



**UNSW**  
A U S T R A L I A

Arts & Social  
Sciences

School of Education

EDST5308  
Teacher Learning

Semester 1

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### IMPORTANT :

For student policies and procedures relating to assessment, attendance and student support, please see website, <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

**The School of Education acknowledges the Bidjigal and Gadigal people as the traditional custodians of the lands upon which we learn and teach.**

## 1. LOCATION

Faculty of Arts and Social Sciences  
School of Education  
EDST 5308 Teacher Learning (6 units of credit)  
Semester 1, 2016

## 2. STAFF CONTACT DETAILS

Course Coordinator: Dr. Neville Ellis  
Office Location: John Goodsell Building, Room 138  
Email: [neville.ellis@unsw.edu.au](mailto:neville.ellis@unsw.edu.au)  
Phone: 9385 9506  
Availability: Tuesdays - by email appointment

## 3. COURSE DETAILS

<b>Course Name</b>	Teacher Learning
<b>Credit Points</b>	6 units of credit (uoc)
<b>Workload</b>	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
<b>Schedule</b>	
Lecture	Tue 17-19 (w1-12, JGoodsLG21)

### *Summary of Course*

Teaching is a dynamic, complex profession and teachers work in a challenging, ever-changing environment. Teachers thereby need to constantly up-skill to prepare for all the challenges they will face throughout their careers. Teachers need to have access to, and engage in, high quality professional development across the whole of their teaching career.

This course focuses on how teachers learn and develop. It explores three major areas:

- How teachers learn.
- The contemporary contexts of teacher professional learning and development.
- Supporting teacher professional learning in the workplace.

This course will enable participants to improve their own and their establishment's practice in supporting teacher professional learning and development. In addition to exploring contemporary research and theory on teacher learning and development, participants will use this knowledge to develop practical skills. Participants will critically analyse a professional learning program at the school or system level within their context as well as develop a detailed proposal to set up or significantly revise a professional learning program. They will be provided the opportunity to share their proposals with their peers in the class, extending their capacity to both give and receive effective feedback.

## *Aims of the Course*

This course aims to:

- provide participants with an understanding of workplaces as learning environments, learning organisations, and communities of practice.
- explore contemporary research and theory on teacher learning and development.
- survey current national and state policies around teacher learning and development.
- provide opportunities for participants to apply the theory learnt to develop practical skills.
- develop participant's ability to critically analyse a professional learning program.
- develop participant's ability to plan a professional learning program.
- enable participants to share their proposals with one another.

enable participants to improve their own and their establishment's practice in supporting teacher professional learning and development

*The main ways in which the course has changed since last time as a result of student feedback*

- The amount of content provided during lectures has been reduced.
- More readings will be mandated before class and discussion in class will be based on these.
- Greater opportunities will be provided during class time for questions and discussion.
- If there are more than 12 students in the class then all students will be organised into learning teams and be asked to present their proposals to the team for discussion and feedback.

## *Student Learning Outcomes*

Outcome	Assessment/s
1 Gain an understanding of contemporary research and theory on teacher learning and development.	1, 2
2 Understand how teachers learn, the contemporary contexts of teacher professional learning and development, and how teacher professional learning is best supported in the workplace.	1, 2
3 Reflect on the application of their learning to their school context.	1, 2
4 Critically analyse a professional learning program at the school or system level.	1, 2
5 Conduct a practical application of the theory to their workplace through setting up or significantly revising a professional learning program.	2
6 Enhance their skills and competence in planning and implementing a professional learning program.	2
7 Present concepts to their peers.	2
8 Increase capacity to give and receive effective feedback.	2
9 Plan to continually improve professional knowledge and practice.	1, 2
10 Engage and support members of their profession.	1, 2

## Program Learning Outcomes

		Assessment/s
	<b>Advanced disciplinary knowledge and practices</b>	
1	Demonstrate an advanced understanding of the field of education as it relates to their specialist area of study, and the ability to synthesise and apply disciplinary principles and practices to new or complex environments.	1, 2
	<b>Enquiry-based learning</b>	
2	Demonstrate an in-depth understanding of research-based learning and the ability to plan, analyse, present implement and evaluate complex activities that contribute to advanced professional practice and/or intellectual scholarship in education.	1, 2
	<b>Cognitive skills and critical thinking</b>	
3	Demonstrate advanced critical thinking and problem solving skills	1, 2
	<b>Communication, adaptive and interactional skills</b>	
4	Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	2
	<b>Global outlook</b>	
5	Demonstrate an understanding of international perspectives relevant to the educational field	-
	<b>Ethics</b>	
6	Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education	1, 2

