COOPERATIVE DEVELOPMENT or
THE ART OF TEACHER MAINTENANCE

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Sources

- **Adapted from: *Edge, J. 2007. Cooperative Development (Units 3-5). The Education of Language Teachers. MA TESOL Course Unit. University of Manchester. Spring 2010.***

- **Selected other sources => see bibliography at the end of the presentation**

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Goals and outcomes

- **Goal =>** *to present CD as a form of effective, accessible, continuous, and structured, but personal and informal, teacher development*

- **Outcome =>** *a refreshed sense of ourselves as teachers, enhanced self-reflection*

WHAT MATTERS MOST
IS HOW YOU SEE YOURSELF.
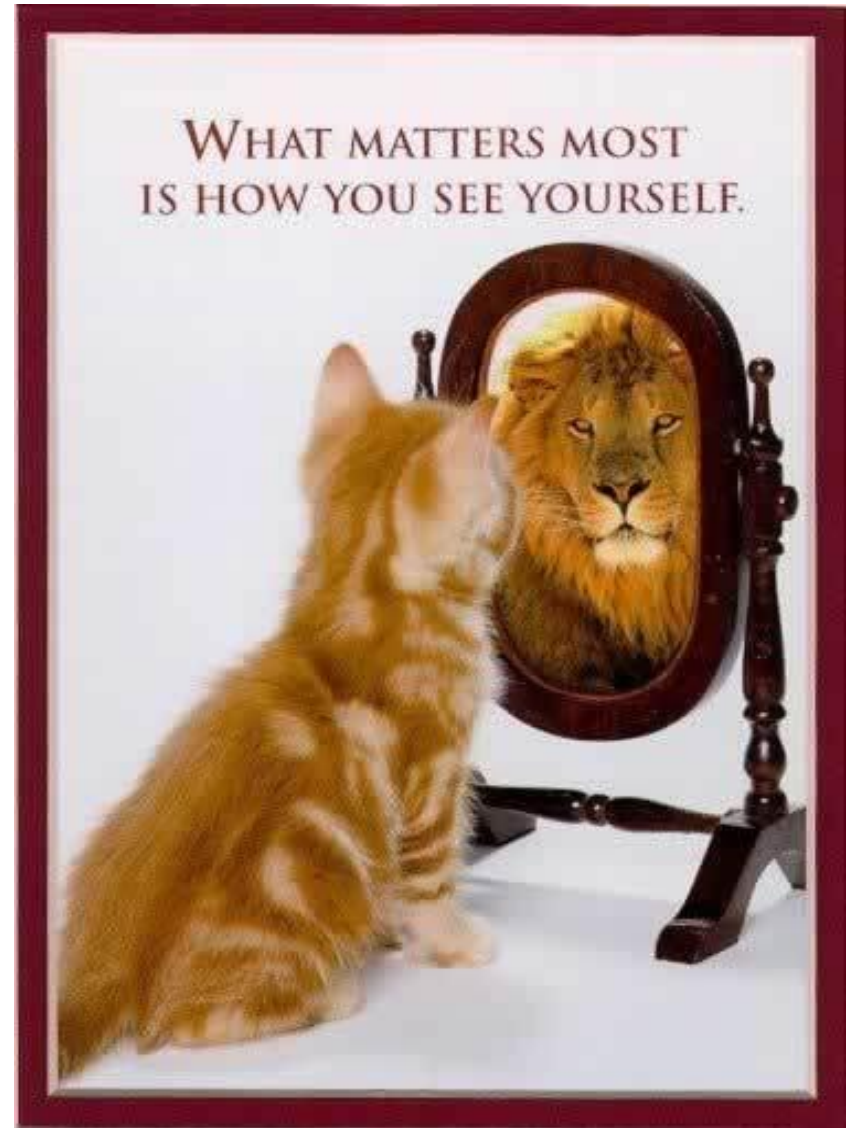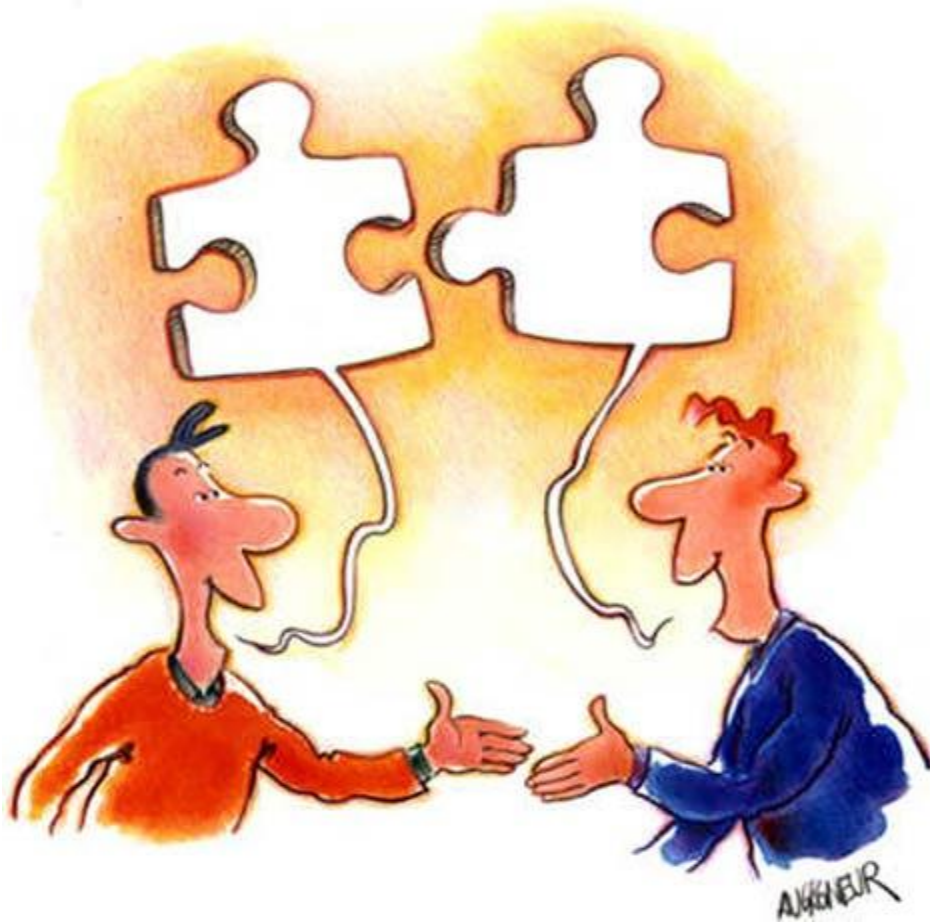
Teaching/learning

