Research Journeys in Education

Conferences, Symposia and Campus Events

2012

Enhancing Teachers' Reading Instruction through Professional Learning

Susan Main

Enhancing Teachers' Reading Instruction through Professional Learning

PhD Candidate: Susan Main

Supervisors: Associate Professor Deslea Konza

Professor Mark Hackling

Associate Professor Graeme Lock

The Research

This research explored the classroom practices of six teachers within three schools who were involved in a professional learning experience. These six teachers were part of a cohort of 60 teachers undertaking professional learning focused on increasing their knowledge of effective literacy practices.

The Professional Learning

Professional learning, as conceptualized by Fullan, Hill and Crévola (2006), involves teachers in ongoing learning both individually and collectively. Therefore it can be seen to incorporate both professional development activities and involvement in professional learning communities.
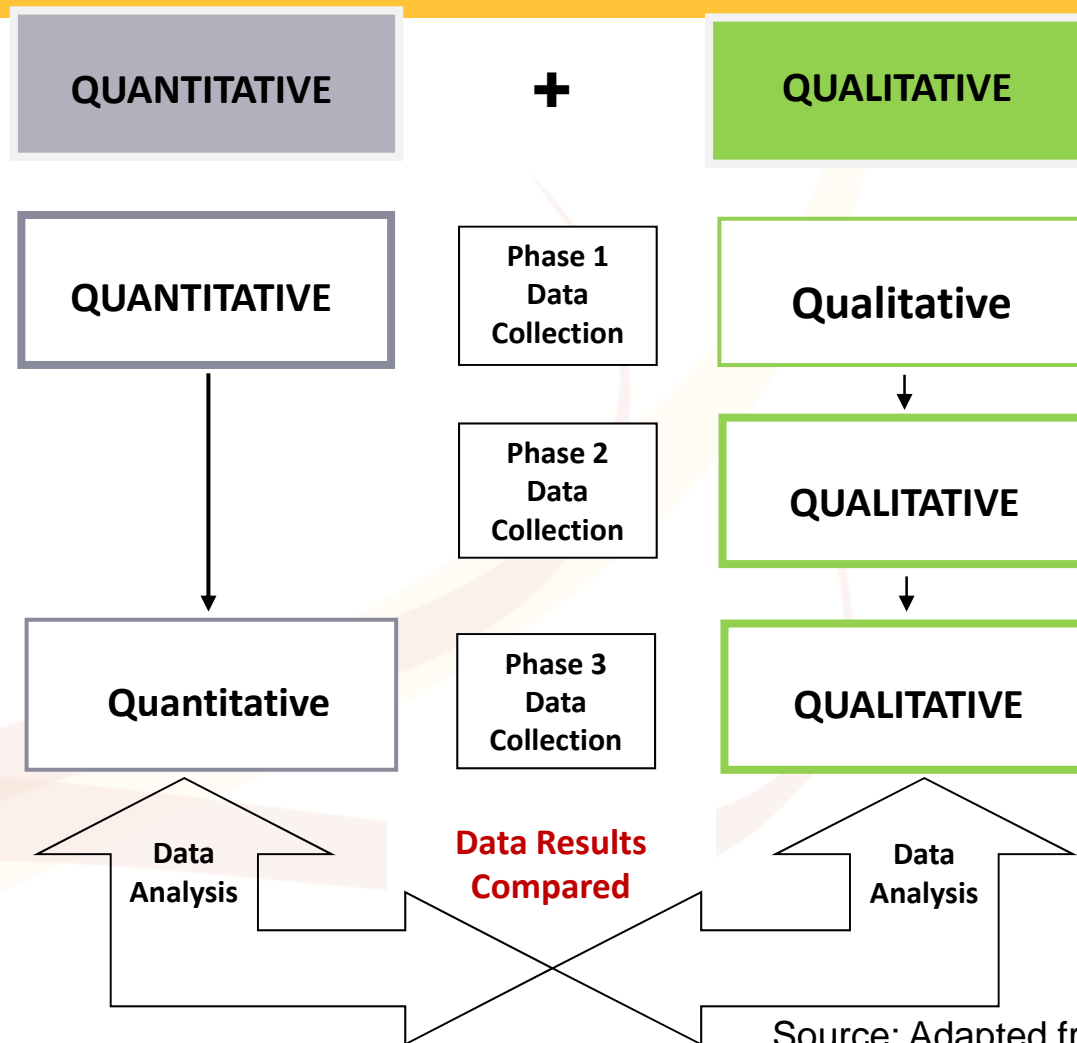
The Professional Learning

- Moats (1994, 1999, 2009) has consistently expressed concern about the preparedness of teachers to teach reading.

- She suggests that there is a focus "program selection, school organization, and student test scores – not teachers, the contexts in which they teach, or the leadership and professional development required to ensure 'teacher quality'" (2009, p. 387).

The Methodology

"Richly developed portrayals of expertise in teaching are rare" (Shulman, 1987, p. 1)

A case study approach provides descriptive data for explanatory purposes as well as to test explanations for why specific events have occurred (Yin, 1981)

Pre Phase 1

Initial Professional Learning Session Project

Survey of Teachers' Theoretical Orientation	Survey of Teachers' Literacy Self-Efficacy	Survey of Literacy Block Activities	Assessment of Teachers' Literacy Skills

Phase 2

Selected Case Study Subjects

Interviews with Teachers	Classroom Artefacts	Classroom Observation Checklist

Phase 1

Self-nomination

Identify Case Study Teachers' Surveys	Classroom Artefacts	Classroom Observations and Checklists	Interviews and Artefacts

Phase 3

Project Completion

Survey of Tchs' Theoretical Orientation	Survey of Tchs' Literacy Self-Efficacy	Survey of Literacy Block Activities	Assessment of tchs' Literacy Skills	Interviews with Tchs	Artefacts

Edith Cowan University
School of Education

The Preliminary Findings

Item (rated 1 = strongly disagree, 2 = disagree, 3 = somewhat agree, 4 = agree, 5 = strongly agree)	Mean	Case Study Mean
Impact of Professional Learning on your teaching	3.5	3.9
Impact of Professional Learning on your students	3.2	3.6

Paired Samples Test SE questions from SLCRC

	Paired Differences					t	df	Sig. (2-tailed)
		Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
	Mean			Lower	Upper			
Joshi SE pre TOT - Joshi SE post TOT	-2.11	2.45	.48	-3.11	-1.12	-4.40	25	.00

Paired Samples Test for Self-Efficacy Survey

	Paired Differences					t	df	Sig. (2-tailed)
		Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
	Mean			Lower	Upper			
SE Total Pre – Post	2.24	2.20	.44	1.33	3.15	5.08	24	.00

The Preliminary Findings

Positive Influences	Detracting Influences	Requests
Information on effective practice	Loss of key driver	More modelling of practice
Assessing their students and analysing this assessment data	Existing cultures of practice	Differentiation of content based on individual teacher needs
Discussing their practice with peers	Differing levels of commitment to project	
Feedback from observation of practice		
Being provided with materials to support teaching		
Time		