#### 4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

This course will enable students to develop an understanding of the important role teacher professional learning and development plays in contemporary contexts. The course involves a detailed study of the theory, research and practice associated with this topic as well as the opportunity to complete a practical project that is applicable to the context in which the participant works. Student learning outcomes are supported by teaching and learning strategies that includes lecture-delivery, group work, individual presentations and discussion.

#### 5. TEACHING STRATEGIES

This course will be taught within the classroom with a strong emphasis on student participation. Students will be provided with references to research journals, books, policy documents and websites which they will be expected to read/research prior to each session. Various strategies including lecture-delivery, group work, individual presentations and class discussions will engage students and enable a deeper understanding of the related issues. Individual presentations will allow students to share their proposals in some depth with the group and receive feedback from their peers. Two written papers will require students to research, compare, and evaluate various professional learning models and strategies as well as synthesise material to develop a critical analysis of, and a proposal for, a professional learning plan.

## COURSE CONTENT AND STRUCTURE

<b>Week Beginning</b>	<b>Lecture Topic</b>
1	<p><b>How teachers learn (1).</b>            How teachers learn:            Course overview including discussion of assessment requirements.            What is teacher professional learning and development? Why is it important? Critical reading of theory and research on teacher learning.</p>
2	<p><b>How teachers learn (2).</b>            Initial teacher education (ITE):            Background &amp; context / Characteristics of high quality ITE            Current policies and directions shaping ITE            Changing models of PE</p>
3	<p><b>How teachers learn (3).</b>            Stages of development:            What makes a novice different from an expert?            Where does expertise come from?            Pedagogical Content Knowledge</p>
4	<p><b>A Case Study of a Professional Learning Program</b></p>
<p><b>Mid semester break</b></p>	
5	<p><b>Contemporary contexts of PL &amp; D (1).</b>            Policies and practices at the system level:            National and state policies.            Interrogation and analysis of current policy developments including the Charter and the Framework.</p>
6	<p><b>Contemporary contexts of PL &amp; D (2).</b>            The standards-based movement and its critiques:            The Australian Professional Standards for Teachers            Overview &amp; organization of the Standards            AITSL tools and resources</p>
7	<p><b>Supporting teacher PL (1).</b>            Initiating and leading PL programs:            Evaluating teacher learning &amp; evaluating the Dept / School PL plan</p>
8	<p><b>Supporting teacher PL (2).</b>            Supporting PL in schools:            Key components of a school Professional Learning Plan            Developing a Professional Learning Plan / Program</p>

9	<p style="text-align: center;"><b>Supporting teacher PL (3).</b>  Mentoring &amp; Coaching:  Why? What? How?  Mentoring &amp; coaching skills  Mentoring ECTs: PSTs &amp; Beginning teachers</p> <p>Discussion of format and requirements for oral presentations to the class.</p>
10	<p style="text-align: center;"><b>Oral Presentations to the Class 1.</b></p> <p>All students will be expected to provide feedback to their peers using the evaluation and feedback forms given and actively participate in the discussion.</p>
11	<p style="text-align: center;"><b>Oral Presentations to the Class 2.</b></p> <p>All students will be expected to provide feedback to their peers using the evaluation and feedback forms given and actively participate in the discussion.</p>
12	<p style="text-align: center;"><b>Supporting teacher PL (4).</b>  Schools as learning communities:  Action research, action learning &amp; professional learning teams.</p> <p>Feedback on and evaluation of the course.</p>

## 6. ASSESSMENT

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Assessment 1 Minor written assignment	2000 words	35%	1 - 4, 9 - 10	1 - 3, 6	Week 5 Sun 10 April 2016 5pm
Assessment 2 – Part A Oral Presentation	Equivalent of 1000 words	10%	1 - 10	1 - 4, 6	Weeks 8 – 9 (in class)
Assessment 2 – Part B Major written assignment	3000 words	55%	1 - 10	1 - 4, 6	Week 12 Sun 29 May 2016 5pm