- Teaching is about learning

- Challenge: theory vs. practice

- Teacher cognition – what teachers know, believe and think (Borg 2003)

- Teachers as learners
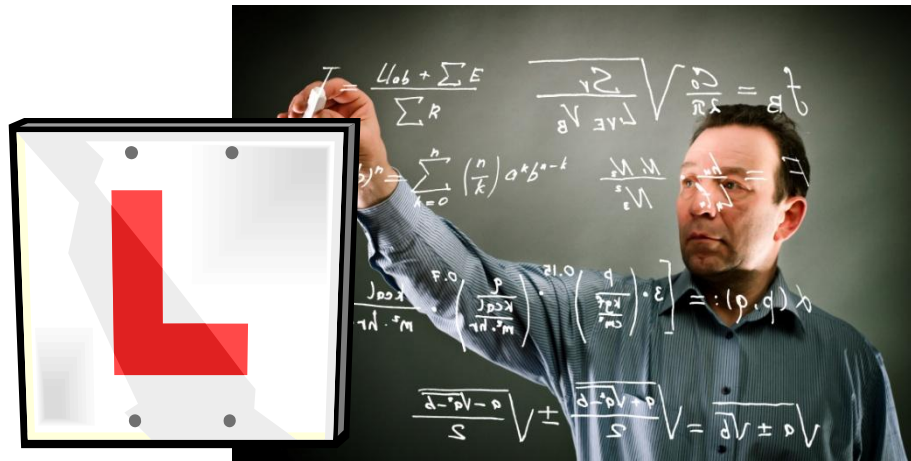
Teacher training, education, development

❖ <u>Training</u> = acquisition of skills and competencies necessary to conduct successful teaching *(Richards & Farrells 2005: 6)*

❖ <u>Education</u> = a set of schemata and procedures to cope with new problems *(Widdowson 1983:19)*

❖ <u>Teacher development</u> = teacher-initiated and teacher-sustained, autonomous, self-monitoring process *(Eldridge 2005: 6)*

GAP

Current, prevalent interpretation of PD => either "training" or "education":

"visible professional development activities" *(Johnson 2006: 243)*

Daily teaching *modus operandi***:**

practical considerations and issues

classroom experiences

problems, questions, doubts

"Teacher ways of knowing"

- Theory informing practice and vice versa => "praxis of teaching" *(Johnson 2006: 243)* => teacher knowledge

- Teacher knowledge => active, personal approach to continuous learning through "teachers' informal social and professional networks" *(ibid.), **starting from and based on self-reflection** as a valid, reliable and legitimate source of knowledge

- Teacher as a "transformative intellectual" *(ibid.)*

Teacher learning - complementary approach

Continuous teacher development built upon <u>self-reflection</u>, shared with colleagues within an informal professional setting, relevant to classroom practice; active, personal, autonomous, transformative and integrative

Cooperative Development (CD): **a mixture of awareness-raising and disciplined discourse; <u>a way of working together with one or more colleagues in order to develop as a person and teacher in your own terms</u>.**

Cooperative Development (1)

We learn by speaking => working to put our thoughts together so that someone else can understand them.

