition that within their career they would like to move to a new location of their workplace, while 3% Strongly Agree and 25% Agree (mean 2.6, item 14c, Table 5.2) that they want to seek alternative work within their present institution. Options that teachers raise in the qualitative data for enriching their career included: seeking transfers to other schools; exchange with teachers in other schools either in the N.S.W. education system or overseas; adding new challenges to their job such as attempting new teaching methods or research within the classroom; teaching different classes or grades from those taught before; attempting to assist other teachers with teaching; opting out of teaching for one to two years to do something entirely different (e.g., drive a truck or a tractor were ambitions two teachers had) but having the security of being able to return to teaching; and undertaking studies that would help take one’s career in different directions (e.g., special education).

A substantial number of teachers are considering leaving their employment in the N.S.W. Department of School Education, as their responses to item 14 (f), Table 5.2 indicate, where 13% of teachers Strongly Agree and 34% Agree that within their career they will seek an alternative type of work outside their present institution. References
made to this issue indicate that some teachers in the earlier years of their career do not see teaching in the N.S.W. Department of School Education as being a life-time career. One head teacher in Mathematics highlights this concept when she states that a number of younger members of staff saw teaching as a "stepping stone" to another career. This was, she says, in contrast to her own generation (i.e., those who had been teaching for 20+ years) who had entered teaching viewing it as a life-long career. Ken, who, after two years teaching, explained his present dilemma:

... I'm probably thinking, am I looking for a career outside of teaching ...
should I be looking at staying in teaching for five years and gain the
experience I need for something else I want to do?

Another teacher refers to some of his colleagues as already having concrete plans in place to gain the necessary skills and financial security in order to move out of the Department of School Education. One teacher was planning to purchase a pre-school, another to become a real estate agent, while a third was completing a Masters degree in environmental law in order to begin private practice.

Concerns about whether or not teaching was the right career for them appears to worry teachers at all stages of their careers. Bridget talks about her worries during her first two years of teaching regarding whether or not teaching was the right career for her; worries that were exacerbated by the classroom management problems she was having. In contrast, Matthew, a principal who had been teaching for 30 years, now felt that he had been at his present school too long. However, he was unsure about whether to stay in teaching or what to do if he did stay until his retirement in five to ten years time. One of the dilemmas that faced Matthew was that if he left teaching for another career before his retirement, he would suffer financially due to loss of superannuation benefits. This problem was not as great for teachers who may want to leave the Department of School Education earlier in their careers.

The issue of fear of leaving the security of the education "system" is raised by an executive staff member, Donna, who had decided to leave her current executive position in order to train in the field of psychological counselling. Donna, who had been teaching for 16 years, came to the decision to make this change at the end of the PPLP process. In doing so she expresses the following about the difficulty of making this decision:

I just don't want to be in the system. And I think that's frightening, because
I've always been in the system. (I) .... sort of feel like I don't need the
system any more. I don't need to be here.
The responses to this study indicate that the issue of career is an important aspect of teachers’ lives and their needs are complex and varied. This bears out the claim by Schein (1990) (see Chapter 2) that the concept of career goes well beyond what he terms an “external” career (i.e., the formal steps or stages a person passes through in an occupation) and involves an internal career (the consideration of one’s career values and how they relate to other aspects of a person’s life). The above data indicate that teachers should have increased access to professional development in terms of understanding their needs in both their external and their internal career. Such needs include assistance for those who are:

- trying to clarify their career goals
- seeking promotion
- wishing to enrich their career through new or alternative challenges
- wishing to take a short-term break from teaching
- wishing to move out of their present employment because they have a short-term perspective on teaching as a career

5.2 Personal Needs

The second highest rated aggregated scale score of professional development needs is Personal Needs (Mean 3.7, Standard Deviation 0.7, Table 5.1). Teachers acknowledge that past professional development experiences rarely relate to their personal needs. However, their responses through both the quantitative and the qualitative data indicate strong support for including these needs in a taxonomy of professional development needs. Items 11(k) to 11(q) are conceptually grouped together under the heading of professional development needs, and responses are presented in Table 5.4 where a Cronbach Alpha reliability index of 0.8 indicates a strong degree of internal consistency.
Table 5.3

Responses of Teachers to Items on Professional Development Needs in the Area of Personal Needs

(N=32)

(5=Strongly Agree, 4=Agree, 3=No Response, 2=Disagree, 1=Strongly Disagree)

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Item statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>No Response</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>11(k)</td>
<td>Developing the quality of my personal relationships</td>
<td>9.4</td>
<td>31.3</td>
<td>28.1</td>
<td>21.9</td>
<td>9.4</td>
<td>3.1</td>
<td>1.1</td>
</tr>
<tr>
<td>11(l)</td>
<td>Developing the quality of my professional relationships</td>
<td>12.5</td>
<td>62.5</td>
<td>12.5</td>
<td>9.4</td>
<td>3.1</td>
<td>3.7</td>
<td>0.9</td>
</tr>
<tr>
<td>11(m)</td>
<td>Developing my self-esteem</td>
<td>9.4</td>
<td>50.0</td>
<td>21.9</td>
<td>15.6</td>
<td>3.1</td>
<td>3.5</td>
<td>1.0</td>
</tr>
<tr>
<td>11(n)</td>
<td>Developing my professional standing</td>
<td>9.4</td>
<td>68.8</td>
<td>12.5</td>
<td>9.4</td>
<td>0</td>
<td>3.8</td>
<td>0.8</td>
</tr>
<tr>
<td>11(o)</td>
<td>Improving my decision-making skills</td>
<td>31.3</td>
<td>43.8</td>
<td>3.1</td>
<td>21.9</td>
<td>0</td>
<td>3.9</td>
<td>1.1</td>
</tr>
<tr>
<td>11(p)</td>
<td>Learning to be more assertive when appropriate</td>
<td>34.4</td>
<td>40.6</td>
<td>15.6</td>
<td>9.4</td>
<td>0</td>
<td>4.0</td>
<td>1.0</td>
</tr>
<tr>
<td>11(q)</td>
<td>Learning to manage stress</td>
<td>25.0</td>
<td>43.8</td>
<td>15.6</td>
<td>15.6</td>
<td>0</td>
<td>3.8</td>
<td>1.0</td>
</tr>
</tbody>
</table>

Teachers rate all of the above items as being important with the highest mean score being 4.0 for item 11(p), and the lowest being 3.1 for Item 11(k). While considered important, these particular needs are not perceived as being distinct from other professional development needs. This latter point is highlighted by the following statement of a school executive, Len, when discussing his highest priority area in terms of professional development needs:

*My priority is still personal development .... and (it) incorporates all my other priorities. The person who has problems in the classroom or as an*
executive is often the person that has personal problems or lack of self-esteem and (this) affects their mode of operation in the school.

The interrelationship of these needs is further supported by Ernie, who describes personal needs as:

*Personal (needs) cover a lot — it can be relationships or roles...... or all the other (needs) that are mainly professional. Even organisational needs can be personal ones.*

Within a wide range of personal needs, teachers identify the following as being important:

a) the need to enhance the quality of their professional and personal relationships by effectively handling competing relationships, developing increased self esteem and assertiveness in those relationships and improving communication skills.

b) the need to effectively handle stress.

c) the need to improve decision-making skills.

Each of these needs is explored below in more detail.

a) The enhancement of professional and personal relationships is highlighted as a need in Table 5.4. Responses to item 11(l) indicate that 13% of teachers Strongly Agree and 63% Agree (mean 3.7) that they wish to develop the quality of their professional relationships. In terms of wishing to develop the quality of their personal relationships (item 11(k)) 9% of teachers Strongly Agree and 32% Agree (mean 3.1).

One sub-category that is raised as an area for further development of these professional and personal relationships is the ability to manage competing relationships (21 references). This need stems from the fact that teachers not only have to deal with relationships with students, parents and colleagues, but with relationships in their private lives. The managing of personal and professional relationships is described by Marion:

......the personal relationships, yes they do carry backwards and forwards into the professional relationships. It's avoiding being a teacher when you're at home. It's also learning to sort of negotiate the conflict, because the
professional relationships can be so demanding and take so much of your
time, that the quality of your personal (life) can suffer.

Donna expressed similar concepts:

So yes, and stress, overload and stress are things, they are a bit of a problem,
and personal issues. I’ve had a few personal issues to deal with,...: that’s
been impacting on my professional life, and having to deal with those....
I’ve come to the realisation that every decision you make, there’s a cost
involved, and you’ve got to take into consideration the cost.

This teacher raises two common themes in the difficulties that the management of
competing relationships involves: handling conflict inherent in some of these
relationships without it intruding into other relationships and giving adequate time to
these relationships (i.e., “not spreading oneself too thinly”).

Related to the issue of enhancing the quality of relationships is the issue of
assertiveness. This is ranked as the highest of all the personal needs, with 34% of
teachers Strongly Agreeing and 41% Agreeing (mean 4.0) that they wish to be more
assertive when appropriate (Item 11p). The sub-category of references (nine) made to
this issue include teachers describing the need to learn to maintain their own needs or
rights in relationships in a number of different contexts. One newly appointed executive
describes the need to be more assertive with other staff members, to speak up more in
meetings and not to be so reticent in asking them to carry out particular tasks. Another
executive, Marion, describes the difficulty in maintaining one’s own rights within
competing relationships, when she says:

I felt buried for several years..... what I’d lost was me. I was managing to
hold everybody else together, the professional stuff...and make things happen
in the school, and the family. I was able to hold that together and meet the
kids needs, and do all that but the person who was getting lost was me. I was
the one none of whose needs were really being met......I am one of those
people who live other people’s agendas.

This lack of assertiveness when dealing with one’s own rights (living “other people’s
agenda”) was further supported by Donna, who describes the problem as being an
"internal" or "personal interpretation" of her role. She describes this concept as:

\[ ...something that I thought was a role I had to play...you feel like you have to be all these perfect people for all these things and you can't do it and I found that really stressful.\]

Examples of this are given by teachers who feel they have to take on too many different roles in order to please others. Learning to be assertive sometimes meant saying no. One teacher described how she had difficulty resisting pressure to become secretary of a professional association because she knew she couldn't handle this extra responsibility. When she finally said no, she felt relieved, but also felt "...I'm learning, (but) it's hard because you like to help people".

Another sub-category of issues closely related to enhancing relationships is that of self-esteem. In item 11(m) 9% Strongly Agree and 50.0% Agree (mean 3.5) that this is an important issue in their professional development needs. In the 15 references to this issue, teachers express the need to learn to increasingly believe in themselves as people — something that fluctuates over time or according to different circumstances. Maree provides an example of this when she describes how a marriage break-up had destroyed much of her self esteem, and this was reflected in her personal and professional lives. It wasn't until she received promotion in teaching that she felt that she had started to regain some of her lost self esteem. This highlighted the issue that teachers' self esteem seemed to relate to their roles or status as teachers. This may have accounted for the response to item 11(n), in which 9% Strongly Agree and 69% Agree (mean 3.8) that they need to develop their professional standing. Reflecting this need are teachers' references to feeling good about themselves if others think they were doing a good job (e.g., by receiving positive feedback from children or other staff), or being appointed to an executive teacher position, or the reputation of the school to which they were appointed. Ron, an executive teacher who says he has low self esteem, described this phenomenon:

\[ I tend to rate myself how well (I'm) doing at work, not as a person. I'm Ron science, not Ron. I still tend to rate myself to people who don't know me in terms of what I feel I do, what qualifications I've got. I introduce myself as a head teacher,.............not as myself the person.\]

Ron describes how this use of what he has achieved, or who he is in the institution,
provides some form of protection for his low self-esteem, when he says:

Even when I'm not feeling great about myself, everybody else thinks I'm doing very well. (Then) maybe I'm okay.

Len highlights the influence of low self-esteem in one's work and work relationships, ranking its development as being his highest priority. This executive acknowledges that low self-esteem has been a long term problem for him, becoming a major problem in the past because two years with the appointment of another executive staff member who undermines his self-esteem. He describes this problem:

Before Marion was appointed I had a fairly good idea of where I was going, what I was doing, what I could do. I felt I had confidence in myself. But because Marion was so good at everything, I've gone backwards. And it's not her fault. It's my fault.......matching myself with Marion, I see myself as certainly not being a very capable person in many regards.......that's a fault or a weakness I've had right through my life. It's surfaced again now, in working with Marion, and I find I'm not very confident in taking a step forward to do something additional, because I don't feel I am able to any more.

These examples highlight the need for these people to obtain assistance in overcoming a low self-esteem, enabling them to cope positively with the demands of the job and the relationships in which they are involved.

One further sub-category of issues to emerge from the qualitative data and that assists in the improvement of the quality of professional and personal relationships is the issue of communication and interpersonal skills. While not part of the quantitative survey, 20 references are made to these issues in interviews and journals. Enhanced communication with peers is raised by one teacher as a way to give and receive advice about his teaching from more members of staff than he presently receives. This communication includes the need to establish more trust and a greater level of honesty with other staff members. Another expresses the need to communicate more effectively in order to “... more readily show (how) to delve more deeply and satisfactorily into relationships”. Other communication skills include the ability to negotiate and to develop tasks more effectively and to be able to talk effectively with large groups of students and staff. Ron relates the issue of communication skills to both his personal and his professional life, when he describes how the lack of these skills has not only been a major factor in his marriage break up, but how it also causes him problems in
the workplace:

I know for sure that a I don't communicate personal or emotional things very comfortably and that is the major reason that (my) marriage has broken up after 17 years....... but also I am very much aware that the relationships within work are just as important to be a good communicator, not just of facts, but of interest in people, in their families,...... and to be able to sit back and listen.

Realising he had a problem communicating with people, Ron set out to learn new interpersonal and communication skills. He describes these needs:

When I first came into the position as a head teacher, I had to change my body language, I had to change a whole lot of ways I worked with people.
When people wanted to talk to me I had to close the paper work (I was doing), turn around and face them with a smile and ask them if they would like a cup of coffee, even if you are busy.

These skills in relating to people applied not only to staff but also to children. Ron highlights the difficulty he had relating to a group of special education students in his early years of teaching:

I couldn't for the life of me have a kid run over and have (them) hug me......Now these kids rushed up and grabbed me. They wanted — can you tie my shoe lace, can you blow my nose? ... (it was) a hell of a shock, but a great learning curve. And I learned that what happened in the classroom is not all that important, .... it's what happens in life.

While the teachers referred to above sought new and additional interpersonal or communication skills, Marion feels that these skills do not go far enough in terms of the development of teachers. She feels that in addition to interpersonal skills, there is also the need for teachers to learn what she terms “intra personal” skills or intelligence. These skills go beyond the day-to-day skills of relating to people, and involve an understanding of the consequences of one's behaviour for others. Marion describes the distinction between these two types of skills in the following statement:

Throughout my career the people I've respected are those with high intra personal intelligence — i.e. people who have the ability to understand not only their own behaviour but the behaviour of others as well. That go beyond having the interpersonal, charismatic skills that many teachers deal
with so well, to being able to analyse — when I do this, what's going to happen to all these people — when I change my behaviour, what will happen to me, that's very hard to teach people.

b) Another sub-category of professional development needs incorporated under the heading of personal needs is the need to improve decision-making skills. In response to item 11 (o), 31% of teachers Strongly Agree and 44% Agree (mean 3.9) that they want to improve these skills. Part of their concern with this issue appears to be a lack of knowledge of how to make informed decisions or set priorities in their personal and professional life. Further consideration of how teachers appraise or assess their present behaviours and attitudes and validate decisions based on these behaviours and attitudes is explored in Chapter 6.

c) A third sub-category of personal needs involves the need to manage stress. Responses to item 11(q) indicate that 25% of teachers Strongly Agree and 44% Agree (mean 3.8) that learning to manage stress is a major issue for a majority of teachers. Two executive teachers in the study indicate that they had experienced major health problems due to stress. References made by teachers (11) indicate they have an awareness of the effects of stress, but need to learn more strategies of how to reduce or to manage it more effectively when it occurs.

The above data indicate that personal needs should be part of a more extensive taxonomy of needs. Indeed, there is a considerable overlap of these needs (e.g., in the areas of relationships and communication with students, staff and other people in teachers’ lives, or in the areas of decision-making skills) with other dimensions of the taxonomy (e.g., instructional and leadership skills, or appraisal and validation processes). Given that teaching is an occupation directly involved with client-practitioner relationships, this finding is probably not surprising although such a dimension has not been extensively considered previously in professional development. These needs vary considerably from individual to individual. A consideration of such needs firmly establishes the concept that the PPLP process is one concerned with the individual needs of teachers as well as the needs of the organisation in which they work.

5.3 Professional Responsibilities

This dimension of a possible taxonomy of professional development needs is rated almost equal to Personal Needs with an aggregated mean scale score of 3.7, standard
deviation 0.9 (Table 5.1). Initially titled Professional Responsibilities it was intended to encompass those needs related to being a professional (see Chapter 2). This dimension is the most difficult to define of all professional development needs of teachers. The issue provoked lengthy discussions and debate amongst participants during the period of the research as they attempted to define their concept of the professional teacher. As a consequence of the difficulties teachers have with this issue, the researcher re-defined this part of the taxonomy of needs.

Initially in the research three issues relating to the professional responsibilities of teachers are explored in the survey. These issues, reported in Table 5.4 below, appear to have a strong correlation score among them with a Cronbach Alpha Scale of 0.8, and they are grouped together under the heading of Professional Responsibilities.

Table 5.4

Responses of Teachers to Items on Professional Development Needs in the Area of Professional Responsibilities.