### *Assessment Details*

#### **Assessment 1 – Critical analysis of a teacher professional learning program**

##### Minor Written Assignment

Students are to explore and interrogate a teacher professional learning program at the school or system level within their context and provide a detailed critical analysis of the program. Reference should be made to some of the contemporary literature on teacher professional learning and development, current national and state policies, and the Australian Professional Standards for Teachers. The length of this written assignment is 2000 words.

#### **Assessment 2 - Detailed proposal for a professional learning program**

##### Presentation to class and major written paper

Students are to develop a detailed proposal to set up or significantly revise a professional learning program centred within the student's own workplace. The plan must be based on new knowledge acquired in this course. Students should make reference to the various professional learning models and strategies they considered in arriving at the framework they plan to deploy.

**Part A** of this assessment requires students to do an oral presentation to the class equivalent to 1000 words. Students may develop a PowerPoint presentation or utilise other digital media to support the presentation. Each presentation will be scheduled for approximately 20 minutes inclusive of 5 minutes for questions and class discussion. All students will be expected to provide feedback to their peers using the evaluation and feedback forms given and actively participate in the discussion.

**Part B** of this assessment requires students to develop and submit a detailed written proposal with a length of 3000 words.

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Student no longer need to use a cover sheet. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc.



UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET  
 EDST5308 TEACHER LEARNING

Student Name:

Student No.:

Assessment Task: **Critical analysis of a teacher professional learning program**

SPECIFIC CRITERIA	(-) <span style="font-size: 2em;">→</span> (+)				
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>• Interpretation of question and evidence.</li> <li>• Understanding and representation of issues involved.</li> <li>• Analysis and evaluation of salient arguments.</li> <li>• Drawing of warranted conclusions.</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>• Evidence of high order analytic skills.</li> <li>• Reasoning of argument/s.</li> <li>• Plausibility and impressiveness of answer.</li> </ul>					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>• Understanding of theory and research including:               <ul style="list-style-type: none"> <li>○ Appropriate reference to contemporary literature on teacher professional learning and development.</li> <li>○ Appropriate reference to current national and state policies.</li> <li>○ Appropriate reference to the Australian Professional Standards for Teachers.</li> </ul> </li> <li>• Evidence of critical reading.</li> <li>• Evidence of additional reading.</li> </ul>					
<b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>• Planning and structure of argument.</li> <li>• Persuasiveness and cohesiveness of argument.</li> <li>• Presentation of ideas to enhance readability.</li> </ul>					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>• Clarity of written expression.</li> <li>• Fluency and skillfulness of style.</li> <li>• Claims supported by sources/evidence.</li> <li>• Referencing of sources using APA style &amp; completeness of reference list.</li> </ul>					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>          					

**Lecturer**

**Recommended:**     /20     (FL PS CR DN HD)

**Date**

**Weighting:**     35%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

UNSW SCHOOL OF EDUCATION  
FEEDBACK SHEET  
EDST5308 TEACHER LEARNING

Student Name:

Student No.:

Assessment Task: **2a – Oral Presentation to the Class**

SPECIFIC CRITERIA	(-) <span style="font-size: 2em;">→</span> (+)				
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>• A range of different ideas exploring the topic.</li> <li>• Understanding of how the ideas relate to each other.</li> <li>• Demonstration of a creative &amp; high level of understanding of the topic.</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>• Evidence of high order analytic skills.</li> <li>• Reasoning of argument/s.</li> <li>• Plausibility and impressiveness of proposal.</li> </ul>					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>• Reference/s to contemporary literature on professional learning models and strategies.</li> <li>• Demonstration of a synthesis of new knowledge acquired in this course.</li> </ul>					
<b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>• Organisation of oral presentation with a beginning, middle and end.</li> <li>• Evidence of a strong organizing theme, with clear main ideas &amp; transitions.</li> <li>• Completeness and accuracy of information presented.</li> <li>• Use of visual aids to make the presentation more meaningful.</li> <li>• Appropriateness of length of presentation.</li> </ul>					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>• Clarity of speech and communication with the audience.</li> <li>• Engagement with audience.</li> <li>• Pacing of presentation allowing time for audience to think &amp; respond.</li> <li>• Appropriate referencing of sources &amp; completeness of reference list using APA style.</li> </ul>					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>					