Cooperative Development focuses on the power of learning through articulation.

Think, hear, say

"How do I know what I think until I hear what I say?"

Cooperative Development (2)

- *Central idea => to set aside some time, on a regular basis, when we talk to a colleague, consciously changing the usual rules of engagement ~~(discussion, argument, criticism – competitive development)~~*

- **A new set of norms for communicative interaction to encourage independent self-development:**

*One person **SPEAKS** – in order to develop => **SPEAKER***

*The other person **UNDERSTANDS*** – in order to support that development => **UNDERSTANDER***

* It means more than just listening!

Cooperative Development (3)

- The Understander makes every effort to avoid a natural tendency to judge, and the Speaker knows that.

- The non-judgmental nature of the CD discourse is built on three underlying principles:

  respect, empathy and sincerity

Session framework

- The Speaker => freedom to express and explore thoughts on an area of teaching he/she chooses.

- The Understander => works to understand and reflect back the developing ideas to help the Speaker build self-awareness about the area and determine a plan of action, if necessary.

Session format

➢Decide on the duration

➢Decide on the roles

➢Determine boundaries

The Speaker...

- **Speaks**
- **Clarifies**
- **Explains**
- **Develops**
- **Sets goals**

The Understander…

- **<u>Attends</u> =>** listens attentively, without judgement
- **<u>Reflects</u> =>** captures the essence of the Speaker's thoughts by rephrasing them
- **<u>Thematises/Challenges</u> =>** indicates possible connections with other topics/issues
- **<u>Focuses</u> =>** summarises and invites the Speaker to concentrate on one area/course of action (goal)

Helpful questions/expressions

- *You mean…?*
- *So, it seems you have a problem with…*
- *You think it is…?*
- *Do you have any thoughts about how to resolve this issue?*
- *Just a minute, let me see if I've got this right. . . .*
- *OK, what I hear you saying is this: . . .*
- *Let me be sure that I'm with you here. . .*
- *Can I just check something with you? . . .*
- *So, if I'm understanding you properly, . . .*
- *OK then, this is the message I'm getting. . .*
- *Right, so it looks like this: . . .*

Decoding Zen and the Art of Motorcycle Maintenance   PLAY ▶
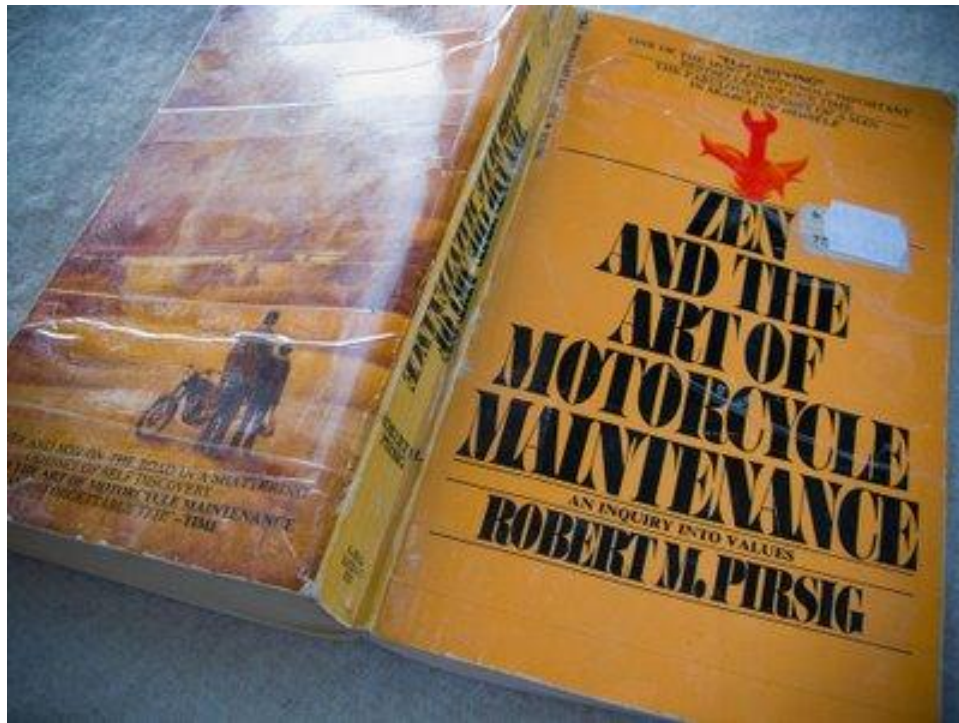
The Art of Teacher Maintenance

- To what extent should one "maintain" one's own teaching?