(N=32)

( 5 = Strongly Agree, 4 = Agree, 3 = No Response, 2 = Disagree, 1 = Strongly Disagree)

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Item statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>No Response</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>11(r)</td>
<td>My ethical responsibilities as a teacher</td>
<td>18.8</td>
<td>31.3</td>
<td>31.3</td>
<td>15.6</td>
<td>3.1</td>
<td>3.5</td>
<td>1.1</td>
</tr>
<tr>
<td>11(s)</td>
<td>The law and teaching</td>
<td>15.6</td>
<td>34.4</td>
<td>31.3</td>
<td>15.6</td>
<td>3.1</td>
<td>3.4</td>
<td>1.0</td>
</tr>
<tr>
<td>11(t)</td>
<td>My responsibilities to meet the needs of individual children</td>
<td>37.5</td>
<td>43.8</td>
<td>9.4</td>
<td>9.4</td>
<td>0</td>
<td>4.1</td>
<td>0.9</td>
</tr>
</tbody>
</table>

Responses to item 11(t) indicate that 38% of teachers Strongly Agree and 44% Agree (mean 4.1) that the responsibility to meet the needs of individual children is a very important professional development need. In other words, teachers see the client (i.e., the child) as being a central focus of their work. Of lesser importance, but still...
significant are the ethical responsibilities of a teacher as shown by the responses to item 11(r), (19% Strongly Agree and 31% Agree, mean 3.5), and understanding the impact of the law on teaching (see item 11(s), 15.5% Strongly Agree and 34% Agree, mean 3.4).

While the needs of children are seen as being a very important aspect of their professional responsibilities, the researcher became aware during the study of a strong feeling amongst participants that many teachers hadn’t extensively considered the ethical aspects of teaching and their personal philosophies or values. This was particularly evident when one group of secondary teachers spent the longest period of the whole PPLP process discussing the issue of professionalism in their school. The teachers report that this was the first time they had discussed this issue as a staff group, and that it had not been a part of their initial teacher education or their professional development during their careers. This lack of consideration of the issues may account for the relatively high level of teachers (31%) who gave no response to items 11(r), and 11(s); that is, it may be that teachers had little experience with these issues and were therefore unsure how to rate these items.

An analysis of qualitative data gathered during group session and subsequent interviews reveals the following elements of professional ethics perceived to be important by teachers:

- the professional teacher not only has a core body of knowledge of curriculum context and teaching skills, but needs to remain “current “ or “up-to-date” with contemporary issues or developments in these areas (17 references). This implies an acceptance that change or development is inevitable, and an important ethic is that the teacher is “constantly learning”. Indeed, a small group of teachers (five) also expressed a desire to conduct their own research as a means of acquiring knowledge and developing new skills.

Teachers describe such a teacher in the following selection of quotes from interviews as being one who:

- continually updates a core of knowledge,

- is prepared to develop skills and knowledge to keep up-to-date,

- accepts everchanging responsibilities.
- is constantly learning

- continues areas of research for new knowledge, technologies and ideas towards the practice of teaching.

- The professional teacher is concerned about the quality of the outcomes of his/her teaching (nine references). Included in such references were descriptions of a teacher who:

  - is responsible for the outcomes of their work,

  - produces work consistent with the highest standards of the profession,

  - completes all work tasks as well as one can,

  - takes responsibility in ensuring outcomes are achieved,

  - has thorough knowledge of their role and carries out their responsibilities in a competent and complete manner.

- The professional teacher accepts the need for accountability for his/her teaching and is therefore self-critical or accepts criticism for such (eight references). This concept appears in keeping with the ethic of change and development; being self-critical or accepting criticism can assist in providing a starting point for such change.

The above data imply a tentative understanding by teachers of their professional responsibilities. However, one common theme through the data was the acceptance that many aspects of teaching had changed, and will continue to change; aspects ranging from the learning needs of children to the social and political context in which teaching takes place. Teachers, however, express considerable frustration with these latter dimensions of change (i.e., the social and political changes). One teacher, Liz, alludes to this frustration (and was strongly supported by others) during a group discussion when she claims, “Teaching is not the same job that it was when I started twenty years ago. When I started teaching was a respected job. People looked up to teachers. Today, everybody from the media to politicians criticise teachers and schools and what they try to do. When I started teaching, my main job was to teach children. Now it seems that we have to do everything but actually teach.” Following the invitation of the researcher, Liz and other teachers nominated the following as the changes that they perceive as “intruding” upon or adding to traditional teaching responsibilities:
• a greater role in the “pastoral” care of children (i.e., the care for the welfare and personal needs of children that can include drug and sex education, and the discipline of children whose parents aren’t able to do so),

• being expected to be increasingly more responsive to the needs of pupils from diverse socio-economic backgrounds, gender groups and multicultural groups, including the need to change students’ attitudes and values that reflect various forms of discrimination,

• the need to be more aware of legal issues relating to such diverse issues as teachers’ relationships to students, their professional responsibilities to their students, and expectations that they should be aware of and report situations where children may have been physically and sexually assaulted,

• increasing expectations and demands from governments and parents that they be more accountable for not only students’ learning but the outcomes of such learning as may be reflected by levels of unemployment in the community.

As a consequence of these perceptions of increased responsibilities, some teachers appear to be developing a “siege” mentality based upon the belief that a number of groups in society were intent on “teacher-bashing”. Certainly there appears to be a rejection by some teachers of these expectations (e.g., that they should be responsible for the problems that children experienced at home) or a lack of understanding by some teachers of these social and political issues (e.g., the concept of multiculturalism and its implications for their teaching). Whatever teachers believe about these issues, there appeared to be a significant need for further professional development to promote a fuller understanding of these contemporary issues and their implications for the professional responsibilities of teachers.

As a consequence of these issues that emerged during the course of the study, the researcher became increasingly aware of the need for them to be included in a taxonomy of professional development needs. It was therefore decided to change the focus of this section of the PPLP process from a consideration of the broader professional responsibilities of teachers to one that assisted them to identify and understand the changing issues that continually impacted upon their professional responsibilities. Some of these changing issues dealing with the instructional responsibilities of teachers were already dealt with in Module 3 of the PPLP process, titled “Teaching, Learning, Curriculum and Leadership” (see 5.4 below). However, the original PPLP process did not deal with the changing social and political context of teaching. To accommodate this
need, during the period of conducting the PPLP process this part of the taxonomy was given a new title, “Contemporary Issues That May Impact Upon My Professional and Personal Needs”. This title and section of the taxonomy embodies the professional ethic or responsibility of needing to continually grow and change, as identified by teachers as being important. However, it adds the dimension of dealing with changes that emanate from new social and political pressures and community expectations of teachers’ roles. These relate to the need for teachers to be more “pastorally” caring of children, and more responsive to diverse issues, including the social, economic, multi-cultural backgrounds of children, gender differences, legal issues and the increasing pressure on teachers to be more accountable to parents and the wider community.

In making this change, the researcher accepts that such a belief was not universally accepted by all teachers who participated in the PPLP process. The rejection of the belief by some teachers that continual change and growth is desirable is outlined in Chapter 4.4 in the section titled “Factors That Limit Change”.

5.4 Teaching, Learning and Curriculum

This dimension of a possible taxonomy of professional development needs is ranked fourth in the five dimensions considered with an aggregated mean scale score of 3.6, standard deviation 0.6 (Table 5.1).

Items 11(a) to 11(e) are drawn from the survey and grouped conceptually under the heading of Teaching, Learning and Curriculum. A Cronbach Alpha reliability index of 0.7 lends empirical justification for grouping these items accordingly. Teachers’ responses to these five survey questions are presented in Table 5.5 below.
Table 5.5

Responses of Teachers to Items on Professional Development Needs in the Areas of Teaching, Learning and Curriculum

(N = 32)

(5=Strongly Agree, 4=Agree, 3=No Response, 2=Disagree, 1=Strongly Disagree)

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Item statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>No Response</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
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<tbody>
<tr>
<td>11(a)</td>
<td>Planning for Teaching</td>
<td>15.6</td>
<td>56.3</td>
<td>15.6</td>
<td>12.5</td>
<td>0</td>
<td>3.8</td>
<td>0.9</td>
</tr>
<tr>
<td>11(b)</td>
<td>Teaching Methodology</td>
<td>6.3</td>
<td>53.1</td>
<td>31.3</td>
<td>9.4</td>
<td>0</td>
<td>3.6</td>
<td>0.8</td>
</tr>
<tr>
<td>11(c)</td>
<td>Assessment of Students' Learning</td>
<td>25.0</td>
<td>59.4</td>
<td>12.5</td>
<td>3.1</td>
<td>0</td>
<td>4.1</td>
<td>0.7</td>
</tr>
<tr>
<td>11(d)</td>
<td>Discipline and care of students</td>
<td>9.4</td>
<td>40.6</td>
<td>21.9</td>
<td>21.9</td>
<td>6.3</td>
<td>3.4</td>
<td>1.1</td>
</tr>
<tr>
<td>11(e)</td>
<td>Knowledge of KLA's</td>
<td>9.4</td>
<td>46.9</td>
<td>18.8</td>
<td>21.9</td>
<td>3.1</td>
<td>3.4</td>
<td>1.0</td>
</tr>
</tbody>
</table>

The mean scores for all of these items is above the neutral score of 3. The assessment of students learning (item 11(c)) is designated the highest need with 25% Strongly Agreeing and 59% Agreeing (mean 4.1). In the qualitative data, teachers make 12 references to this issue. One possible reason for this concern with assessment was that at the time of this study the N.S.W. Department of School Education was attempting to introduce Profiles and Outcomes into all primary and secondary schools. This initiative appears to have caused many teachers to re-consider how they presently assess and evaluate students' learning. Three teachers expressed concern that they were not taught assessment methods in their initial teacher training. When asked in interviews to verify this claim, a majority of teachers agree. This claim has major significance for the future curriculum of teacher-training institutions and the providers of professional development programs.

A majority of teachers express a need for professional development in the area of planning for teaching (Item 11(a), Table 5.5 — 16% Strongly Agreeing and 56% Agreeing, Mean 3.8) and teaching methodology (Item 11(b), Table 5.5 — 6% Strongly
Agreeing, Mean 3.8) and teaching methodology (Item 11(b), Table 5.5 — 6% Strongly Agreeing and 53% Agreeing, mean 3.6). Through an analysis of the qualitative data, it was possible to refine this concern for planning and teaching methodology (a total of 37 responses made) with more specific concerns including:

a) an interest in learning about additional or alternative teaching methods or ideas for possible use in the classroom. Brian, who had been teaching for 22 years, describes this need in the following way:

*It's a question of layers. Your competency increases with your experience. You may teach the same way, but you have different plans — if A doesn't work, you go to B, C, or D. So you are building up your expertise.*

Some of these alternative methods include an interest in team teaching (five responses), introducing more co-operative learning or group work into the classroom (three responses) and ensuring greater independent learning for students (three responses).

b) an interest in understanding the different learning styles of children in order to more effectively meet their individual learning needs (six responses). This concern appears supported by teachers’ responses to item 11 (t), Table 5.4, where 38% Strongly Agree and 44% Agree that one of their professional responsibilities is to meet the needs of individual children (see subsequent discussion of professional responsibilities in 5.3 above).

c) an interest in improving classroom management methods and the environment of the classroom. Two teachers describe how classroom management has been a major concern in their development in the first two years of their teaching. Once they became more satisfied with this, they, and other teachers (six responses) expressed a need to experiment with different methods of organising the classroom in order to create a positive learning environment and to motivate individual students. This ongoing concern of teachers with managing a classroom is reflected in responses to Item 11(d) where 9% Strongly Agree or Agree that discipline and the care of students was a professional development need (mean 3.4).

d) an interest in seeking new resources, including information technology, for use in their teaching.
e) a need to gain new knowledge in the Key Learning Areas (item 11(e), 9% Strongly Agreeing and 47% Agreeing, mean 3.4). This concern for teachers staying “up-to-date” with new content in the various syllabus areas was expressed by a number of Head Teachers. Emphasising the importance of this concept, one Head Teacher challenged the concept of a competent teacher being limited to one who is generally efficient in the classroom, and who satisfies children. Arlene, a Head Teacher of English, claims in her statement below that unless teachers teach new content and approaches in the syllabus, they are not competent:

But we still have changing syllabuses, changing programs, changing content. But the person who will not accept the fact that the English taught today is much broader than the English taught in the past is not doing a competent job in terms of our programs, our kids, needs for the future. They are doing a competent job in one area, but they certainly are not covering what should be covered ... not teaching what is to me English of the 1990’s. To me that’s where the problem lies. You can have an extremely competent teacher ... the kids are satisfied – but they aren’t teaching what is supposed to be taught.

The qualitative data reveal a further dimension of needs related to the area of teaching, learning and curriculum that has been called “leadership” needs (11 references) which wasn’t originally included in the taxonomy of professional development needs. This concept was initially thought by the researcher to be relevant only to executive staff in their leadership of other staff, but it was found that some components of it were also applicable to the teaching responsibilities of classroom teachers. In other words, both executive staff and classroom teachers are involved in leading other people. To seek further insights into this issue, the researcher returned to the literature during the course of the data analysis. While there are very few references related to this concept, Dalton and Boyd (1992) argue that as well as the knowledge and skills of teaching, there is a need for teachers to possess skills and qualities of leaders as they work with pupils, colleagues and community members.

The qualities and skills of empowering leadership that many teachers are using, and have used, in their co-operative classrooms for a long time, are the same as those leadership skills increasingly coveted by business, industry and the broader community.

(Dalton & Boyd, 1992: 8)
These authors suggest that such leadership skills include being able to involve people in decisions, communication skills, involving people both in the sharing of responsibility and developing team-work skills, and giving recognition and constructive feedback.

The qualitative data reveal the following areas of needs that related to the skills of leadership in both the teaching process and in the roles of executive staff:

- the skills of handling difficult, “stodgy” or “recalcitrant” staff, parents or students in a manner that doesn’t lead to an on-going negative relationship;
- the skills of positively influencing or motivating students and staff;
- effective decision-making skills;
- effective communication skills; and
- time management and general organisation skills.

The data also reveal that the majority of executive teachers who participated in this study claimed they had little or no training in leadership. This is substantiated by one secondary school Deputy Principal who reports that many of the head teachers on his staff have only undertaken professional development in their own Key Learning Area; little has been done in the area of leadership or people management.

Because of the overlap between leadership needs and those related to the teaching process (teaching, learning and curriculum), it is tentatively proposed that they be included with this dimension of the taxonomy of professional development. Some of these needs also overlap with other areas of the taxonomy, such as Personal Needs. However, this decision is based upon limited data and requires far more extensive research to be conclusive.

In summary, the study reveals that there is justification for this component of professional development needs to be part of the taxonomy of needs of teachers. The literature reports an emerging study of what constitutes core areas of teachers’ knowledge and skills. This research does not reveal many differences from these studies, except for the tentative addition of the dimension of leadership skills. On the basis of data gathered, it appears that the original title for this component of the taxonomy could be broadened from “Instructional and Curriculum Development” to incorporate “Teaching, Learning, Curriculum and Leadership Needs” and could include:

- assessment of students,
• planning for teaching,
• teaching methodology, including an interest in learning about alternative or innovative teaching methodologies such as team teaching, co-operative learning and student group work,
• the learning styles of students,
• improving classroom management and environment,
• new resources, including information technology,
• content in Key Learning Areas or syllabuses,
• leadership skills for working with adults and students.

5.5 System and School Needs

This dimension of a possible taxonomy of professional development needs is ranked last in the five dimensions considered with an aggregated mean scale score of 3.5, standard deviation 0.8 (Table 5.1).

While a majority of teachers did not see the system’s requirements (i.e., the N.S.W. Department of School Education) as being a major motivating issue in their undertaking professional development (see section 4.3.5), its needs were still considered by teachers to be important in a consideration of their own needs. This was measured through responses to items 11(f) and 11(g), presented in Table 5.6 below. A Cronbach Alpha coefficient score of 0.7 shows a strong correlation between these items.
Table 5.6
Responses of Teachers to Items on Professional Development Needs as Designated by the School or Employing Institution.

(N=32)
(5=Strongly Agree, 4=Agree, 3=No Response, 2=Disagree, 1=Strongly Disagree)

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Item statement</th>
<th>Strongly Agree %</th>
<th>Agree %</th>
<th>No Response %</th>
<th>Disagree %</th>
<th>Strongly Disagree %</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>11(f)</td>
<td>Areas designated as a high priority by my school/ college</td>
<td>12.5</td>
<td>56.3</td>
<td>21.9</td>
<td>6.3</td>
<td>3.1</td>
<td>3.7</td>
<td>0.9</td>
</tr>
<tr>
<td>11(g)</td>
<td>Areas designated as a high priority by my employing institution</td>
<td>6.3</td>
<td>46.9</td>
<td>34.4</td>
<td>6.3</td>
<td>6.3</td>
<td>3.4</td>
<td>0.9</td>
</tr>
</tbody>
</table>

Mean scores of 3.7 and 3.4 for the above two items indicate a significant majority of teachers see the developmental priorities of the school and the Department of School Education as being major issues in their own professional development.

The needs of the school tend to be seen by more teachers as being an issue in their professional development (13% Strongly Agree and 56% Agree, mean 3.7) than is the case for the needs of the N.S.W. Department of School Education (6% Strongly Agree and 47% Agree, mean 3.4) (paired t value of 1.9 with df = 31 approaches statistical significance (p =.07) even with the small sample size). This difference may be explained by the fact that schools are expected to integrate the annual priorities of the Department into their annual strategic or management plans, and it is this plan that has the most direct effect upon the activities of the school and the teachers.