**Lecturer**

**Recommended:**        /20        (FL PS CR DN HD)

**Date**

**Weighting:**        10 %

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET  
 EDST5308 TEACHER LEARNING

Student Name:

Student No.:

Assessment Task: **2b - Detailed proposal for a professional learning program**

SPECIFIC CRITERIA	(-) <span style="font-size: 2em;">→</span> (+)				
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>• Interpretation of question and evidence.</li> <li>• Understanding and representation of issues involved.</li> <li>• Analysis and evaluation of salient arguments.</li> <li>• Drawing of warranted conclusions.</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>• Evidence of high order analytic skills.</li> <li>• Reasoning of argument/s.</li> <li>• Plausibility and impressiveness of answer.</li> </ul>					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>• Understanding of theory and research including references to contemporary literature on professional learning models and strategies.</li> <li>• Demonstration of a synthesis of new knowledge acquired in this course.</li> <li>• Evidence of critical reading.</li> <li>• Evidence of additional reading..</li> </ul>					
<b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>• Planning and structure of argument.</li> <li>• Persuasiveness and cohesiveness of argument.</li> <li>• Presentation of ideas to enhance readability.</li> </ul>					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>• Clarity of written expression.</li> <li>• Fluency and skillfulness of style.</li> <li>• Claims supported by sources/evidence.</li> <li>• Referencing of sources using APA style &amp; completeness of reference list.</li> </ul>					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>          					

**Lecturer**

**Recommended:**        /20        (FL PS CR DN HD)

**Date**

**Weighting:**        55 %

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

## 7. RESOURCES

### *Required Readings*

t.b.a.

### *Further Readings & Resources*

#### **How teachers learn.**

- Bradley, A. (1994, April 20). Pioneers in professionalism. *Education Week*, 13, 18–21.
- Cochran-Smith, M., & Zeichner, K. M. (Eds.). (2005). *Studying teacher education: The report of the AERA Panel on Research and Teacher Education*. Mahwah, NJ: Erlbaum.
- Conant, J. B. (1963). *The education of American teachers*. New York: McGraw-Hill.
- Darling-Hammond, L. (2005). Teaching as a profession: Lessons in teacher preparation and professional development. *Phi Delta Kappan*, 87(3), 237–240.
- Darling-Hammond, L. (2006). *Powerful teacher education: Lessons from exemplary programs*. San Francisco: Jossey-Bass.
- Darling-Hammond, L. (2008). Educating teachers: How they do it abroad. *Time*, 171(8), 34.
- Darling-Hammond, L., & Bransford, J. (Eds.). (2005). *Preparing teachers for a changing world: What teachers should learn and be able to do*. San Francisco: Jossey-Bass.
- Darling-Hammond, L., Chung, R., & Frelow, F. (2002). Variation in teacher preparation: How well do different pathways prepare teachers to teach? *Journal of Teacher Education*, 53(4), 286–302.
- Day, C. (1999). *Developing Teachers: The Challenges of Lifelong Learning*. United Kingdom: Routledge.
- Groundwater-Smith, S., Ewing, R. & Le Cornu, R. (2011). *Teaching: Challenges and Dilemmas*. (4th ed.), Melbourne: Cengage Learning Australia.  
Chap 1. *So you want to be a teacher! Working in a changing context*  
Chap 2. *Ethical Practice*  
Chap 7. *Teacher as learner*
- Guskey, T.R. (2000). *Evaluating Professional development*. Thousand Oaks, CA: Sage.  
Chap 1. *What is professional development?*
- Kennedy, M. M. (1999) The role of preservice teacher education. In Darling-Hammond, L. and Sykes, G. (Eds.) *Teaching as the Learning Profession: Handbook of Teaching and Policy* (pp. 54–86). San Francisco: Jossey Bass.
- Knowles, J. G., & Hoefler, V. B. (1989). The student-teacher who wouldn't go away: Learning from failure. *Journal of Experiential Education*, 12(2), 14–21.
- Meiers, M. & Ingvarson, L. (2005). *Investigating the links between teacher professional development and student learning outcomes. Report to the Commonwealth Department of Education*. Canberra: Dept. of Education, Science and Training.  
[http://www.dest.gov.au/sectors/school\\_education/publications\\_resources/profiles/teacher\\_prof\\_development\\_student\\_learning\\_outcomes.htm](http://www.dest.gov.au/sectors/school_education/publications_resources/profiles/teacher_prof_development_student_learning_outcomes.htm).
- Senge, P. (1990). *The Fifth Discipline: The Art and Practice of the Learning Organization*. New York: Doubleday.
- Senge, P. et al. (2000). *Schools That Learn*. London: Nicholas Brearley Publishing.
- Smith, P.J. & Sadler-Smith, E. (2006). *Learning in Organisations: Complexities and Diversities*. New York: Routledge.;