- Philosophy of life based on <u>motorcycle maintenance</u> / <u>teaching and learning</u>

- Learning about teaching through "training" or "self-reflection"?

- Quality and joy of teaching = combining "technology" with "zen", or training with self-development

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Cooperative
Development

JULIAN EDGE

Longman
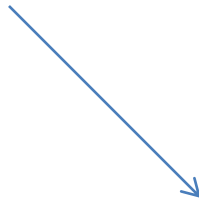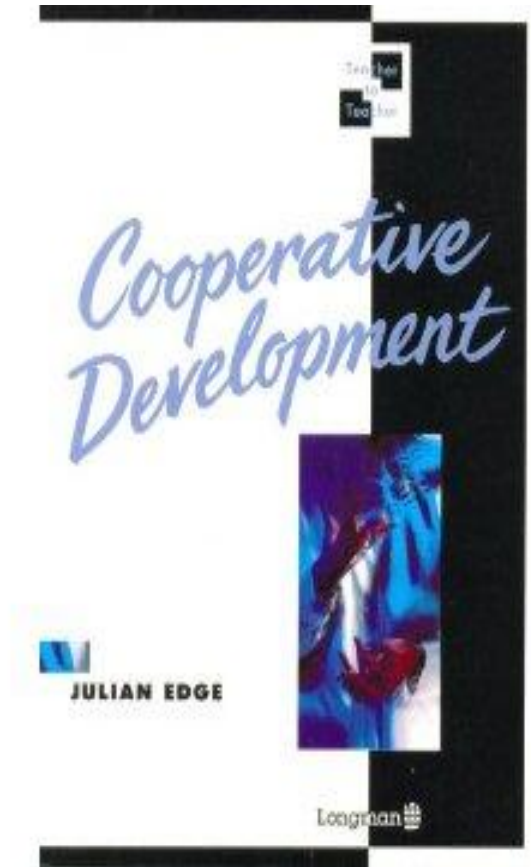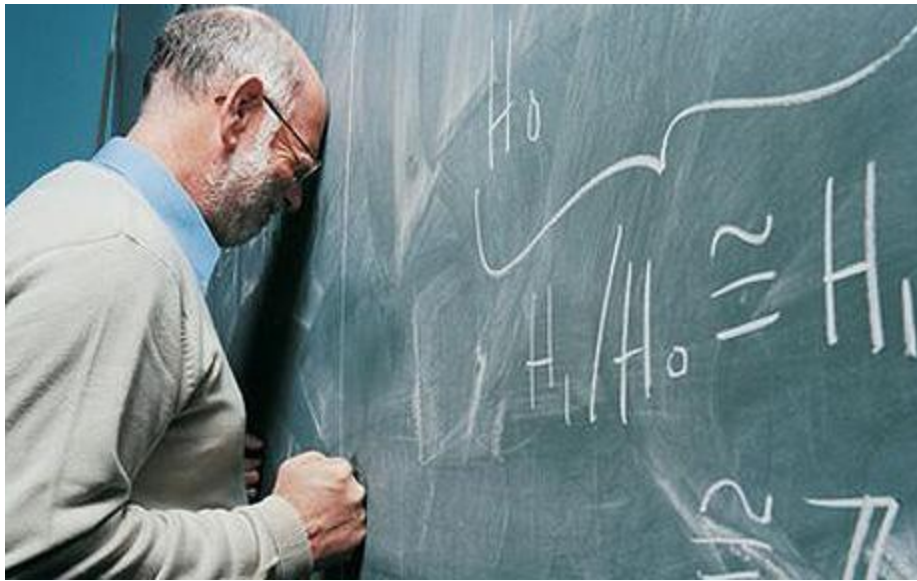
Thank you!

(Optional)
Selected CD Tasks: Interaction

- *Speaker*: Articulate briefly your position and be prepared to develop it in interaction with the Understander.

- *Understander*: Listen actively. Make the Speaker feel well listened to. Reflect the Speaker's ideas and feelings (**restate them**). Listen for opportunities to thematise and challenge (**indicate possible connections with other areas**).

- *Observer*: Offer feedback based on your notes taken during the exchange.

SELECTED CD TASKS: task A

- **Individual preparation**

Think of a personal anecdote from your own history as a teacher that allows you to <u>complete one</u> of these sentences:

- *There was one time in class when I felt truly...*
- *There was one time in class when I felt as though I...*

SELECTED CD TASKS: task B

Complete the following sentences for yourself or see if you can add a similar sentence or two of your own.

1. *As a teacher, the type of activity I most enjoy is...*
2. *As a teacher, the type of activity I least enjoy is...*
3. *One aspect of my teaching that I'm really pleased about is...*
4. *One thing I don't like about my teaching is...*