It has already been outlined (Chapter 2.2.1) that the N.S.W. Department of School Education attempts to ensure that schools and teachers implement its priorities through various forms of control. These attempts include:

a) a requirement of principals that they submit an annual report to their superiors showing how they have implemented the Department’s priorities.
b) funding schools and teachers to attend professional development courses based upon its annual priorities. One example of this occurred during the course of this study when the Department stipulated that schools had to spend at a major proportion of their professional development funds on the development of teachers in the area of student outcomes (a priority for 1994), or student welfare (a priority for 1997).

While this procedure is official policy, evidence was gathered during the study that the policy is not always implemented in reality. Two principals and one leading teacher describe how they base their strategic or management plan on the needs of the school community (i.e., the perceived needs of the students, teachers and parents), and not the priorities of the N.S.W. Department of School Education. Some of these needs overlap with those of the Department, while others are quite different. However, when it comes to submitting their annual reports, these executives claim they couch their reports in terms of the Department’s priorities, even if this wasn’t the reality. “I just tailorise things to fit in with their headings”, stated one Principal.

These strategies do not mean that schools ignored the Department’s priorities. The strategies appear to be used because it was felt that:

- some of the Department’s priorities do not reflect the school community’s needs.
- some of the Department’s priorities are perceived as being “flavour of the month” priorities implemented to meet the short-term political needs of the government rather than the long-term needs of the school community. This is expressed by one principal, Matthew, in the following manner:

What annoys me though is that (the Department) rushes around and puts out a management plan last year based on the objectives to the year 2000. Then they change their management plan this year to five priorities. Next year’s management plan is going back to 10 priorities. So they’re leaping around.

- schools are often ahead of the Department in their planning to meet the needs of the school community, that is, the priorities of the Department are at times out-of-date in meeting the needs of the school community.
there is a perception that the annual reports submitted by principals to the N.S.W. Department of School Education are perceived to be no longer read by Departmental authorities, or other members of the education community.

there is a tension between the role of the Department of Education and the local school community in terms of who determines professional development priorities. While the Department perceives it has a role in setting future developmental priorities for all schools in N.S.W., some principals and executive staff see that responsibility as belonging to the local school community.

In summary, it appears that both the school’s and the N.S.W Department of School Education’s priorities for professional development do have an effect upon the needs of teachers and should be included in a taxonomy for such. However, the relationship that exists between the Department’s development priorities and those of the school appears to be complex. The tension that exists between the priorities established by the Department and those established by the school needs some resolution, particularly in light of the accountability system presently in place for implementing these priorities. One method of attempting to resolve this tension may be to address the issue of the way in which the school’s priorities and the Department of School Education’s priorities are established. In particular, it may be possible to devise a more consultative model for developing these priorities that reflects both the needs of the local school community, and the N.S.W. education system as a whole.

5.6 Summary of Taxonomy that Represents the Professional Development Needs of Teachers

This Chapter presents the analysis of the research results related to the major study question that attempts to establish a taxonomy of professional development needs of teachers. While summarised in greater detail in Chapter 8, it is argued here that the research verifies the existence of such a taxonomy, albeit in a tentative form in a number of instances. This taxonomy varies from that initially identified in the literature. While the taxonomy was holistic in nature (i.e., it encompassed both professional and personal dimensions of a teacher’s life) there are a number of overlapping and inter-related dimensions. The taxonomy of needs identified is:

- Career Needs
- Personal Needs
• Contemporary Issues That May Impact Upon My Professional and Personal Needs

• Teaching, Learning, Curriculum and Leadership Needs

• System and School Needs.
CHAPTER 6

ANALYSIS OF RESULTS

6.1 Appraisal and Validation Processes

I'm talking about my own staff. (How to) get them to self-evaluate everything they do. And to say, can I do that a better way — is that the best way I could have done it.

Cathy, the Head teacher who made the above statement is reflecting a fundamental step in the process of assisting teachers to identify their professional development needs; that is, helping them to question their present practices. Chapters 4 and 5 have outlined both the circumstances in which professional and personal change may or may not take place, and the potential areas in which this change may occur. This chapter addresses the third major study question which seeks to identify the types of assessment techniques teachers prefer to use in assessing and validating their professional development needs. The use of these techniques is seen as a further important element in an analysis of teachers' professional development needs, and has been included as Module 7 (Appendix No. 1) in the PPLP process.

Table 6.1 presents teachers' responses to a variety of ways in which they determine their professional development needs. These issues have been termed appraisal or validation strategies, and appear to have a strong correlation between them with a Cronbach Alpha coefficient of 0.7.
### Table 6.1

Responses of Teachers to Items on Appraisal or Validation Strategies Used to Determine Their Professional Development Needs.

(N=32)

(5 = Strongly Agree, 4 = Agree, 3 = No Response, 2 = Disagree, 1 = Strongly Disagree)

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Item statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>No Response</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 a)</td>
<td>Supervision by an executive staff member as part of formal accountability processes</td>
<td>21.9</td>
<td>18.8</td>
<td>28.1</td>
<td>25.0</td>
<td>6.3</td>
<td>3.3</td>
<td>1.3</td>
</tr>
<tr>
<td>12 b)</td>
<td>Supervision by an executive staff member to assist with my professional growth</td>
<td>31.3</td>
<td>28.1</td>
<td>12.5</td>
<td>25.0</td>
<td>3.1</td>
<td>3.6</td>
<td>1.3</td>
</tr>
<tr>
<td>12 c)</td>
<td>Supervision by a peer</td>
<td>6.3</td>
<td>31.3</td>
<td>18.5</td>
<td>34.4</td>
<td>9.4</td>
<td>2.9</td>
<td>1.1</td>
</tr>
<tr>
<td>12 d)</td>
<td>Informal interaction with colleagues</td>
<td>18.8</td>
<td>62.5</td>
<td>15.6</td>
<td>3.1</td>
<td>0</td>
<td>4.0</td>
<td>0.7</td>
</tr>
<tr>
<td>12 e)</td>
<td>Examination of teaching outcomes / students results</td>
<td>21.9</td>
<td>46.9</td>
<td>15.6</td>
<td>15.6</td>
<td>0</td>
<td>3.8</td>
<td>1.0</td>
</tr>
<tr>
<td>12 f)</td>
<td>Self-reflection</td>
<td>65.6</td>
<td>25.0</td>
<td>6.3</td>
<td>3.1</td>
<td>0</td>
<td>4.5</td>
<td>0.8</td>
</tr>
<tr>
<td>12 g)</td>
<td>Feedback from the parent community</td>
<td>9.4</td>
<td>25.0</td>
<td>28.1</td>
<td>31.3</td>
<td>6.3</td>
<td>3.0</td>
<td>1.0</td>
</tr>
</tbody>
</table>
Mean response scores for all the items in Table 6.1 range from 4.5 to 2.9 indicating that a majority of teachers feel they use a range of these strategies. However, it became evident to the researcher through an analysis of the qualitative data that the practice of teachers in terms of the use of appraisal strategies did not reflect the processes teachers claim they use in the survey instrument responses outlined in Table 6.1. In one workshop teachers were asked to describe, in diagrammatic form, the processes they used to select professional development activities. Of the 12 teachers in the group, seven described how they usually "flipped through" the booklet of professional development courses that is provided bi-annually to schools by the N.S.W. Department of School Education. If they saw an activity that they thought they might be interested in, or that met their needs in terms of location or time, they apply to attend. Such an ad hoc approach to selecting professional development belies the data that imply they used some form of structured process to analyse their needs.

It also became evident to the researcher that the use of many of these strategies is a difficult and controversial issue for teachers. One cause of this appears to be that the concept of using the terms appraisal, evaluation, or assessment in association with the process of determining professional development needs provides difficulties for some teachers. In one school the researcher was told by the group participating in the PPLP process to exclude the term appraisal, otherwise other teachers in that school wouldn't use these strategies.

One reason for this fear of the concept of appraisal appears to emanate from a confusion in teachers' minds about appraisal being associated with summative forms of appraisal, as opposed to formative processes as intended in the PPLP process. These concerns of teachers with any form of summative appraisal appears to be reinforced by their perception that the N.S.W Teachers Federation had banned all appraisal methods. While this does not appear to be the case (the N.S.W. Department of School Education (1995) has introduced a programme termed "Performance Appraisal Scheme For Teachers and Executive Staff Other Than Principals", which had been agreed to by the N.S.W Teachers Federation — see Chapter 2.4), the perception persists that teachers shouldn't participate in such processes. The sensitivity of the industrial implications of this issue was reinforced during the PPLP process in several ways. On one occasion one school's Teachers Federation Representative stated that, if the course had not covered the issue of appraisal in accord with Federation policy, he would have had the Course banned within the school. On another occasion a teacher agreed to participate in the process but wouldn't show his supervisor the written outcomes of his reflections because he claimed the Teachers Federation had advised that teachers shouldn't put
anything in writing about their own performance or participate in any activity that involves written statements about that performance. Several executive staff expressed frustration at this negative attitude to any form of appraisal which they felt emanated from the policies and advice given by the Teachers Federation.

The difficulties referred to above also appear to partly emanate from teachers’ lack of knowledge or understanding of the role of appraisal, and how it could be either summative or formative in nature. This was despite a majority of teachers claiming they used a variety of appraisal-type strategies to determine their professional development needs, as outlined in Table 6.1 above. This lack of knowledge applies to both teachers and executive staff, many of whom claim that they had received little or no training in these processes. Indeed, the knowledge that they have of these processes is often limited to their experience of the processes used with them in formal supervisory processes that they had encountered in the past. For some, this experience did not seem extensive. This finding was in contradiction to claims by such writers as Hickox and Musella (1992) (see Chapter 2) that there is an emerging trend for teachers to use a wider variety of appraisal processes than used in the past.

The researcher was alerted to this lack of knowledge through participants in the PPLP process complaining that not enough time has been spent explaining the role of appraisal in determining and validating one’s needs (see Module 7 of the PPLP process, Appendix No. 1). Helen provides an example of this with the following comment:

\[\text{In that section (on assessment) I can remember feeling a bit confused. Some of the concepts were a bit new, and I think we (the whole group) spoke about that before .... that perhaps we should have dealt a little more on that.}\]

Consequently, the appraisal and validation section of the process has been considerably expanded in terms of time and content. Greater emphasis is given to appraisal as being one aspect of development controlled by the teacher, rather than being a judgemental process in which the teacher was merely a passive player. Participants examine a variety of methods that allow them not only to analyse their current professional and personal behaviour, but enable them to distinguish between their developmental likes as opposed to their needs through a number of validation strategies. For many of the teachers this approach to appraisal appears to be new, as expressed by Cathy.

\[\text{I think what you've done for me (in the PPLP process) is put a view on appraisal that is different from what has been forced on us. I don't think there is anything wrong with that (your view of appraisal). I think the problem is}\]
using the word appraisal. I don't know if there is any other term you can use — but, because it's linked to such negative thoughts amongst teachers, it's a hard one to bust. For myself, I think it's good because it makes you think about different ways you can do it.

Another executive teacher, Marion, also refers to the need to educate teachers about the role of appraisal in professional development thus,

If I was to say where would I want to spend training and development money with teachers, it would be in getting them to be able to do this. To go back and think about what was it I did, what happened, ....what happened as a result of that, where does that relate to what I believe and what I think, and how does that sort of fit in the big picture? This notion that we go back and we think about things that we have done, and put them into some sort of framework, and .... have some understanding of the different processes we might be coming from.

The above two comments reflect some of the general problems with appraisal and its lack of acceptance by teachers. The comment "has been forced on us" refers to previous summative appraisal processes in which teachers were required to be involved. This appears to have helped create the "negative" attitudes to which the teachers refer. Consequently, attempts to promote the use of formative processes used in an ongoing manner, as referred to above, ("we go back and we think about things that we have done, and put them into some sort of framework") will be difficult. To increase the ability of teachers to appraise and reflect in this way will require, as the above comments suggest, new attitudes and training.

These concerns reflect a major problem for the education community with the issue of appraisal. Such concerns appear to be so significant that there possibly needs to be a reconceptualisation of formal appraisal based upon research of methods that teachers relate to and can readily put into operation in the workplace (see Chapter 8 for recommendations). This re-conceptualisation needs to be accompanied by an extensive education programme.

The strategies teachers claim they most commonly use to determine their professional development needs involved self-reflection (Item 12 (f)) with 66% Strongly Agreeing and 25% Agreeing (mean 4.5) that they use this method. Indeed, after an analysis of the qualitative data, the researcher came to understand that self-reflection was probably the basis or starting point of most appraisal or validation processes. This concept is
referred to by Schon (1983) as “reflection-in-action”, whereby a variety of strategies are used by professionals to deal with problems as they arise. However, the analysis of the data reveals a considerable variation in the types of reflection used. These types of reflection appear to be in two forms.

The first type is termed unstructured, random, self-reflection strategies. These strategies do not involve other people and appear to be aimless in nature. No attempt appears to be made to structure the processes by trying to formally analyse or solve the problems being considered. Such strategies were described by teachers as being almost “sub-conscious” processes that occur randomly while they are “driving on the freeway”, “doing the washing up”, or at the end of the day when “going home, or of an evening, I will look at, or play back something that happened that day”.

Martina describes this unstructured process as it occurred to her:

\[
\text{Some days I would go home very stressed and think what am I doing and I'd}
\]
\[
\text{wake up during the night and I wouldn't be sleeping because I'd be thinking}
\]
\[
\text{about things that were going to happen or things that had happened that day.}
\]

The second types of reflection strategies are more structured and involve attempts to formalise the process not only to analyse the problem but also to validate teachers’ own reflections on the matter. Strategies that are part of this process have been explored in Table 6.1. Additional strategies identified in the qualitative data that assist to make reflection strategies more structured included writing down the reflections (including the keeping of some form of journal, personal history or critical incident analysis), discourse or dialogue with “critical friends” or “mentors” including people who are both inside and outside the profession of teaching (including family members), reading and attending courses or professional development programmes.

These strategies may begin with the individual using unstructured reflection strategies, but then proceed through the use of a range of more structured strategies to attempt to make the process more valid. Matthew describes this process in the following manner:

\[
\text{.....It's self reflection informed by ..... interaction with colleagues, by}
\]
\[
\text{feedback from parents.....all of these things (that) inform my self reflection.}
\]
Marion describes her own structured reflection process:

*I have a fairly prodigious memory, so I often just...sit and visualise it (the issue) through, and think it through, and figure out what’s happening, and then I’ll tend to write down what I’m going to do.*

A third teacher, Ron, describes the process of making his reflection more structured as being like a process of:

*“editing” and internalising what’s been happening through the day, because......something ‘a’ happens that causes ‘b’ and you’ve done that without thinking about it......so self reflection is reviewing, editing, conscious like.*

While processes for these reflection strategies used by teachers appear to be conscious and structured, they did not necessarily follow any specific or ordered pattern. Donna describes the process that she went through during the PPLP process in order to examine the possibility of changing the direction of her career. She was a member of the school executive trying to decide whether to continue on a traditional career path and apply for a Principal’s position — something she had been encouraged to do by her superiors. However, she wasn’t sure she wanted to follow such a path. During the process she read extensively and talked to a number of colleagues, friends and her partner. In doing so she was attempting to validate through this external input her thoughts and hunches. Donna describes the pattern of this process in the following manner:

*So it was really a matter of taking one step, and then sort of either spreading it out — going one way and ....reading something and discussing it with someone, and then coming to something else, and then going around in circles. And... you’d go back to where you were again, and you’d think, that didn’t make sense, it didn’t work out.....it ‘s been like (being in) a squash court, bouncing back and forwards.*

Donna also refers to the pain that this process has caused her. She describes to the researcher how she drove home from several of the PPLP process sessions crying, such is her dilemma. The process has caused her to question or appraise her present values about her life and career. She then used the strategies described above to seek answers to her dilemma, and to validate her decisions. By the end of the PPLP process Donna decided that she wasn’t personally happy as a school executive, and would begin studies to become a counsellor.
Like Donna, others also describe this process as being complex and difficult, particularly as they attempt to distinguish between their likes and needs. When asked if the PPLP process helped her distinguish between her likes and her needs, Lois describes the tension that existed for her in this distinction:

It did, but you still end up with that feeling of — that "but" feeling; — so that's my need, but what I want is this..., and it's a bit aggravating at times, thinking that if I have to (do this) ..., and what I want is something else. So I guess in that way it did... help to differentiate those needs, it's just making that personal adjustment and finally coming to terms with — this is what you've got to do.

Helen also refers to the difficulty of moving beyond her likes, or the things that she was comfortable with, and examining some of the realities of her teaching when she describes how, after being observed and receiving feedback from another teacher, she only focussed on the part of the feedback she was comfortable with:

And I felt that (the feedback) ..., really did just confirm what I knew, but I think that self thing again — all you do is hone in on the bits that you want to see, or not. You're not proud of what you see, but if that's what you're looking for that's what you'll see.

These tensions are similar to the concept Kelly (1955) describes and refers to in Chapter 2, whereby personal constructs need to be challenged and questioned before they can be modified or extended. In the examples described above, these teachers used more structured processes (the use of other people, and the PPLP process), to "unfreeze" (Schein, 1972) these constructs in order to try and validate the difference between their likes and their needs, the ideal and the reality (Scriven, 1991). Such processes have helped these teachers understand their ideal status of performance (what ought to be) as opposed to actual status (what is) (Kaufman, 1972). However, such a process can be painful, and at times the ideal can be rejected in favour of the more comfortable state of being.

As outlined above, teachers nominate the use of other people as a major means of assisting them in the appraisal and validation of their developmental needs. These may include range peers, significant others outside of teaching and executive staff. The research found that the success of the use of such people in these processes depends upon the type of relationships that exist between the teacher and those they sought to
involve. This relationship requires both sensitivity and particular attributes if it is to be successful. A number of attributes were identified as either enhancing or limiting these processes.