- Smyth, J. (1988). The school as a critical learning community. In Down, B. et al. *Reclaiming Professional Knowledge: New Ways of Thinking About Teachers' Learning*, 7-14.
- Sumara, D. J., & Luce-Kapler, R. (1996). (Un)Becoming a teacher: Negotiating identities while learning to teach. *Canadian Journal of Education*, 21, 65–83.
- Timperley, H. (2008). Teacher professional learning and development. In *The Educational Practices Series – 18*. Ed. Jere Brophy. Brussels: International Academy of Education & International Bureau of Education.
- Timperley, H., Wilson, A., Barrar, H. & Fung, I. (2007). *Teaching, professional learning and development: Best evidence synthesis iteration [BES]*. Wellington, New Zealand: Ministry of Education. <http://www.educationcounts.govt.nz/publications/series/2515/15341>
- Watson, L., (2003). *Lifelong Learning in Australia*. Australia: Australian Government, Department of Education, Science and Training.

### **The contemporary contexts of teacher professional learning and development.**

- Blank, R. K. S. & de las Alas, N. (2009). Effects of teacher professional development on gains in student achievement: How meta analysis provides scientific evidence useful to educational leaders. Washington, DC: Council of Chief State School Officers.  
<http://www.ccsso.org/content/pdfs/Final%20Meta%20Analysis%20Paper%20full.pdf>
- Clotfelter, C., Ladd, H., & Vigdor, J. (2007). *How and why do teacher credentials matter for student achievement?* (NBER Working Paper 12828). Cambridge, MA: National Bureau of Economic Research.
- Guskey, T.R. (2000). *Evaluating Professional development*. Thousand Oaks, CA: Sage.  
Chap 3. *Practical guidelines for evaluating professional development*.
- Darling-Hammond, L. (2000). Teacher quality and student achievement: A review of state policy evidence. *Educational Policy Analysis Archives*, 8(1). Retrieved June 10, 2008, from <http://epaa.asu.edu/epaa/v8n1>
- Darling-Hammond, L., Holtzman, D. J., Gatlin, S. J., & Heilig, J. V. (2005). Does teacher preparation matter? Evidence about teacher certification, Teach for America, and teacher effectiveness. *Educational Policy Analysis Archives*, 13(42). Retrieved from <http://epaa>.
- Darling-Hammond, L., & Youngs, P. (2002). Defining “highly qualified teachers:” What does “scientifically-based research” actually tell us? *Educational Researcher*, 31(9), 13–25.
- Darling-Hammond, L., Wei, R. C., Andree, A., Richardson, N. & Orphanos, S. (2009). *Professional learning in the learning profession: A status report on teacher development in the United States and abroad. Technical Report*. Dallas, TX: National Staff Development Council.  
[http://www.srnleads.org/resources/publications/pdf/nsdc\\_profdev\\_short\\_report.pdf](http://www.srnleads.org/resources/publications/pdf/nsdc_profdev_short_report.pdf)
- Dennison, G. M. (1992). National standards in teacher preparation: A commitment to quality. *The Chronicle of Higher Education*, 39(15), A40.
- Desimone, L. (2009). Improving impact studies of teachers' professional development: Towards better conceptualizations and measures. *Educational Researcher*, 38(3), 181-199.  
<http://edr.sagepub.com/cgi/content/full/38/3/181>
- Desimone, L. M., Porter, A. C., Garet, M. S., Yoon, K. S., & Birman, B. F. (2002). Effects of professional development on teachers' instruction: Results from a three year longitudinal study. *Educational Evaluation and Policy Analysis*, 24, 81–112.
- Garet, M.S., Porter, A., Desimone, L., Birman, B.F., & Yoon, K.S. (2001). What makes professional development effective? Results from a national sample of teachers. *American Educational Research Journal*, 38(4), 915–945. <http://aer.sagepub.com/cgi/reprint/38/4/915>
- Goldhaber, D., & Anthony, E. (2005). *Can teacher quality be effectively assessed?* Seattle: University of Washington and the Urban Institute.
- Hattie, J. (2003). *Teachers make a difference: What is the research evidence?* Paper presented at the Australian Council for Educational Research annual conference.

