

Leadership and Professional Development in Schools: How to Promote Techniques for Effective Professional Learning. John West-Burnham, Fergus O'Sullivan. 198 pages. Financial Times Management, 1998. 1998. 9780273624097

Recommendation 3: Create professional development opportunities that promote teacher collaboration. The research on teacher collaboration "everywhere" is unequivocal. Strengthen school leadership so that head teachers and directors can provide ongoing support. Recommendation 5: Invest in high-quality teacher educators. Teacher educators or teacher trainers, in- or pre-service, are often the weakest link in the teacher education ecosystem. Schools in disadvantaged areas benefit tremendously when their lead learners, the. Recommendation 7: Use Information and Communication technology (ICT) to provide access to content, professional development and professional learning communities. a. Published by Leadership and Teacher Development Branch Ofce of School Education Department of Education & Training Melbourne July 2005. Also published on <http://www.sofweb.vic.edu.au/blueprint/fs5/default.asp>. © Copyright State of Victoria 2005 This publication is copyright. This paper outlines a vision for professional learning in Victorian government schools, in which teachers engage in effective, ongoing professional learning to develop progressively higher levels of expertise. effective professional learning and has profound implications for what is taught, how it is taught, and how learning is assessed (Bransford et al. 2000). The Blueprint is informed by research on learning and learners and on teachers and teaching. Professional development in education is about to undergo yet another change as the Teacher Training Agency sets up its framework of national standards of competency. This book explores a range of issues in professional development. Includes bibliographical references (pages 191-196) and index. Access-restricted-item. true. Addeddate. 2020-08-11 06:22:04. Associated-names. The most effective professional development engages teams of teachers to focus on the needs of their students. They learn and problem solve together in order to ensure all students achieve success. It encourages the success of new teachers. Teacher professional development encourages teachers to be active participants in their own learning, and ensures that students and teachers alike are eager to learn. When you provide learning and support for your teachers, you communicate that the school community values the work they do and wants them to grow. | A lack of professional development resources for teachers can be discouraging. Donaldson stated that a school leader should mobilize "people to adapt their practices and beliefs so that every child's learning and growth are optimized (2006, p. 6). Researchers found that effective leaders encourage their staff members to think, believe, and behave in ways that fulfill the needs of the entire organization, not just the needs of the individual. (Fullan, 2000; Donaldson, 2006) A school leader will help his school adapt to its ever-changing function within society (Donaldson, 2006)