6.2 Enhancing or Limiting the Appraisal/Validation Process — Fear

Egan, (1987), Winter, (1987), Burgess (1989) and Stake, (1989) (see Chapter 2) refer to the concept of teachers’ fears of appraisal and their perception of it being a personal threat. In this study, teachers made ten references to the issue of fear of appraisal processes being an important issue. In Chapter 4 reference was made to teachers’ discomfort with change and professional development because it meant that they had to find out about problems they may be experiencing. Similarly, teachers expressed fear of being in an appraisal process because of the fear of others becoming aware of possible problems, and the consequences of them having that knowledge. Helen refers to this type of fear about having other teachers come into her classroom to observe her teaching:

And in theory you should be able to do that within your school, within your own staff, to be able to watch other people, but I would hate anyone to come in and watch me ....

Donna also recalls this sense of threat amongst teachers:

(Donna) When I was an ESL teacher, some teachers wouldn’t have me in their class, because they felt threatened by having another person in the class, like you were there to pick up on all their mistakes or you know, whatever.

(Interviewer) Which is not what you were there for?

(Donna) No, that’s right, but I found that with mainly the teachers that have been teaching for a long time.

(Interviewer) Okay, so they felt threatened.

(Donna) They feel threatened having somebody else in the room.

The level of this fear appears to vary from individual to individual. One extreme case of this fear and the consequent stress that it produced was described by Marion when she
describes a difficult appraisal relationship with another staff member:

We've been steadily rebuilding our relationship over a fairly long period because the first year I was here he had three angina attacks in my office when he came to see me, because of the stress of having a supervisory relationship, but I think we're a lot better now, but it's taken a really long time.

The fear of appraisal and the subsequent revealing of problems appear to be linked to the concern that such revelations may be deleterious to the career of a teacher at a later time. Davis explains this concern in the following manner:

To get out of this school (by transfer or promotion) I need a work report. Therefore, you don't tell others of your difficulties.

The work report referred to in this quotation is a written report provided by the school principal. It appears to be an important issue in teachers' fears of appraisal processes.

6.3 Enhancing or Limiting the Appraisal/Validation Process — Trust

Trust was another important criterion for teachers in determining if they would seek assistance from another staff member or executive member, as highlighted in eight references. This sense of trust appears to be made up of two factors. The first is to do with confidentiality. If teachers have a problem and they wish to discuss it with another staff member, they have a serious concern that other staff members wouldn't hear about those problems. Norm, a Principal, expresses the importance of confidentiality between him and his staff in this way:

....because it's very important that a teacher can come in here and get it off their chest about somebody else, or me, or something else, and go out there knowing (it's confidential) if they get help. I mean the staff .... would have no idea who gets help and what sort of help, and who gets a kick in the shins, or whatever.....

Len also refers to this issue of confidentiality:

....if I went to M__, I'd trust that what she gave me was factual and that it wouldn't be something that wouldn't go out beyond us to other members of staff that I had opened myself up and talked about my weaknesses.
The second element of trust concerns reliability. If an executive staff member promises some form of help or advice and fails to deliver or provide what was promised on a consistent basis, their relationship of trust was broken. This point is expressed by Lois in the following manner:

The characteristics they have are they've got so much on their plate that I wouldn't trust that they'd remember to do it.....And also, some people aren't particularly genuine when it comes to — Oh, yes yes yes I'll help you. .....but when it comes to the crunch they don't actually ...do it.

6.4 Enhancing or Limiting the Appraisal/Validation Process — Respect

Teachers also appear to make judgements about whom they approach for assistance based upon their level of respect for that person’s perceived standard of knowledge and skills. They appear to use a variety of informal processes to classify those people they respect and from whom they would seek advice and assistance. Matthew described this classifying process:

If we look at the executive staff members that have the skills, there are three of them that I will be very happy to work with in this way, and on my own staff I've got half a dozen teachers who I'm quite happy to open and say I want some help with..... .

Amongst the ten references to this issue, the following quote from Helen highlights the point that this judgement goes beyond the status of the person concerned; even if a person is an executive staff member officially designated to supervise or assist them but who didn’t have the respect of the teacher, assistance wasn’t likely to be sought.

And I don't think it really matters whether it is a peer or an executive. I think it's just someone that you trust, and you get on with,....I think it's more that sort of personal relationship rather than because they're an executive, or they're a peer. It's like someone that you respect, and who you think that is as good a teacher as you, or is a better teacher perhaps than you. You have to have that feeling, otherwise you’re thinking well, if they’re sort of assessing you — what's the point if you already feel better professionally than they do. So it has to be someone that’s either on your level, and you can sort of share ideas and interact (with), or someone who you don't feel overshadowed by, but who you respect in terms of their professionalism.
Helen also mentions the concept of a personal and a professional relationship between the teacher and the person from whom assistance is sought. Once this is established, it appears that barriers such as fear and mistrust break down. Liz refers to this when, despite expressing concern with working with supervisors in general, she became comfortable with having another person observing her teaching:

But then sometimes it might be good to have supervision. I found I had to have DR for supervision for about 4 or 5 years beforehand and I didn’t mind, she’s so professional and I didn’t mind her being a supervisor at all. I would gladly have her in my room any time.

6.5 Enhancing or Limiting the Appraisal/Validation Process — Providing Positive and Critical Feedback

Teachers made 19 references to the importance of receiving positive or critical feedback when assistance or advice was sought. Teachers appear to need encouragement and praise for their efforts, but also look for critical feedback that helps them in their continued growth. Helen expressed appreciation of an executive staff member who provided this help:

And getting the positive feedback.....and making you feel that the bit that you have done was good. I’m not going to hassle about the bit that’s not done, and just inspiring confidence in you, ...and it didn’t feel like a false confidence because comments were relevant,....weaknesses were acknowledged, but it was in such a way that it was like “well you might like to address that next year”....- it wasn’t brushed under the carpet, like “oh no, that’s good enough”. It was an acknowledgment that things can improve, that in due course they will.

The importance of receiving critical feedback was also emphasised by Noel who had been experiencing problems in the classroom and had lessons supervised by an executive staff member. He sees the feedback he received as not being helpful because:

....the comments I got were favourable but it really didn’t tell me anything.

It didn’t tell me anything I didn’t know.

The skill of giving positive feedback is acknowledged, however, as being far easier than giving critical feedback. Not only is the latter more difficult, but some teachers feel
that their peers, their friends and their supervisors don’t give honest or critical feedback. Ron alluded to this problem:

At the moment, I don’t have any teachers that I’m critical of. I’ve had a lot of teachers that I’ve had a lot of problems with. With parents who’d come in and say — well I don’t like what he’s doing, and to be honest I don’t either. So this negotiation phase is fine when I’m just delegating — that’s easy, but when you’re coming back to saying look your work is not up to scratch, I don’t like what you’re doing.....we’ve been getting complaints about it. That is harder. But I think I am able to do it, but I am not as comfortable with that.

Another executive staff member, Marion, put these problems down to a lack of interpersonal skills when it came to implementing a supervision programme or providing critical feedback:

(Marion) I think when people say I don’t know how to do it, because I haven’t been trained, they’re coming back to the interpersonal stuff. They don’t know how to --

(Interviewer)...fear thing?

(Marion) I think so. I think a lot of teachers, no not a lot, some teachers, and some head teachers, find the interpersonal stuff fairly hard to do.

(Interviewer)...And giving critical feedback?

(Marion) Yes. They’re good at group work. And they’re good at giving ... feedback, but they’re not good at giving adults feedback, and they shy away from it. And of course they’re all fairly defensive too. If you have to give somebody negative feedback, it’s a fairly unpleasant experience.

6.6 Enhancing or Limiting the Appraisal/Validation Process — Availability and Time

Teachers express concern that they do not approach some executive staff members because they always appear too busy with administrative tasks, or have too many problems of their own to deal with. On some occasions, executives who were involved in supervisory relationships fail to follow through this relationship in a consistent or regular manner due to the pressures of other work. Consequently, it is left to the person
being supervised to approach the executive for help or for an interview — a situation that causes a loss of respect for the supervisor.

6.7 Summary

The above analysis has led the researcher to understand that appraisal and validation of teachers' professional development needs occur in two different ways: in both an unstructured reflection and a structured reflection process. The validation of the outcomes of such processes is enhanced by working with other people and external forms of input. Where such an appraisal process exists, a number of issues are identified that may enhance or limit its effectiveness: fear, trust, respect, the provision of critical feedback and availability and time. Underlying all of these elements is the fact that teachers' concept of appraisal appears generally to be negative and lacks understanding of its formative role in the determining of professional development needs. These findings and their implications are summarised more fully in Chapter 8, Conclusions and Recommendations.
CHAPTER 7

USING THIS PROCESS MODEL TO ASSIST TEACHERS IDENTIFY THEIR PROFESSIONAL DEVELOPMENT NEEDS

This Chapter analyses data related to the Major Study Question No. 4, which inquires into how the theoretical model for assisting teachers (outlined in Chapter 2, Figure 2.2 and implemented through the PPLP process) can be used by teachers to determine their professional development needs. Chapter 3 (Conduct of the Study) outlines how the PPLP process is developed from theoretical propositions and implemented with three groups of teachers employed by the N.S.W. Department of School Education. Following the formative analysis of data drawn from implementing the PPLP process with these three school groups (Chapters 4, 5 and 6), the process has been modified and implemented with a further 38 executive staff in a form of summative evaluation, aided by a new survey (Appendix No. 4) and structured interviews (Appendix No. 5). The responses of the executive staff to this evaluation instrument are presented in Table 7.1 below (see page 157).

7.1 Content of the Process

The responses to items 1(a) – 1(f) and the data already presented in Chapters 4, 5 and 6 relating to a taxonomy of needs generally substantiate the content that underpins this process model, that is, an understanding of change as it affects the person involved, a consideration of a taxonomy of possible needs and the need to appraise and validate these needs.

Responses to item 1(b) indicate that 50% Strongly Agree and 42% Agree (mean 4.4) that the content of the process focuses upon a broad range of professional development needs while 33% Strongly Agree and 61% Agree (mean 4.25) that the content helps them clarify their own professional development and personal needs (item 1(a)). These responses appear to support the view that the process of identifying one’s needs involves consideration of a taxonomy of needs that goes well beyond the traditional professional needs of teachers focusing only upon teaching and curriculum. Indeed, as the development of this process evolved over the course of the study, the title of the process was expanded from one that referred to the development of a “professional development plan” to one that referred to a “professional and personal life plan”, thus
### Table 7.1

Responses of Executive Staff To Evaluation of the PPLP Process

(N=38)

(5=Strongly agree, 4=Agree, 3= No Response, 2= Disagree, 1= Strongly disagree)

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Item statement</th>
<th>Strongly Agree %</th>
<th>Agree %</th>
<th>No Response %</th>
<th>Disagree %</th>
<th>Strongly Disagree %</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>THE CONTENT OF THE COURSES</td>
<td>33.3</td>
<td>61.1</td>
<td>2.8</td>
<td>2.8</td>
<td>0</td>
<td>4.25</td>
<td>0.7</td>
</tr>
<tr>
<td>1a</td>
<td>Helped me clarify my own PD/ Personal needs</td>
<td>50.0</td>
<td>41.7</td>
<td>5.6</td>
<td>2.8</td>
<td>0</td>
<td>4.4</td>
<td>0.8</td>
</tr>
<tr>
<td>1b</td>
<td>Focused on a broad range of PD</td>
<td>63.9</td>
<td>36.1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4.4</td>
<td>0.5</td>
</tr>
<tr>
<td>1c</td>
<td>Could be applied to a school setting</td>
<td>33.3</td>
<td>41.7</td>
<td>22.2</td>
<td>2.8</td>
<td>0</td>
<td>4.1</td>
<td>0.8</td>
</tr>
<tr>
<td>1d</td>
<td>Will assist me in my role developing staff</td>
<td>47.2</td>
<td>47.2</td>
<td>5.6</td>
<td>0</td>
<td>0</td>
<td>4.4</td>
<td>0.6</td>
</tr>
<tr>
<td>1e</td>
<td>Was relevant and easy to understand</td>
<td>27.7</td>
<td>61.1</td>
<td>11.1</td>
<td>0</td>
<td>0</td>
<td>4.2</td>
<td>0.6</td>
</tr>
<tr>
<td>1f</td>
<td>Provided a good balance of theory and practice</td>
<td>19.4</td>
<td>52.8</td>
<td>13.9</td>
<td>13.9</td>
<td>0</td>
<td>3.8</td>
<td>0.9</td>
</tr>
<tr>
<td>2</td>
<td>THE PROCESSES USED</td>
<td>55.6</td>
<td>36.1</td>
<td>5.6</td>
<td>2.8</td>
<td>0</td>
<td>4.4</td>
<td>0.8</td>
</tr>
<tr>
<td>2a</td>
<td>Provided opportunities for individual reflection</td>
<td>66.7</td>
<td>30.6</td>
<td>2.8</td>
<td>0</td>
<td>0</td>
<td>4.6</td>
<td>0.5</td>
</tr>
<tr>
<td>2b</td>
<td>Provided opportunities to discuss and share</td>
<td>44.4</td>
<td>50.0</td>
<td>5.6</td>
<td>0</td>
<td>0</td>
<td>4.4</td>
<td>0.6</td>
</tr>
<tr>
<td>2c</td>
<td>Created a climate of open supportive learning</td>
<td>33.3</td>
<td>58.3</td>
<td>5.6</td>
<td>2.8</td>
<td>0</td>
<td>4.2</td>
<td>0.7</td>
</tr>
<tr>
<td>2d</td>
<td>Helped summarise and consolidate ideas and issues</td>
<td>58.3</td>
<td>38.9</td>
<td>2.8</td>
<td>0</td>
<td>0</td>
<td>4.6</td>
<td>0.6</td>
</tr>
<tr>
<td>3</td>
<td>THE MATERIALS ARE:</td>
<td>50.0</td>
<td>47.2</td>
<td>0</td>
<td>2.8</td>
<td>0</td>
<td>4.4</td>
<td>0.7</td>
</tr>
<tr>
<td>3a</td>
<td>Well presented</td>
<td>41.7</td>
<td>58.3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4.4</td>
<td>0.5</td>
</tr>
<tr>
<td>3b</td>
<td>Clear and concise</td>
<td>58.3</td>
<td>38.9</td>
<td>2.8</td>
<td>0</td>
<td>0</td>
<td>4.6</td>
<td>0.6</td>
</tr>
<tr>
<td>3c</td>
<td>Easy to use and understand</td>
<td>61.1</td>
<td>33.3</td>
<td>5.6</td>
<td>0</td>
<td>0</td>
<td>4.6</td>
<td>0.6</td>
</tr>
<tr>
<td>4</td>
<td>THE FACILITATOR</td>
<td>58.3</td>
<td>38.9</td>
<td>2.8</td>
<td>0</td>
<td>0</td>
<td>4.6</td>
<td>0.6</td>
</tr>
<tr>
<td>4a</td>
<td>Was clear in delivery</td>
<td>58.3</td>
<td>38.9</td>
<td>2.8</td>
<td>0</td>
<td>0</td>
<td>4.6</td>
<td>0.6</td>
</tr>
<tr>
<td>4b</td>
<td>Was supportive and helpful</td>
<td>44.4</td>
<td>50.0</td>
<td>5.6</td>
<td>0</td>
<td>0</td>
<td>4.4</td>
<td>0.6</td>
</tr>
<tr>
<td>4c</td>
<td>Used interesting, relevant anecdotal comments</td>
<td>33.3</td>
<td>58.3</td>
<td>5.6</td>
<td>2.8</td>
<td>0</td>
<td>4.2</td>
<td>0.7</td>
</tr>
<tr>
<td>4d</td>
<td>Challenged the audience in a non-threatening way</td>
<td>61.1</td>
<td>30.6</td>
<td>8.3</td>
<td>0</td>
<td>0</td>
<td>4.5</td>
<td>0.6</td>
</tr>
<tr>
<td>4e</td>
<td>Provided opportunities for group involvement</td>
<td>61.1</td>
<td>30.6</td>
<td>8.3</td>
<td>0</td>
<td>0</td>
<td>4.5</td>
<td>0.6</td>
</tr>
</tbody>
</table>
encompassing professional, career, organisational and personal needs. Harold, a Principal, expresses an appreciation of this in the following manner:

Well, the strength of it (the PPLP process) I think is that it goes through all the areas that I think as a teacher you need to consider. You know the personal needs, your system needs, classroom needs, school beliefs; and I think it brings in every aspect....

Tony, a school executive who has experienced a great deal of frustration in his present role, found that the opportunity to consider a range of possibilities for his future helped him face the future more positively:

...(the PPLP process was) an opportunity to focus on a balanced approach to both my personal needs while linking them to my professional needs. This has probably “saved” me professionally and personally after 21 years in the job.

Other comments supporting the multi-dimensional aspect of such a taxonomy of needs include:

I came to the idea....maybe I can meet the organisational needs, but I can do that in a way that’s also going to meet my personal needs, and my needs for self-esteem, for comfort, or whatever. So that emphasis has changed. And I think the course has done that. It surprised me....time bombs. (Ron)

and

It (the process) did help me to reflect and enlighten me in various areas. One of the best benefits was you don’t often have a lot of time to do things just personally for yourself. And that’s what I thought was really good, .... I do a lot of things which will benefit me professionally, but....this was for me as a person and I really appreciated that. (Emie).

and,

...(the process was) a chance to think about me as a teacher and why I am here teaching, and what I am doing and what I am going to be doing in 10 years time. (Helen)
and,

(The PPLP process was) very useful for helping me clarify feelings, thoughts, needs at both personal and school levels. (Dianne)

As a result of on-going analysis of the data, numerous changes have been made to the content prior to the conduct of the last version of the PPLP process. These include: the broadening of Module 3 (Teaching, Learning, Curriculum) to include Leadership; the changing of Module 6 from Professional Responsibilities to Contemporary Issues That May Impact Upon My Professional and Personal Needs; and increased emphasis on appraisal and validation processes in Module 7.