Neuman, S.B. & Cunningham, L. (2009). The impact of professional development and coaching on early language and literacy instructional practices. *American Educational Research Journal*, 46(2), 532-566. <http://aer.sagepub.com/cgi/content/abstract/46/2/532>

### **Supporting teacher professional learning in the workplace.**

- Beatty, B. (2000). Teachers leading their own professional growth: Self-directed reflection and collaboration and changes in perception of self and work in secondary school teachers. *Journal of In-Service Education*, 26(1), 73–97.
- DuFour, R. & Eaker, R. (1998). *Professional Learning Communities at Work: Best practices for Enhancing Student Achievement*. Bloomington, IN: National Educational Service.
- Ewing, R. (2002). Framing a professional learning culture: an Australian case study. *Curriculum Perspectives*, 22(3), 23-32.
- Ewing, R. (2004). *Teachers as researchers*. Invited keynote address to the 'Action learning for school teams' conference, Wollongong, April.
- Groundwater-Smith, S., Ewing, R. & Le Cornu, R. (2011). *Teaching: Challenges and Dilemmas*. (4th ed.), Melbourne: Cengage Learning Australia.  
Chap 13. *Working more broadly: Practitioner enquiry for knowledge-building schools*
- Hawley, W.D. & Valli, L. (1999). The essentials of effective professional development: A new consensus. In L. Darling-Hammond and G. Sykes (Eds.), *Teaching as the learning profession: Handbook of policy and practice*. San Francisco: Jossey-Bass Publishers.
- Hayes, H. S., & Wetherill, K. S. (1996, April). *A new vision for schools, supervision, and teacher education: The professional development system and Model Clinical Teaching Project*. Paper presented at the annual meeting of the American Educational Research Association, New York.
- Ingvanson, L., Meiers, M. & Beavis, A. (2005). Factors affecting the impact of professional development programs on teachers' knowledge, practice, student outcomes & efficacy. *Education Policy Analysis Archives*, 13(10), 1-26. <http://epaa.asu.edu/epaa/v13n10/v13n10.pdf>
- Kemmis, S. & McTaggart, R. (1988). *The Action Research Reader*. Geelong: Deakin University.
- McLaughlin, M. & Talbert, J. (2001). *Professional Communities and the Work of High School Teaching*. Palo Alto, CA: Center for Research on the Context of Secondary Schools, University of Chicago Press
- Neubert, G. A., & Binko, J. B. (1998). Professional development schools: The proof is in the performance. *Educational Leadership*, 55(5), 44–46.
- Proudford, C. (2003). Building professional learning communities for curriculum change. *Curriculum Perspectives*, 23(3), 1-10.
- Revans, R. (1980). *Action Learning: New techniques for management*. London: Blond & Briggs.
- Revans, R. (1997). Action learning, its origins & nature. In M. Pedler (ed) *Action Learning in Practice* (3rd ed.). Brookfield, VT: Gower, 3-14.
- Revans, R. (1982). What is action learning? *Journal of Management Development*, 1(3), 64-75.
- Richards, J.C., & Farrell, T.S.C. (2005). *Professional development for language teachers: strategies for teacher learning*. Cambridge: Cambridge University Press
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