The above data supports a holistic approach to examining the potential for professional development, as referred to in Chapter 2. Each individual will have varying needs according to his/her particular situation. However, by being able to consider such a holistic taxonomy each teacher has the opportunity to find the need that relates specifically to him/her, rather than being limited in their choice by an external uni-dimensional perspective of professional development.

7.2 Processes Used

Responses to items 2(a) to 2(e) also support the processes used in this model: processes that include external input of theory, opportunities for individuals to apply this theory to their own particular situation and small and large group discussions. Responses to Item 2(b) indicate that 56% Strongly Agree and 36% Agree (mean 4.4) that the processes provide opportunities for individual reflection. To enhance this reflection it is necessary to ensure that participants are given time during the process to attempt to apply aspects of the process to their own lives. This is done by having a period of approximately three months between the initial input and the final session. This period is an attempt to have participants apply the theory of the process to practice. Participants used this period to attempt to validate their initial reflections; to “mull over”, to allow ideas to “ferment”, to read and to discuss. Matthew expresses this point of view:

...it does make sense to look at these things over a longer period of time, I mean you wouldn’t do this in a one day seminar, or anything like that.
Following the initial input sessions the researcher found that some teachers often became distracted by school-based issues and pressures and didn't re-focus on the content of the process until they were interviewed by the facilitator or attended the final session. One teacher referred to the problem of attending the traditional "one-shot" approach to professional development — an approach that Fullan (1991) considers as often failing to lead to behaviour or practice.

*I think it's like all good things (inservice courses), you come away, you think this is good, this is exciting, you hit the school and all of a sudden there's this comes in and that comes in, and then the folder is sitting on your desk, and then the next thing is on top of it, and unless you get working down it keeps on piling on, and because it's not in one sense a deadline, urgent sort of, and I mean ..... we just react to situations. And when you (the researcher) came back (to the school) .... (I thought I've) got to do something about this now. (Caroline.)*

This problem highlights to the researcher the need for someone within a school (probably an executive member of staff) to take the responsibility of maintaining the process through either a series of meetings with participants or other monitoring techniques. It also highlights the benefit of having a group of teachers participate in the process, thus increasing the possibility of their supporting each other in the implementation period.

Responses to Item 2(c) show that 67% Strongly Agree and 31% Agree (mean 4.6) that the process provides opportunities to discuss and share. This is further evidenced by the following comments by Lois:

*I think it's been beneficial just hearing everyone else, especially (in) the last one (session), talking about their different needs because they were not frightened to say whether or not they didn't know where they were heading.*

Martina describes this interaction with each other in the following manner:

*...thinking back on this course....it's nice to have an adult conversation and I thought that was really interesting, and a lot of things that we learned and talked about and contributed in.*
Other teachers refer to the fact that this process has been the first time that they have participated in group discussion about their own professional and personal needs:

_The other thing (I found was good)_..._was just working together...a lot of people have said, remember that last session when we had two and a half hours of discussion...that was really positive...and supportive. And a lot of people said they'd never done that before. They never had the opportunity to sit down with a whole group and say, hey, I've got this problem._ (Bridget)

Another teacher was even more specific about the benefit of these group discussions:

_...it (the process) was a forum for discussing things with other people...if you don't normally talk about things like that...your ideas in teaching methods...or new research...in the staffroom_(That's) what we should be doing, we should be supporting each other, and talking about _...effective practice._ (Jenny)

These comments reflect what is perceived to be a lack of opportunities for such discussions in everyday school life. Alternatively, there may not exist the type of "supportive" atmosphere where there is a lack of fear referred to by the above participants that encourages such group discussions. Participants feel that this atmosphere did exist during this process as evidenced by responses to Item 2 (d) where 44% Strongly Agree and 50% Agree (Mean 4.4) that the process had created a climate of open, supportive learning.

The discussion of issues in groups enables participants to construct their own meaning of the concepts presented by the facilitator. This constructivist approach to learning, as referred to in Chapter 2, appears from the comments of some teachers to be a strategy that was a new experience for them as they were used to a more passive style of professional development where the course presenter plays a dominant role. The lack of experience of participants with these type of strategies is referred to by Sparks and Hirsch (1997 :11) in the following comment "Staff development from a constructivist perspective will include activities such as action research, conversations with peers about the beliefs and assumptions that guide their instruction, and reflective practices such as journal keeping — activities that many educators may not even view as staff development". This therefore put increased emphasis upon the skills of the facilitator to promote such discussion, to create the supportive, non-threatening atmosphere that
encourages it, and to introduce participants, where necessary, to these new staff development approaches.

However, the research also finds that at times individuals need to be given the opportunity to undertake personal reflection rather than be involved in group discussion. This is particularly evident in the module dealing with personal needs (Module 4). During this Module, participants appeared to want to keep their private issues to themselves rather than discuss them with work colleagues. Therefore, care needs to be taken generalising about the benefits of group discussion, as forcing participants to engage in such discussions on sensitive topics may damage their attitudes to the whole process.

While the process of group discussion is seen as a positive element, there is a division of opinion about the composition of the groups involved in the process. The groups from the first three schools involved were quite heterogeneous in that they contained teachers of varying experience, executive staff and school principals. Some participants found this beneficial because they heard a disparate range of opinions and issues being discussed. Others however, including the two principals, say that form of grouping constrains them from discussing issues relevant to themselves with a cross-section of staff present. This was also apparent in the summative process where a group of secondary teachers participated with primary teachers. Two secondary teachers complained of difficulty in conversing with primary teachers. This latter group involved in the summative process were more homogeneous in that they were all school executives and included six principals. Consequently, they appeared less constrained in their discussions of issues directly related to their responsibilities and their careers. The implication of this is that there are probable benefits in organising small group discussions along common interests or responsibilities.

7.3 Materials Used

At the beginning of the study, the PPLP process consisted of a series of activities and worksheets that participants used with the guidance of the facilitator. However, it was found that the process benefited from being re-developed into a “self-drive” folder containing the activities and worksheets along with summaries of the theoretical input previously presented verbally by the facilitator. This broadens the potential use of the process by enabling participants to use all or part of the materials with other staff without the need for a facilitator. The quality of the materials was praised by participants in their positive responses to items 3 (a) – 3 (c), with 100% of participants
agreeing that the materials were easy to use and understand (Item 3(c)). Further work still needs to be done to make these resources more “self-driven”. However, once this is achieved, it will enhance the use of the materials by executive staff with other teachers.

7.4 A Starting Point in an On-Going Process

Teachers made a large number of references (27) to the fact that the PPLP process acts as a “stimulus”, a “catalyst”, a “trigger” or a “focus” for them to consider needs that they hadn’t otherwise considered, or on which they hadn’t taken any action.

....I realised that it’s time for a change, and this was like a catalyst for change. And it helped me to focus a bit more and give me options, and to start that process going, so the course has been really good. (Peter)

and,

Clarified many ideas and feelings that I had been thinking about but had not clarified them in my own mind. (Steve)

The process led some teachers to not only clarify their needs, but to immediately start taking action to meet those needs (examples of such action are given in Chapters 3, 4 and 5). For others, the process was a starting point only in their search for answers:

It didn’t give me the answers, I suppose.....but ....it was useful in identifying specific areas of need....it did help to differentiate these needs. (Jenny.)

Executive staff felt that this process, given that it acted as a “catalyst” or “trigger” for assisting in the consideration of one’s needs, is useful in their role as staff developers. In response to Item 1 (c), 64% of the executive staff who completed this summative process strongly agree and 36% agree (mean 4.4) that the content of the process could be applied to a school setting. Of these executive staff 33% strongly agree and 42% agree (mean 4.1) that the content of the process will assist them in their role of developing staff (item 1 (d)).

One group of four principals who completed the summative process worked as a team to implement this process with their teachers and executive staff. These principals described to the researcher that their school-based implementation processes have the
following characteristics:

- staff are asked to volunteer to participate in the process. One principal, Phillip, describes how this was done at his school:

  We left it (the PPLP resource folder) in the staff room. I just said look, this is what we as an executive did on Thursday and Friday, have a look at it, it’s quite interesting, we learned a lot about ourselves. If you’re interested we’d (i.e., the executive) like to take one other person from the staff through the whole ..... process. Here’s the book, have a skim through it... .

- most teachers work in a one-to one basis with executive staff,

- each teacher is provided with a resource folder and works through the materials at his/her own pace,

- like the earlier comments of teachers, the process is only a starting point. Once initial needs are identified, further processes are put into place to support teachers in attempting to meet their needs. In the case of these four principals and their teachers, a twelve months process was planned to enable staff to further clarify and attempt to meet these needs. This was an action research process that was to be ongoing as new needs arise.

One executive staff member, in arguing for the use of this process at his school as a starting point for changing teachers and possible school culture, describes it as possibly working by:

...... letting people take on change......then, through that process as people become more comfortable with the process, can it then be a chance to change down the line the (school) culture and history of the place, in 2,3, perhaps 10 years. But I think this is a positive way to start. (Lionel)

By using the PPLP process in the ways described above, these principals and executive staff are reflecting what is described in Chapter 1 as being a “bottom-up” approach to staff development. Here, teachers are encouraged to use the PPLP process as a starting point for their own professional growth. In other words, they are being empowered to take responsibility for their own change in a supportive process. They are not told what professional development to do as is the practice in a “top-down”, “deficit” model of professional development. However, they are supported in their endeavours by PPLP process materials and executive staff who themselves had already experienced the process.
CHAPTER 8

SUMMARY AND RECOMMENDATIONS

This study took place in the context of changes in approaches to professional development in the N.S.W. Department of School Education. These changes involve a movement away from a technicist-functionalist paradigm in which teachers are viewed as being deficient in competencies and skills and it is the responsibility of the employing organisation to remedy these problems. Instead, procedures were put in place that reflect an alternative paradigm for professional development. This new paradigm perceives the "teacher-as-learner" or "teacher-as-researcher" who is motivated and capable of taking a greater role in the professional development process. Consequently, this study adopts the thesis that, in the framework of this new paradigm, there is a need to assist teachers to identify their professional development needs within the context of the need of their school and the N.S.W. Department of School Education. The identification of these needs is seen as an essential starting point for professional development and is seen as needing to overcome what has hitherto often been a haphazard and inefficient process based on teachers choosing, on an ad hoc basis, their professional development from a list of programmes offered by their employing organisation. Consequently, the study developed, implemented and modified a process for effectively determining professional development needs — the PPLP process. This modified model is based upon theoretical principles outlined in Chapter 2 (summarised in Figure 2.2). The final version of this model is represented in Figure 8.1 below.

The process depicted in Figure 8.1 represents a series of complex elements that are interwoven or overlap as teachers are directly involved in a process to identify their needs. The manner in which teachers move through the process varies considerably from individual to individual according to such issues as their attitude to change, their particular professional and personal needs, and their skills and knowledge of appraisal and validation processes. A consequence is that the outcomes of the process will also vary from individual to individual. However, it is argued that each of the three elements depicted above (attitudes to change, consideration of a taxonomy of needs, appraisal and validation) are important for the process to be effective. The outcome of such a process is a "life-plan" that reflects the professional, career and personal aspirations of teachers.
Figure 8.1 A professional and personal life plan - a development process
8.1 Change

The study of teachers as they work through the process attempts to address four major questions. The first relates to an examination of issues that cause teachers to question and change their present professional behaviours and attitudes. The depiction of the process in Figure 8.1 above is meant to imply that teachers' attitudes to change encompasses and transcends other elements in the process and will have a major impact upon its outcomes. Underpinning the study are theoretical assumptions drawn from the literature related to professional development that include:

- teachers will want to accept the primary responsibility for their own professional growth;

- in terms of organisational structure changes in teachers' behaviour are perceived as a “bottom-up” approach driven by participants in a role where they are both researchers and learners seeking to achieve their full professional potential, rather than a “top–down” approach driven by organisational administrators and their agendas for change; and

- the change process is enhanced by some form of systematic analysis of needs.

However, the study finds that teachers do not universally respond to change and professional development in this manner. In fact, there are very strong indications that a significant number of teachers reject the concept of change and professional development.

The process model begins with a consideration of change and the way in which it is assisted by professional development. This is done by attempting to give teachers a “meta-awareness” of their personal responses to change in accord with the theories of such writers as Kelly, (1955, cited in Zuber-Skerritt, 1991), Schein (1972), Smyth (1991), Lange and Burroughs-Lange (1994) (see Chapter 2). These writers emphasise that for change to occur the individual needs to become more conscious of, and make more explicit his/her behaviours and attitudes — his/her personal constructs of their world (i.e., to gain a “meta-awareness” of what and why he/she is doing things). This is part of the process of becoming “unfrozen” from present constructs and behaviours; a situation where a state of “guilt-anxiety” occurs as a precursor to future change and development.
This study provides further insights into teachers’ responses to change, and the findings may be used in future programmes to assist teachers gain a more extensive “meta-awareness” of these responses. It was found that the concept of change is controversial for teachers. This is despite the fact that the participants in this process probably had a positive predisposition to change by the fact that they volunteered to undertake this process. Only a small majority claim to be comfortable with change. However, a very strong majority see themselves as being the major stimulus for that change, assisted by the receipt of feedback from others.

The study reveals that teachers use an extensive range of activities to assist them to change through professional development. These include the provision of courses or programs conducted by the school or external organisations, interaction with colleagues, personal reading, and activities organised by interaction with colleagues. Professional associations and exchange with other teachers or schools were also used by a majority of teachers, but to a lesser extent than those listed above.

Teachers appear to be stimulated to undertake professional development by a variety of issues. These include:

- the need to increase professional skills or knowledge.
- the need to grow as a person, in order to be continually meeting new challenges (ie, such people have what Rotter (1966) (see Chapter 2) refers to as an internal locus of control).
- the need to overcome a problem or crises in their professional and personal lives.
- the seeking of extrinsic rewards such as promotion or salary increases. While half of the teachers in the study see this as an important issue in undertaking professional development, recent re-structuring in the Department of School Education appears to have diminished the significance of this issue. Salary increases are not seen as being an important issue, but the gaining of promotion and its consequential increase in salary do appear to be linked in terms of being a stimulus for undertaking professional development.
- the influence of some aspects of leadership within their school organisations. These include the extent to which school principals and their executive staff are successful in developing a culture of change in the
school. Such a culture continually reinforces the concept that change and its consequential taking of risks is highly valued. In such schools the undertaking of professional development by all staff is closely monitored and promoted through the generous distribution of financial resources for these purposes.

The study also reveals a number of issues that limit teachers from undertaking change through professional development. These include:

- a rejection by some teachers of the need to change professional and personal behaviours. Teachers with these attitudes appear to believe that there is no need to learn new knowledge or skills and that it is all right to continue to teach in the same way they have taught for ten, twenty or thirty years. Such teachers often remain isolated, both metaphorically and physically, within their classrooms and from the broader contemporary educational environment.

- the attitude of some teachers who were uncomfortable and defensive about the prospect of attending professional development courses or programs, and about the possibility of failure if they attempt to implement changes advocated in these programs.

- that the concept of change is viewed negatively in the light of what is perceived to be poorly administered change processes in the Department of School Education over the past ten years.

- the restricted availability of time to undertake professional development in the context of a busy school life, and the unwillingness of some teachers to undertake professional development outside of school time.

Having examined the issues related to change, as summarised above, it appears to be simplistic to assume that teacher-change should always be a “bottom-up” process. Many teachers do appear to be either self motivated or motivated by other factors to undertake professional development in order to question and revise their personal constructs of their professional and personal behaviours. However the study also reveals that there are some teachers who reject such change, and are happy to stay “frozen” in terms of their present behaviours and attitudes. In outlining the professional life-cycle of teachers (Table 2.1, Chapter 2), such teachers have been referred to as being “defensive” or “disenchanted” in their attitudes to their career and/or their professional growth. While this study did not attempt to identify if there were particular
stages of their career such teachers develop these attitudes, it was found that they do appear to have a detrimental impact upon school culture and the teaching of children. To deal with this situation, the following is recommended:

Recommendation I.

There is a need for organisations such as employers, unions and professional associations to develop appropriate strategies that encourage all teachers to pursue change and development (i.e., to place greater emphasis upon the concept and processes of individual change). Such strategies should include a clearer articulation or explanation of the concept of change, its value in today's educational environment, and the use of a number of strategies by organisational leaders to encourage and support change. These strategies should include opportunities for teachers to understand their personal responses and attitudes to change. This means a move away from old models that predominantly focus upon the annual mandating of specific changes and the provision of courses or programmes to reinforce these changes. Instead, there is a need to balance the empowerment of the individual with the organisation's needs by requiring schools and teachers to implement continual programmes of needs analysis and research. The particular focus of such change should be decided by the individual and the school, not only by the employing organisation. This organisation then has the responsibility to provide the adequate resources to assist and encourage teachers and schools to meet these needs.

8.2 Taxonomy of Needs

The second major study question addresses the "what" issue of professional development of teachers, that is, if teachers are to consider change in their professional and personal lives, what range of changes might they consider? Fullan (1995) (Chapter 2.3.5) refers to these as the "menus" of possible professional growth. Therefore, the outcome of this aspect of the study is an identification of a taxonomy that represents the professional development needs of teachers. Such a taxonomy is depicted in Figure 8 above as five major areas of needs. The original concept underlying such a taxonomy is that professional development should not just be related to improving teaching skills and understanding curriculum, but should also include career needs, personal needs, system and school needs and contemporary professional issues. The writings of
Nowlen (1988), Schon (1993), Spencer (1996), Metz (1988), DeBono (1992) and Peters and Waterman (1982) (see Chapter 3) are used as a basis of a holistic approach to such development and recognise that, while there is a hierarchical ranking of needs as outlined in Chapter 6, there is a close relationship between all of the elements concerned. Indeed, in practice it is found that a number of these needs overlap with each other.

### 8.2.1 Career Needs

This aspect of the taxonomy drew upon the distinction made by Schein (1990) that the concept of career could be viewed both from an external perspective (i.e., the actual path one takes through an occupation) and an internal perspective, where one examines one’s own values as they apply to one’s career.

It was found that questions of career direction are of major concern to many teachers who have not had the opportunity to formally consider their needs and the values they attach to these needs. Consequently, for some teachers, this brought about significant re-appraisal of their careers. The study reveals that teachers need assistance with varying career needs. Such teachers include:

- those who are seeking to clarify their present career goals
- those who have a vertical orientation to their careers and who are seeking promotion
- those who have a horizontal orientation to their careers and are seeking new or alternative challenges. These included those teachers who no longer perceive promotion as being an option and therefore often feel frustrated about their career directions.
- those who wish to take a short term break from teaching, (eg, one year) but wish to return to it as a career
- those who do not have a wish to remain in teaching for a long period of time and wish to seek other forms of employment.

The inclusion of Career needs as an aspect of a taxonomy of professional development needs does not appear to have been extensively practised in the past and the literature on these particular needs of teachers is not extensive. While this study confirms the significance of this need it is recognised that more extensive research would assist in
developing professional development programmes that assist teachers understand and meet their Career needs.

8.2.2 Personal Needs

This aspect of the taxonomy of needs originally focussed upon the personal needs of teachers. However, the study reveals there is a close link between professional and personal relationship needs. These needs include:

- the ability to manage competing professional and personal relationships
- being more assertive in personal and professional relationships so that one’s own needs are met along with others.
- enhancing or maintaining personal self esteem
- needs similar to those identified under leadership needs, including the need to enhance communication, interpersonal and intra personal skills, the ability to make decisions and to manage stress.

8.2.3 Contemporary Issues That May Impact Upon My Professional and Personal Needs.

This dimension of the taxonomy was originally termed professional responsibilities. The key ethical issue underpinning this responsibility is meeting the needs of children.

However, to do this the study concludes that there is a need for professional development, to stay “up-to-date” with contemporary issues as they impact upon their professional responsibilities. While these needs include new developments in the areas of teaching, learning and curriculum (dealt with in another part of the taxonomy) it was found that teachers felt that social and political changes are increasingly making their professional responsibilities more complex. Indeed, the study found that some of the teachers involved in this study were in danger of developing a “siege” mentality resulting from their lack of understanding of the social changes that were occurring and how these impacted upon their teaching. If this problem continues to grow, these teachers and the schools in which they work may become increasingly isolated from the wider social and political community. In so doing they may resist listening to what Hargreaves (1996) (see Chapter 2.1) refers to as the “voices” of students, parents, and
community, including the "marginalised" and the "disaffected". Consequently, this part of the taxonomy recognises that teachers:

- need to accept that many aspects of teaching are constantly changing, and need to continually try to understand these changes. These aspects range from the learning needs of children to the social and political context in which teaching takes place (e.g., the need to be concerned with the personal welfare of children, to understand the impact of diverse social, economic and multi-cultural backgrounds of children, gender differences, and legal issues).

- the need to take continuing responsibility for the outcomes of one’s teaching in the light of increased community pressures for greater school and teacher responsibility.

- the need be involved in research and assessment of their teaching as part of the process of meeting new needs.

8.2.4 Teaching, Learning, Curriculum and Leadership Needs

Within this part of the taxonomy the following needs are identified as being important to teachers:

- the assessment of students’ learning

- learning about alternative teaching methods and classroom management

- understanding the different learning styles of children

- seeking new resources, including information technology, for use in teaching

- staying “up to date” with changes in curriculum

- learning leadership skills that enable teachers and executive staff to: effectively motivate students and staff; deal with difficult people; improve skills in the areas of decision making, communication, time management and general organisational skills.

The dimension of leadership has been tentatively added to this part of the taxonomy, and requires more extensive research before such a concept can be fully described.
These findings are in the context of emerging theoretical models for describing the teaching responsibilities of teachers (e.g., the "prototype" model, "duties-based" teacher evaluation model, research-based teacher evaluation models, etc., as outlined in Chapter 2). It is recognised that such models can also provide an appropriate basis for the consideration of the professional development needs of teaching in these areas.

8.2.5 School and System Needs

The study found that while a majority of teachers acknowledge that they are influenced in their professional development by annual strategic priorities of the N.S.W. Department of School Education and the school, it appears that it is the school’s priorities that take precedence. Indeed, there frequently appears to be a tension between the priorities of these two groups. Fullan (1995) refers to the need for there to be a balance between "centralisation" and "de-centralisation" in the management of organisations. Similarly, to resolve some of the tensions that exist between the professional development priorities of the N.S.W. Department of School Education and the school, there needs to be more extensive consultation or research on the needs of both. This will help to ensure that all of the development priorities reflect the varying levels of the organisation.

Recommendation 2.

That future concepts of professional development be based upon a holistic view of teachers’ needs, incorporating the taxonomy of possible needs outlined above. This taxonomy can be applied to both pre-service or continuing training or professional development of teachers.

Recommendation 3.

That further research be undertaken regarding the definition of a teacher’s role as it relates to teaching, learning, curriculum, and leadership needs, thus providing a more substantial basis for considering this dimension of teachers’ professional development needs.
Recommendation 4.

That further research be undertaken regarding the career needs of teachers and ways in which organisations can support the meeting of these needs.

Recommendation 5

The N.S.W. Department of School Education consider more extensive consultative processes that enable the professional development needs of both the school community and the employing system to be met.

8.3 Appraisal and Validation

The third question in this study relates to an examination of the types of assessment techniques teachers prefer to use in assessing and validating their professional development needs. The theoretical premise underpinning this dimension of the study is that in order to validly determine their needs, teachers need to use some form of appraisal process to distinguish between their likes (i.e., what they may choose from the taxonomy of needs outlined in 8.2 above) and their needs, (ie, what Fessler and Bourke (1988) (see Chapter 2) describe as the distinction between a teacher’s perception of his/her performance as opposed to the ideal performance). While this concept is generally accepted by teachers as being worthwhile, it is the most controversial dimension of all aspects of the process. Difficulties with appraisal arise from a variety of issues: the confusion between summative and formative evaluation, teachers’ fear of allowing others know of their professional needs, the need for certain qualities (trust, respect, positive and critical feedback, time) to be present in relationships between peers, mentors and executive staff for the appraisal process to be successful, and the need for teachers to have increased knowledge of appraisal strategies.

Given the above difficulties, it is concluded that there is a need to re-conceptualise the overall concept of appraisal and validation in a manner that provides an increased teacher-owned, teacher-driven approach that begins with the unstructured reflection processes that many innately practise. This re-conceptualisation has been described in Chapter 6 as involving a variety of structured reflection strategies that assist to increasingly validate initial choices or decisions. The concept complements elements of
what Schon (1983) calls “reflection-in action” processes and action research strategies, described in Chapter 2. The implementation of this new conceptualisation requires an extensive re-education of teachers and school leaders about not only the value of such strategies, but how they can be used.

There also appears to be a lack of clarification of the N.S.W. Teachers Federation’s policy on teacher appraisal in the minds of some of its members as is evidenced during this study when some teachers express the belief the Federation did not support any form of teacher appraisal (formative or summative), a stance not apparently reflected in Federation policy. To overcome this controversy and to adopt a more positive approach to this issue, the following recommendations are made:

**Recommendation 6.**

To dispel some of the fears and misunderstanding about formative evaluation processes, there is a need to provide more education for teachers (both at pre-service and on a continuing basis) about the role of appraisal and validation in the needs analysis of teachers’ professional development needs.

**Recommendation 7.**

There is a need to re-conceptualise formative evaluation so that the importance of the role of teachers in this process is more clearly articulated and obvious. This re-conceptualisation should be based upon the concept that such a process begins with teachers’ reflections about their knowledge and behaviour. To make this process more valid it is necessary to move from unstructured, random self-reflection strategies to structured self-reflection strategies.

**Recommendation 8.**

To increase the validity of reflection, teachers should be made aware of a variety of strategies that they can use for this purpose. Where these strategies involve other people (e.g., peers, school executive), assistance should be given to enhance these relationships through the development of trust, respect, the ability to give positive and negative
feedback, and the need to provide for adequate time for these relationships.

Recommendation 9.

There is a need for the N.S.W. Teachers Federation to clarify to its members its policies on teacher appraisal as it relates to formative and summative evaluation.

8.4 The PPLP Process

The final question addressed by this study involves the issue of how the PPLP process can be used by teachers and schools to identify the Professional Development needs of teachers. During the period of the study it was found that a process such as this provides a catalyst for teachers to examine their professional and personal development needs, thus providing a basis for future planning. For a number of teachers this has brought about a review of their values and results in decisions to adopt new practices, career directions and new knowledge. The process also has also been used by a number of schools as a means of stimulating the growth of a change culture amongst staff, a process that was planned to extend over a number of years.

To achieve this it is found that such a process needs a concentrated period of time, should use constructivist principles enabling teachers to relate the processes to their own experiences and needs, guided throughout by a facilitator (eg, someone external to the school, or a school executive) and accompanied by a series of resources. The process is enhanced by teachers who volunteer, and are engaged in small homogeneous groups or in self-reflection processes.

Recommendation 10.

It is recommended that school executive staff play a more prominent role in building and enhancing the culture of change in schools through professional development. This can be enhanced by clarification for all staff of this aspect of their role, and by opportunities for executive staff to receive increased training in change and appraisal processes. A starting point for this training may be the involvement of executive staff in the PPLP process or something similar to it. This would assist these
CHAPTER 9

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APPENDIX NO. 1
My Professional and Personal Life Plan:

a developmental process
My Professional and Personal Life Plan

A Developmental Process

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INTRODUCTION

"If wishes were horses, then I'm ready to ride."
Spindle Wood.

This process accepts that we all have dreams or "wishes": we all have potential for growth and change in all facets of our lives. It is designed to help you improve your developmental or growth process by better understanding who you are now, and what your professional and personal needs might be for the future. It's about replacing the preposition "If it ain't broke, don't fix it", with the concept "If it ain't broke, you haven't looked hard enough. Fix it anyway."
(Peters, 1987: 3)

To achieve this, the process is designed to provide a series of structured activities that involve you in personal and group reflections and applications. The culmination of the process is the development of a "life"-plan that guides your further development.
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   b) Factors that may limit me from changing my attitudes and behaviours

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MODULE 1

Developing my Professional and Personal Life-Plan and the Change Process

1.1 Principles involving professional and personal development

1.2 The change process

   a) Factors that may encourage me to change my attitudes and behaviours

   b) Factors that may limit me from changing my attitudes and behaviours
1.1 Principles Underlying Professional and Personal Development

Professional and personal development cannot be separated — they are complementary processes.

Such development involves a life-long process that can be based upon some form of "life plan".

Important principles of this process may be illustrated in the diagram on the front cover of this folder and include:

- change
- options for change
- appraisal and validation
1.1 Principles of the Developmental Process

The Process

- begins with the individual, who undertakes a structured process of needs analysis

- involves the teacher as learner and researcher who understands the change processes they are experiencing

- operates best with the support of the system, executive staff and colleagues

- provides the individual with a range of developmental options that is holistic in nature and meets a range of needs:
  - career
  - teaching/learning/curriculum/leadership
  - school/system
  - personal
  - contemporary issues
1.1 Principles (continued)

- involves a variety of appraisal processes in order to validate one’s “needs” for change rather than one’s “likes”. These processes might include:
  - working with colleagues or executives
  - mentoring
  - self-review
  - sharing personal and professional experiences
  - classroom observation
  - reflective interviews
  - reflective note writing
  - keeping teacher portfolios

- involves the establishment of a “life-plan” to guide future action
- ACTIVITY -
Points for Discussion

How do these principles differ from:

1) What you have done in the past when planning your professional development?

2) A professional development process that is basically “top-down” - i.e., the education system decides what the professional development needs are that should be addressed?
3) A professional development process limited to the teaching and curriculum needs of teachers?

4) An appraisal process that is focused only upon accountability?
1.2 The Change Process

Professional and personal development involves the individual in the change process.

- Change is an integral part of contemporary school culture and the lives of teachers.

- Change is an ongoing process (a journey) rather than an isolated event.

- The process of individual change begins with some form of “trigger” that brings about a questioning (an appraisal) or “unfreezing” of present behaviours, attitudes, thinking and private assumptions.

- For some, change is a positive process. For others, it can be a painful or negative experience.

- Handling this process can be enhanced by understanding our personal reasons for, or difficulties with change.
1.2 (a) Factors that may encourage me to change my present behaviours and attitudes

Teachers have identified the following as being factors in their seeking changes in their professional and personal lives.

Consider and rank the significance you give to these reasons. Add any additional reasons that may not already be included.

<table>
<thead>
<tr>
<th>I have changed my professional and personal behaviours and attitudes because I:</th>
<th>strongly agree</th>
<th>agree</th>
<th>no response</th>
<th>disagree</th>
<th>strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. want to overcome boredom</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2. want to achieve personal growth</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3. want the best for the children I teach</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>4. need to stay up-to-date with new developments in education</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>5. need to increase professional skills or knowledge</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>6. became aware of things I need to improve</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>7. enjoy the challenge and stimulation of change</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>8. want to enhance my career options</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>9. want to enhance my promotion prospects</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>10. was influenced by changes brought about by my employer or the school/dept in which I work</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>11. heard about new ideas through inservice, professional associations, reading etc.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
### 1.2 (a) Factors that may encourage me to change my present behaviours and attitudes (continued)

<table>
<thead>
<tr>
<th>I have changed my professional and personal behaviours and attitudes because I:</th>
<th>strongly agree</th>
<th>agree</th>
<th>no response</th>
<th>disagree</th>
<th>strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. was encouraged or directed by executive senior to me</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>13. want to improve qualifications</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>14. want to improve salary</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>15. am experiencing stress or dissatisfaction with my present position</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>16. was influenced by the culture of the school</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>17. experienced crises in my personal or professional life</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>18. was influenced by high expectations of others</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>19.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>20.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
- ACTIVITY -

From the list of factors that influence you to change in your professional and personal life, identify the three (3) most significant reasons or "triggers" for change.

(1) 
___________________________________________
___________________________________________
___________________________________________

(2) 
___________________________________________
___________________________________________
___________________________________________

(3) 
___________________________________________
___________________________________________
___________________________________________

Describe to a partner actual incidents where these "triggers" have led you to change.
1.2 (b) Factors that may limit me from changing my professional and personal attitudes and behaviours

Teachers have identified the following as being factors in stopping change in their professional and personal lives.

Consider and rank the significance you give to these reasons. Add any additional reasons that may not already be included.

<table>
<thead>
<tr>
<th>I have limited change in my professional and personal behaviours and attitudes because of:</th>
<th>strongly agree</th>
<th>agree</th>
<th>no response</th>
<th>disagree</th>
<th>strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. fear or lack of trust of others knowing my inadequacies/defensive</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2. fear or dislike of change</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3. not being able to accept the need to change</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>4. not knowing my options for change or where to get advice about such</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>5. fear of failure when attempting change</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>6. too many changes to cope with</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>7. limited resources available to support change</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>8. lack of time to consider own needs</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>9. I resent criticism</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>10. lack of time to attend inservice courses</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>11. lack of organisational support for change</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
1.2 (b) Factors that may limit me from changing my professional and personal attitudes and behaviours (continued)

<table>
<thead>
<tr>
<th>I have limited change in my professional and personal behaviours and attitudes because of:</th>
<th>strongly agree</th>
<th>agree</th>
<th>no response</th>
<th>disagree</th>
<th>strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. my employer’s or school’s needs overriding my own needs</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>13. poor methods used by school/system to introduce change</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>14. poor methods used by school leaders to introduce change</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>15. a lack of material incentive (salary, promotion) to encourage change</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>16. poor quality inservice courses offered</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>17. my security or complacency in my present situation</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>18. family commitments</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>19. a lack of promotion opportunities</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>20. the location of inservice courses</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>21. problems in my personal life</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>22.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>23.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
Prioritise the first three (3) limiting factors that have been relevant in your experience.

Discuss with partners action that could be taken by you to overcome these limitations.

Describe these actions below:

Actions that I could take to overcome factors that limit my professional and personal change

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
MODULE 2

Career Needs
WHAT IS A CAREER?

- ACTIVITY -

There are many definitions or concepts of the term career. In the boxes below sketch some images and describe how you perceive your career – past, present and future.

My past career

Image

Description ____________________________________________

____________________________________________________

____________________________________________________

____________________________________________________
- ACTIVITY - (continued)

My present career

Image

Description


My future career

Image

Description


WHAT IS A CAREER?

Schein (1990:9) refers to the concept of career as being ".... how any individual's work life develops over time and how it is perceived by that person". More specifically he refers to two types of career, which are defined in the following manner:

**External career**

The actual steps or paths that a person moves along within an occupation or organisation.

**Internal career**

The criteria a person uses to judge the success or otherwise of their own career. This can vary from individual to individual.

**External Career**

An external career often includes the following steps in the process:

- education and training
- entry into that occupation/organisation
- socialisation into its culture
- gaining tenure and permanent membership
- possible promotion
- mid career crisis and reassessment
- maintaining/regaining momentum or leveling off
- disengagement and retirement
As one moves through an external career, professional and personal needs change.

The following table outlines possible professional and personal needs that teachers may have as they progress through an external career.

- Decide at what stage you consider yourself to be as outlined in columns A, B and C.

- Write about your needs in Column E opposite your present career stage.
## Professional Development Needs as They Vary Throughout a Career

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Stage</td>
<td>Approx. Years of Teaching</td>
<td>Career Cycle Development</td>
<td>Professional Expertise/Needs</td>
</tr>
<tr>
<td>1</td>
<td>0-2 years</td>
<td>Launching the career:</td>
<td>Developing survival skills</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• shock need to survive;</td>
<td>• discipline</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>or</td>
<td>• motivating students</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• discovery, enthusiasm, sharp</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>learning curve</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2-10 years</td>
<td>Stabilising:</td>
<td>• Mastering a basic repertoire of</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• making a permanent career choice;</td>
<td>instructional techniques</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• developing mature commitment</td>
<td>• Able to select appropriate</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>instructional methods according to various</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>needs of students</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Some teachers begin to seek</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>responsibility through promotion or</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>participation in change efforts.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>10-20 years</td>
<td>Stock-taking: New Challenges and</td>
<td>• Diverse classroom methods</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Concerns Group A</td>
<td>• Look outside classroom for</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>professional stimulation, seek</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>promotion to administrative roles</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>or district/state-wide projects.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Group B</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Group C</td>
<td>• Reduce their professional commitments -</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>may pursue an alternative career</td>
<td></td>
</tr>
</tbody>
</table>
### Professional Development Needs as They Vary Throughout a Career (continued)

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Approx. Years of Teaching</td>
<td>Career Cycle Development</td>
<td>Professional Expertise/Needs</td>
<td>Your professional and personal needs for your present career stage</td>
</tr>
<tr>
<td>4</td>
<td>20 years +</td>
<td>Settling Down - Plateauing:</td>
<td>• Focus on developing skills/expertise to teach a specific subject or class - whatever they are best at</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Group A: Positive Focus</td>
<td>• Optimistic tone</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Group B: Defensive Focus</td>
<td>• Self-actualised</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Group C: Disenchantment</td>
<td>• Assist the growth of peers and school</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Like Group A, have a specialised focus, but tone is negative. Still clinging to old traditions</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Bitter about past experiences with change and the administrators associated with them</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Tired. May become a source of frustration for younger staff</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Unlikely to be interested in further professional growth</td>
<td></td>
</tr>
</tbody>
</table>
Internal Career

This refers to a person's self-concept of their career, their achievements in that career and how they value these achievements. This will vary from one person to another, e.g. two people may have approximately the same achievements in terms of their external career, but place different values on these achievements.

Three dimensions for considering an internal career could involve:

- valuing the learning of new skills, jobs or tasks in a career, i.e. moving in a horizontal, "cross-functional" direction;

- valuing moving "up the ladder" beyond the level originally sought, e.g. moving in a cross-level hierarchical movement from the original position sought (i.e. teacher) to school executive;

- maintaining the same position (i.e. lateral movement) but gaining influence and power without necessarily obtaining a significant position or promotion in the hierarchy, e.g. power and influence gained through having specific expertise in a task, respect of colleagues etc.

A further dimension should also include those teachers who are disenchanted with either their present job within teaching, or with teaching itself. /such teachers may choose to leave teaching for another form of occupation.
### Activity \- Career Inventory

Consider the following statements as they apply to your current job. Indicate the extent to which each statement is true for you by circling the appropriate number.

<table>
<thead>
<tr>
<th></th>
<th>Definitely True</th>
<th>Probably True</th>
<th>Not Sure</th>
<th>Probably Not True</th>
<th>Definitely Not True</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I am ready for more responsibility</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2.</td>
<td>I want to stay at the same level in another unit of this organisation.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3.</td>
<td>I want to work in a totally different field than the one I am in now.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>4.</td>
<td>I want to increase the variety of skills I use on this job.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>5.</td>
<td>I am considering switching to another kind of company or organisation.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>6.</td>
<td>I want to find a job with an easier pace.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>7.</td>
<td>I want a different job with the same level of responsibility I have now.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>8.</td>
<td>I like my current job and want it to be more challenging.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>9.</td>
<td>I want my boss's job.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>10.</td>
<td>I would prefer a less high-powered position.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
### Career Inventory (continued)

<table>
<thead>
<tr>
<th></th>
<th>Definitely True</th>
<th>Probably True</th>
<th>Not Sure</th>
<th>Probably Not True</th>
<th>Definitely Not True</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. I would prefer a job at the same level in a different area of the organisation</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>12. I want to obtain more variability in my current job.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>13. I want to do less in my job in preparation for retirement.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>14. This organisation will not fulfil my career aspirations.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>15. Being in a high-powered position is important to me.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>16. There are no more career or growth opportunities that appeal to me in this organisation.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>17. Training others to do what I do would be challenging to me.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>18. I like to feel as if I'm continually moving up the ladder.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>19. I would be willing to relinquish some of my responsibilities at work in order to have more time for my outside interests.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>20. I don't think this organisation utilises enough of the skills I have to offer</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>
# Career Inventory (continued)

<table>
<thead>
<tr>
<th></th>
<th>Definitely True</th>
<th>Probably True</th>
<th>Not Sure</th>
<th>Probably Not True</th>
<th>Definitely Not True</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>21. Having free time and flexibility are more important to me than being in a high-powered position.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>22. I think I've given this organisation a good chance to recognise my skills.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>23. I want the kind of job I have now yet I am ready for a geographical change.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>24. I want to continue to expand my current job responsibilities.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>25. I want to have more decision-making power within the organisation.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>26. I would be interested in trading my position for one of my peer’s jobs.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>27. I want to make more of my current job rather than to make a move right now.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>28. I want to think there are other opportunities for me at my level in this organisation.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>29. I am a person who prefers to keep going higher and higher.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>
## Career Inventory (continued)

<table>
<thead>
<tr>
<th></th>
<th>Definitely True</th>
<th>Probably True</th>
<th>Not Sure</th>
<th>Probably Not True</th>
<th>Definitely Not True</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>30. I want to have more autonomy in my current job.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>31. I want to take less responsibility in order to reduce the stress in my life.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>32. Were I moved up, I would demonstrate my capacity to handle more responsibility.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>33. Lately I find that my work has become less important to me in defining success for myself.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>34. Before I can move up in this organisation, I probably need to work in a different job at the same pay.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>35. I believe I have reached my maximum potential in this organisation</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>
Scoring Directions

Please indicate below each question the number which you circled on the survey (5-4-3-2-1-0). Next, add up the total number of points for each category.

<table>
<thead>
<tr>
<th></th>
<th>Questions Numbered</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lateral</strong></td>
<td></td>
</tr>
<tr>
<td>Maintenance a job at present level of responsibility, pay etc. in the organisation, but with only minor changes to the nature of the tasks undertaken.</td>
<td>2</td>
</tr>
<tr>
<td><strong>Enrichment</strong></td>
<td></td>
</tr>
<tr>
<td>Seek to learn new skills, knowledge, challenges related to my present position.</td>
<td>4</td>
</tr>
</tbody>
</table>
### Scoring Directions (continued)

<table>
<thead>
<tr>
<th>Questions Numbered</th>
<th>1</th>
<th>9</th>
<th>15</th>
<th>18</th>
<th>25</th>
<th>29</th>
<th>32</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vertical</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I want to move &quot;up the ladder&quot; to a position of greater responsibility, power and seniority.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Questions Numbered</th>
<th>6</th>
<th>10</th>
<th>13</th>
<th>19</th>
<th>21</th>
<th>31</th>
<th>33</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Realignment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seek less responsibility, power, pay etc. to enhance my lifestyle</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Questions Numbered</th>
<th>3</th>
<th>5</th>
<th>14</th>
<th>16</th>
<th>20</th>
<th>22</th>
<th>35</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relocation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I want to leave teaching for a different type of employment.</td>
<td></td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

A high score indicates the kind of move you could consider first. The inventory can help you to prioritise your options.

A sixth category, "Exploratory", is elicited by high scores in more than three of the previous categories.
- ACTIVITY -

Having completed the Career Inventory, discuss with a partner the following:

- What insights did you gain about the things you value and aspire to achieve in your career?

- What career steps might you take in the future to achieve the things you value?

Complete the career needs section of your Professional and Personal Life Plan.

Choose your highest priority needs and record them on your initial professional and personal life plan. (Module 8).
MODULE 3

• Teaching
• Learning
• Curriculum
• Leadership
The classroom, the department/faculty or the school are organisations primarily concerned with the process of helping people to learn. This is a complex and integrated process involving knowledge and skills of teaching, learning, curriculum and leadership. Students, teachers and executive staff have fundamental and interrelated roles to play in this process. The process might be represented as outlined below.
- **ACTIVITY** -

There are many, often conflicting views about what characterises an effective teacher, what process best assists people to learn, what content should be taught, and how to effectively lead others to change and grow.

- Describe/portray three aspects of your role in the learning organisation that you are particularly pleased with, that you consider yourself to be successful with, and that give you satisfaction and enjoyment

<table>
<thead>
<tr>
<th>Image</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Image</th>
<th>Description</th>
</tr>
</thead>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Image</th>
<th>Description</th>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Describe three aspects of your role in the learning organisation that continually frustrate you, that you consider yourself to be unsuccessful with, and that cause you problems and stress.

<table>
<thead>
<tr>
<th>Image</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Image</th>
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</table>

<table>
<thead>
<tr>
<th>Image</th>
<th>Description</th>
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<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
To further assist with your consideration of your needs, circle the appropriate number in the table below.

**TEACHING (the skills of helping others to learn)**

<table>
<thead>
<tr>
<th>I am able to effectively</th>
<th>I am satisfied with my level of competence</th>
<th>I need further development in this area</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>• plan long-term programs or units of work</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>• plan individual lessons</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>• motivate students to engage in learning</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>• communicate with students</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>• use a variety of teaching techniques that include</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- teacher dominated, (didactic) methods</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>- collaborative and cooperative learning</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>- drama methods (enactments, role plays, simulation learning)</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>- activity based methods</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>- independent and inquiry learning processes</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>• manage student behaviour</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>• manage the welfare of students</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>• develop positive relationships with students</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>• use a variety of resources in my teaching</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>• use new information technology in the classroom</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>• use a variety of assessment strategies that</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- give feedback on children's skills and knowledge</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>- give feedback on the learning processes of children</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>• maintain records of student progress</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>• report on student progress to parents and others responsible for the care of students</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
- **ACTIVITY** -

LEARNING (understanding how we learn)

<table>
<thead>
<tr>
<th>I have an understanding of</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>how students develop and how they learn</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>the learning needs of</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- gifted and talented students</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>- students with disabilities, learning difficulties or behaviour disorders</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>- Aboriginal and Torres Strait Islander students</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>- students from low socio-economic background</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>- students from background languages other than English</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>- students in crises</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>- students living in isolated areas</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>- girls</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>- boys</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>- students from a range of cultural backgrounds</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
### ACTIVITY -

**CURRICULUM** (the content of teaching/learning)

<table>
<thead>
<tr>
<th>I have an understanding of</th>
<th>1 I am satisfied with my level of competence</th>
<th>2 I need further development in this area</th>
<th>3 Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>• a variety of educational philosophies that impact upon contemporary schools</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>• the range of social and political influences that impact upon contemporary schools</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>• methods used to develop or modify curriculum</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>• the Key Learning Areas of (please insert specific subjects where relevant)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- English (subject)</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>___________________________________________</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Mathematics (subject)</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>___________________________________________</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Science (subject)</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>___________________________________________</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Human Society &amp; Its Environment (subject)</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>___________________________________________</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- PE/PD/Health (subject)</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>___________________________________________</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Creative and Performing Arts (subject)</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>___________________________________________</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Design and Technology (subject)</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>___________________________________________</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Languages other than English (subject)</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>___________________________________________</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
LEADERSHIP (assisting people/organisations to change and grow)

<table>
<thead>
<tr>
<th>I have the skills and knowledge to effectively:</th>
<th>1 I am satisfied with my level of competence</th>
<th>2 I need further development in this area</th>
<th>3 Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>• communicate with students, teachers, parents and the community by:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- asking for ideas, opinions, suggestions</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>- involving people in choices and decisions that affect them</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>- negotiating tasks and procedures</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>- actively listening</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>- keeping people informed</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>- resolving conflict</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>- giving constructive feedback</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>- giving negative feedback</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>- organising and managing meetings</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>• monitor and develop quality educational programs for students in welfare and curriculum</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>• motivate, develop and maximise the performance of people in the organisation</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>• manage the “day-to-day” functioning of the classroom, faculty or school</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>• manage resources</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose your highest priorities and needs and record them on your initial professional and personal life plan

(Module 8)
MODULE 4

PERSONAL NEEDS
Teaching is an occupation in which it is hard to differentiate between professional and personal needs.

Crucial to good teaching is the ability to establish and maintain a multiplicity of relationships.

Essential to good relationships is the ability to reflect on and be secure in addressing your personal needs.
- ACTIVITY -

- Discuss and write down the things that excite or enthuse you about your relationships, and that give you enjoyment.

- Discuss and write down the things that disturb, distress, or even depress you about your relationships.
- ACTIVITY -

- Place an asterisk (*) beside those aspects of your relationship that you value the most.

- From the previous two lists, write down aspects of your relationships in which you would like to improve or develop.

  
  
  
  
  
  
  
  
  

- Attempt to group these personal development needs in the categories on the next page. Add new categories where needed.
Categories of Personal Development Needs

- Believing in Myself (Self-Esteem)
- Handling Conflict and Stress
- Communicate with Others
- Being Close to and Open with Others (Trusting Others)
- Maintaining my needs as well as others (Assertiveness)

Choose your highest priority needs and record them on Initial Professional and Personal Life Plan (Module 8)
MODULE 5

SYSTEM and SCHOOL'S NEEDS
Each year your employing system and your school attempts to prioritise some specific aspects of the organisation's needs (sometimes referred to as a Strategic Plan).

In considering your Life Plan, you should also consider these priorities and how they relate to your needs.

On the next page, write down the top five priorities of your system and your school for this year. Rate these needs according to the importance you place on them.
System and School Needs

List your system and school's needs for this year and rank them according to how important you perceive them in terms of your own development.

<table>
<thead>
<tr>
<th>System Priorities 199</th>
<th>School Needs 199</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>I am satisfied with my level of understanding</td>
<td>I need further development in this area</td>
</tr>
<tr>
<td>I am satisfied with my level of understanding</td>
<td>I need further development in this area</td>
</tr>
</tbody>
</table>

Choose your highest priority needs and record them on your initial Professional and Personal Life Plan (Module 8)
MODULE 6

Contemporary Issues that May Impact upon my Professional and Personal Needs
Contemporary Issues That May Impact Upon My Professional and Personal Needs

Two of a number of criteria used to describe a profession (Wilensky, 1964) were that people who worked in that occupation had a belief in:

- self regulation, autonomy and colleague control, based upon the concept that the practitioner and his/her colleagues have the authority to make judgements as to what is right or wrong for the client.

- the need for on-going research in order to maintain the best standards of knowledge and service for the client.

Teachers are professionals whose work is influenced by constantly changing political and social issues. In light of the above statements

These influences can include:

- the needs of different governments according to their educational policies

- problems in society that schools are expected to help solve, e.g. environmental issues, health and moral issues, social behaviour

- the development of new knowledge that can impact upon children’s learning and welfare.
- ACTIVITY -

In light of the above statements:

• Brainstorm a number of contemporary political and social issues that presently have an impact upon your role in meeting your clients' needs.

• Identify and list those issues that you feel you need to learn more about.

Choose your highest priority needs and record them on your initial Professional and Personal Development Plan.
MODULE 7

Processes that Assist to Appraise and Validate my Professional and Personal Development Needs

7.1 Appraisal and Validating Processes I May Choose to Use

7.2 Factors That May Enhance the Appraisal and Validation Process
7.1 Appraisal and Validating Processes I May Choose to Use

"The fish was the last to discover water."

Jerome Bruner

The beginning of professional and personal development is an understanding of one's needs.

This involves:

- *appraising* or *estimating* the value of one's present behaviour and attitudes, in order to begin selecting changes to these behaviours and attitudes;

- *validating* or *confirming* that the "needs" that we select are well-founded and based on some form of reality, and are not merely our "likes".
Consider the following scenario:

A first year teacher at your school has been given monetary support to attend a conference. Whilst at the conference, she attends all the courses that deal with the use of computers in the classroom. However, it is perfectly obvious to you that her real need is in the area of classroom management. She has little control of the students or the learning that takes place in the classroom and you are aware of comments by parents and colleagues to this effect.

Discuss and list

• How can this teacher come to a more valid understanding of her "needs" (e.g. classroom management) as opposed to her likes (computers in the classroom).
Formative Appraisal Strategies

These strategies are distinct from summative appraisal processes (those used for accountability purposes).

The strategies are dependant upon continuous feedback and discussion.

They may involve:

- a peer
  (a colleague with similar levels of professional experience or capacity)

- a group of peers

- a mentor
  (a colleague with greater experience or expertise who is willing to provide on-going advice and counsel in a structured manner)

- an executive staff member who either has been designated by the school to supervise particular teachers, or has been chosen as a mentor by the teacher

- students

- parents

- a significant other
  (a partner, family member, friend)
- ACTIVITY -

Describe some strategies you have used in the past to appraise or validate your needs.
Strategies You May Choose To Use

7.11 Self Reflection

This solitary activity involves the teacher reflecting upon their professional progress in what is often an unstructured and random process eg. "I was going over in my mind the day's events, as I was driving home, trying to think of ways I could have improved things."

Underlying this process is sometimes a latent or hidden need or set of needs that requires some form of "trigger" before becoming part of the awareness of the teacher. Such "trigger" might be a problem or a crisis in one's personal or professional life or involvement in a professional development activity such as the one currently being undertaken.

Strategies that make the reflective process less random include:

- **Personal Histories** - writing down one's professional or personal journeys over time as it relates to such dimensions as teaching strategies, teaching philosophy, relationship with students, decision-making, etc.

- **Journal Writing** - writing about a series of thoughts, activities or incidents that may have occurred over a period of time (one month, one school term, a series of lessons or meetings, etc.) then analysing the journal for patterns of behaviour, problems, etc.
7.11 Self Reflection (continued)

- **Student, parent and teacher feedback** — using informal or formal strategies (questionnaires, close examination of students' work or results), to obtain positive and critical feedback on one's teaching.

- **Case discussion and writing** — studying, in-depth, a selected sample of students' work or issues that are relevant to one's needs, and writing down observations.

- **Critical incident analysis** — examining such incidents for causes, responses made to the incident and alternative ways in which the incident might have been handled.
7.12  Sharing Personal and Professional Experiences

Usually undertaken in collegial pairs or groups where each teacher feels able to develop trust, articulate personal values, etc. Processes might include:

- identify and describe significant events that have had a lasting impact on one's development;

- identify people (teachers, university staff, colleagues, students, family members) who have had a major impact upon one's development;

- examine and describe experiences in one's current school — parts of one's work that gives most/least satisfaction, the things that most characterise one's teaching, etc.;

- identify future action in the context of the options for professional growth already considered in this Course.
7.13 Classroom Observation

- Observations carried out by an invited peer, mentor or executive staff member;

- Steps include:

  **Preparatory discussion** - identify the one or two specific aspects to be observed.
  Identify when and how the observation is to take place, and how it is to be recorded.

  \[\downarrow\]

  **Observation**

  \[\downarrow\]

  **Follow-up-discussion** - should include positive and critical feedback on aspects observed, and agreed follow-up action.

  \[\downarrow\]

  **Action** - Implementation of suggested changed.

  \[\downarrow\]

  **Preparatory discussion** - Cycle begins again.
7.14 Teacher Portfolios

A portfolio is an organised collection of information and materials reflecting accomplishments (documented episodes of teaching, lessons plans, samples of students' work, feedback from colleagues, logs/journals, evidence of self-review).

The collection of these materials is in itself an appraisal process — it helps the teacher decide what elements in their professional life are positive, and what elements need to be developed.

The portfolio can show a teacher's development over time.
- ACTIVITY -

- Select and discuss some appraisal and validation strategies you might like to use in the future. Identify some help you might seek to implement these strategies.
7.2 Factors That May Enhance the Appraisal and Validation Process

7.21 Trust

Teachers need to feel that they can trust those from whom they seek help.

This sense of trust has two factors:

- Confidentiality — those they share problems with maintain strict confidentiality.
- Reliability — when help or advice is promised, but not delivered, trust dissipates.

7.22 Respect

Teachers need to respect a person's perceived skills and abilities before they approach them for assistance or advice.
7.2 Factors That May Enhance the Appraisal and Validation Process (continued)

7.23 Positive and Critical Feedback

If teachers make the effort to disclose issues or problems they are having difficulty with, they expect to receive both positive and critical feedback. However, many adults appear to have trouble providing critical feedback to other adults.

7.24 Availability and Time

If teachers perceive that others are too busy to spend time with them, they tend not to approach such people. When approached, it is important that uninterrupted time is taken to deal adequately with the issues concerned.

7.25 Substantial Time

Substantial time needs to be set aside for exploration, reflection and the setting of goals for future growth and development.
7.2 Factors That May Enhance the Appraisal and Validation Process (continued)

7.26 Encouragement and Support

Encouragement and support by executive and staff for further development and change — i.e. developing a change culture.

7.27 Resources

Provision of resources to support a wide range of professional development activities.

7.28 Training

Training for executive staff involved with teachers in the appraisal and validation process.
Identify, discuss and describe a person you have worked with who has some of the characteristics that enhance the appraisal and validation process.
MODULE 8

My Professional and Personal Development Life Plan
8.2 Professional and Personal Life Plan

Well those drifter days are past me now,
I’ve got so much more to think about,
Deadlines and commitments,
what to leave in, what to leave out.

Bob Seeger

A life plan is a process of “taking stock”, of identifying
where we are now and where we would like to be in the
future — “what to leave in, what to leave out.”

Having worked through the process of identifying your
initial professional and personal needs:

• use a variety of appraisal and validation strategies to
  “confirm” your needs

• discuss with colleagues activities or strategies you
can use to meet these needs
## My Initial Professional/Personal Development Life Plan

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</table>
REFERENCES


Spindlewood (1994). From the Track, If Wishes Were Horses. Capitol Records Inc.
APPENDIX NO. 2

QUESTIONNAIRE (FORMATIVE EVALUATION PROCESS)
DEVELOPING AN INDIVIDUALISED PROFESSIONAL DEVELOPMENT PLAN

Name: ________________________________________________________________

1. INSTITUTION
   • Infants/Primary 1
   • Secondary 2
   • TAFE 3

2. AGE IN YEARS
   □ □

3. HOW LONG HAVE YOU BEEN TEACHING
   (years of teaching, including full & part-time)
   □ □

4. GENDER
   • Male 1
   • Female 2

5. MARITAL STATUS
   • Single 1
   • Living in partnership with another person 2

6. DEPENDANTS
   If yes, number of dependants
   □ □

7. POSITION IN INSTITUTION
   • Teacher 1
   • Executive Teacher
     (All executive/promotion positions other than Principal/Chief Executive Officer) 2
   • Principal/Chief Executive Officer 3
8. MY ATTITUDE TO CHANGE IS AS FOLLOWS

<table>
<thead>
<tr>
<th>Question</th>
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<th>Disagree</th>
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<td>8(a) I find recent changes in the education system unsettling</td>
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<td>8(b) Change in one's personal and professional life is always worthwhile</td>
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<tr>
<td>8(c) I make changes in my behaviour or work patterns when I receive feedback from others</td>
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<td>4</td>
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<tr>
<td>8(d) I make changes in my behaviour or work patterns when I decide there is a need to do so myself</td>
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<tr>
<td>8(e) If I decide to make changes in my behaviour or work patterns I worry about the risk of that change failing</td>
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9. WHEN I EXPERIENCE SUCCESS OR FAILURE

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<td>9(a) Believe that I am mainly responsible for any success achieved</td>
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<td>9(b) Believe that I am mainly responsible for any failure</td>
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10. **IMPORTANT FACTORS IN MY DECISION TO UNDERTAKE PROFESSIONAL DEVELOPMENT**

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<th>Fairly Important 3</th>
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<td>10(a) My employing institution requires it</td>
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<td>10(b) To increase professional skills or knowledge</td>
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<td>10(c) To satisfy personal growth goals</td>
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<tr>
<td>10(d) To help meet students' needs</td>
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<tr>
<td>10(e) To overcome boredom/stagnation in my career</td>
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As a result of crises in my:

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<td>10(g) • career</td>
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<td>10(h) • life</td>
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<td>10(j) • executive staff</td>
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<tr>
<td>10(k) • professional associations</td>
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<td>10(l) To maintain my present position in my career</td>
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<td>10(m) To enhance promotion in my career</td>
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<td>10(n) To improve salary</td>
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<td>10(o) To gain further academic qualifications</td>
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### Appendix 2

#### 11. MY PROFESSIONAL DEVELOPMENT NEEDS INCLUDE DEVELOPMENT IN MY KNOWLEDGE AND/OR SKILLS IN THE FOLLOWING AREAS

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<td>11(j) Knowledge of changes in my employing institution that affect my career goals</td>
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### STRATEGIES I USE TO DETERMINE MY PROFESSIONAL DEVELOPMENT NEEDS

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<td>12(d) Informal interaction with colleagues</td>
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<td>12(e) Examination of teaching outcomes/students results</td>
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<td>12(f) Self-reflection</td>
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<td>12(g) Feedback from the parent community</td>
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### 13. **PROFESSIONAL DEVELOPMENT OPPORTUNITIES I HAVE USED**

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<td>13(b) Formal courses offered by an academic institution</td>
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<td>13(c) Activities organised by my school/college</td>
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<td>13(d) Interaction with my peers/colleagues</td>
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<td>13(e) Personal reading</td>
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<td>13(f) Activities organised by myself within my own classroom/institution</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>13(g) Attending meetings of professional associations</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>13(h) Exchange with teachers in other classrooms or schools</td>
<td>3</td>
<td>2</td>
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<tr>
<td>Other (please specify)</td>
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<td></td>
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### 14. WITHIN MY CAREER I

<table>
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<th>Wish to:</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>No Response</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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<td>14(a) Am satisfied to remain at my present level in the hierarchical structure of my employing institution.</td>
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<td>4</td>
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<tr>
<td>14(b) * seek promotion within my present school or location</td>
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<tr>
<td>14(c) * seek promotion in a new school or location</td>
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<tr>
<td>14(d) * move to a new location of my workplace</td>
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<td>4</td>
<td>3</td>
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<tr>
<td>14(e) * seek alternative type of work within my present institution</td>
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<td>3</td>
<td>2</td>
<td>1</td>
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<tr>
<td>14(f) * seek alternative type of work outside present institution</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<tr>
<td>14(g) * prepare for retirement</td>
<td>5</td>
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APPENDIX NO. 3

STRUCTURED INTERVIEW QUESTIONS (FORMATIVE EVALUATION PROCESS)
STRUCTURED INTERVIEW QUESTIONS

1. The PPLP process identified five major areas of PD need that teachers may have:

- instructional methods and curriculum knowledge,
- organisation needs,
- career development,
- personal development and
- professional responsibilities.

1(a) Do you agree that these areas of need are significant?

1(b) You chose __________ needs in the initial questionnaire that you completed. Why did you choose these particular needs?

1(c) After the PPLP process, have you changed your mind regarding the needs you have?

1(d) Did the PPLP process lead you to change your needs?

1(e) Did the PPLP process help you distinguish between your wants and your needs?

1(f) What influence do you think your present stage of life/stage of career has upon your PD needs?
2. When determining your PD needs, you indicated you used the following assessment strategies ____________________ .

2(a) Which assessment strategies do you actually prefer to use? Why? Have your preferences changed during your career?

2(b) Describe the process you went through to determine or test your needs during the PPLP process.

2(c) What type of assessment strategies would you like to learn more about?

2(d) Do you think there is a link between your knowledge of assessment strategies for children, and assessment strategies you use to determine your own PD needs.

3. You rated the following issues as being important in the reasons for you undertaking PD:

________________________

________________________

________________________

3(a) Why did you choose these?

3(b) Are there other issues not mentioned?

3(c) What issues actually limit you from undertaking PD?

3(d) Do you think your school or system encourages you to undertake PD? What role does the Principal have in this? Are these factors important in you undertaking/not undertaking PD?
4. In terms of your attitude to change, you saw yourself as being 

4(a) Do you still feel this, having completed the PPLP process?

4(b) Do you consider yourself to be a person of high or low self-esteem?

4(c) What do you think actually causes you to change? Is it your personality; your school/system in which you work; or other factors?
Appendix No. 4

Evaluation — My Professional and Personal Life Plan (Summative Process)
**EVALUATION**

"MY PROFESSIONAL AND PERSONAL LIFE PLAN" PROCESS

Circle the appropriate rating: SA=Strongly Agree, A=Agree, NR=No Response, D=Disagree, SD=Strongly Disagree

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<th>1. THE CONTENT OF THE COURSE;</th>
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<th>N</th>
<th>R</th>
<th>D</th>
<th>SD</th>
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<td>a. Helped me clarify my own PD/ Personal needs</td>
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<td>4</td>
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<td>b. Focused on a broad range of PD</td>
<td>5</td>
<td>4</td>
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<tr>
<td>c. Could be applied to a school setting</td>
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<td>4</td>
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<td>d. Will assist me in my role developing staff</td>
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<td>3</td>
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<tr>
<td>e. Was relevant and easy to understand</td>
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<td>4</td>
<td>3</td>
<td>2</td>
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<tr>
<td>f. Provided a good balance of theory and practice</td>
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<td>a. Were informative and varied</td>
<td>5</td>
<td>4</td>
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<tr>
<td>b. Provided opportunities for individual reflection</td>
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<td>4</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td></td>
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<tr>
<td>c. Provided opportunities to discuss and share</td>
<td>5</td>
<td>4</td>
<td>3</td>
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<tr>
<td>d. Created a climate of open supportive learning</td>
<td>5</td>
<td>4</td>
<td>3</td>
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<tr>
<td>e. Helped summarise and consolidate ideas and issues</td>
<td>5</td>
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<td>a. Well presented</td>
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<td>4</td>
<td>3</td>
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</tr>
<tr>
<td>b. Clear and concise</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
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<tr>
<td>c. Easy to use and understand</td>
<td>5</td>
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<th>N</th>
<th>R</th>
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<tr>
<td>a. Was clear in delivery</td>
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<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>b. Was supportive and helpful</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>c. Used interesting, relevant anecdotal comments</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
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<tr>
<td>d. Challenged the audience in a non threatening way</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
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<tr>
<td>e. Provided opportunities for group involvement</td>
<td>5</td>
<td>4</td>
<td>3</td>
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</table>

I liked

I would appreciate more support with

General Comments
APPENDIX NO. 5

STRUCTURED INTERVIEW —
(SUMMATIVE EVALUATION PROCESS)
STRUCTURED INTERVIEW
(SUMMATIVE EVALUATION PROCESS)

1) What have you learnt about the things that either assist you or limit you changing your present professional and personal behaviours and attitudes?

2) What particular goals have you chosen for your future professional and personal growth? What led you to choose these goals?

3) Describe the appraisal/validation strategies you have used during this process? Did you have any difficulties with these strategies? Are there strategies you would like to learn more about?

4) How did you find working with a colleague to assist them identify their own goals. What difficulties did you experience? What strategies worked for you?

5) Have you any further ideas that might assist to enhance the PPLP process?
APPENDIX NO. 6

ETHICAL CONSIDERATIONS
INFORMATION FOR PARTICIPANTS IN THE PPLP PROCESS

Thank you for agreeing to participate in this process. At the end of the process, you will have developed a personal professional and personal life plan that incorporates your needs and the needs of the institution in which you work.

The activities used throughout the process will help you to examine a number of important aspects of your professional life - a process that may be likened to a professional "stocktake". The sole aim of this process is to assist your future development.

The issue of confidentiality throughout the process is of great importance. Information contained in the questionnaires, workshop modules, interviews or your professional plan will be strictly confidential between the presenter and yourself.

In addition, I would greatly appreciate your assistance in a research study I am undertaking on strategies teachers use to identify their professional development needs. For this purpose, I am seeking your permission to use information supplied in this process on a strictly confidential basis. No individualised information will be released to any outside person or body, including school executives or employing bodies. Similarly, you are asked to keep confidential any information shared with you by your colleagues during the course. If you feel unable to assist in the proposed study, kindly let me know and I will omit your information from the research.

At the conclusion of the research, a summary of the findings will be presented in a group forum to participants. Individuals who wish to read material gathered in the project about themselves, may do so upon request.

Please feel free to contact me any time you have a concern. I can be contacted at the University on (047) 360 222 or after hours on (047) 358705.

I look forward to working with you.

Yours sincerely,

Barry Harris
A STUDY OF A PROCESS TO ASSIST TEACHERS

DETERMINE THEIR PROFESSIONAL

DEVELOPMENT NEEDS

Thesis submitted in fulfilment of the
requirements of the degree of
Doctor of Philosophy
of
the University of Western Sydney, Nepean
by

BARRY HARRIS
Declaration

I certify that the substance of this thesis has not already been submitted for any degree and is not currently being submitted for any other degree.

I certify that any help received in preparing this thesis, and all sources used, have been acknowledged.

Signed

[Signature]

Barry Harris

September, 1997.
The professional development of teachers is a continuing issue that concerns both teachers and organisational administrators. This study is concerned with one aspect of this broad issue: the manner in which teachers determine their professional development needs in the context of the varying individual and organisational changes they face. To conduct this study a process to assist teachers determine their professional development needs was developed, implemented and evaluated. This occurred as a series of case studies with a group of teachers drawn from the N.S.W. Department of School Education. Throughout the study a number of key issues are considered. These include teachers’ responses to professional and personal change, an examination of a holistic range of potential needs, and techniques that teachers are able to use to appraise and validate their needs. The study sought to gain new understanding of the processes used by teachers in their professional development needs analysis, and to develop a model that can be used by teachers and schools for these purposes.
ACKNOWLEDGEMENTS

I would like to thank all those who advised and supported me in the completion of this thesis.

In particular—

I would like to express my enormous gratitude to Professor Neil Baumgart, Professor of Education, UWS Nepean, for his continual and diligent support and advice throughout the period of the study. My thanks also go to Professor Jim Walker, Dean of Education, UWS Nepean, for his advice on the study’s theoretical framework.

I am grateful to Evie for editing various drafts, and to Michelle for her encouragement and patience.

Finally, I need to acknowledge and thank all of the teachers who participated in the study, and gave so generously of their time.
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