

TEACHERS AS LEARNERS: A CASE STUDY OF THE LEARNING NEEDS OF N.S.W. PRIMARY TEACHERS

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INTRODUCTION

This paper describes the current stage of development of a Ph.D. research project concerned with identifying conditions conducive to effective teacher learning. The paper begins by providing a summary of some of the background issues to the study and then proceeds to argue the importance of conducting research into Teachers as Learners. It then describes the nature of the study including the major procedures used and concludes by identifying the five conditions that the data analysis has so far indicated are necessary for effective teacher learning.

BACKGROUND

I was in a classroom supporting a trainee teacher when one of the kindergarteners ingenuously asked me why I was there. I said I was learning how her teachers were teaching. This led to a discussion in which we agreed that all of us are learning all the time.

However, overhearing this, a six year old called Madeline piped up
My mum's not learning anything, 'cause she's a teacher!

I could not have scripted the situation better! Here was a statement about Teachers as Learners that related closely to the research I was just beginning. I hurriedly recorded her words, anticipating their use at the beginning of my Ph.D. thesis.

Madeline openly expressed a belief which, it seemed to me, represented a mistaken assumption held by some people many years her senior. It's not that these people would deny the assertion that teachers need to learn or would say no to the question "Do teachers learn?" I think it's more that those interested in bringing about changes in teaching practice in our schools seem often not to think of teachers as learners but as something else: simply as "teachers". Indeed, I have come across the expression, "Teachers and Learners" which appears to categorise teachers as something other than learners. For example:

Curriculum development becomes a collaborative effort between teachers and learners, since learners will be involved in decisions on content selection, methodology and evaluation ... even within institutions in which teachers and learners have minimal input into the curriculum development process it is possible to introduce elements of learner-centredness.

(Nunan, 1989:19)

In N.S.W., particularly prior to its 1979 Reading K-12 policy, curriculum development and implementation processes seemed often to view the teacher

as the messenger for other people's curriculum ideas. In the words of Scott (1987:99) and Cove (1975:50) teachers seemed typically to be regarded as "purveyors of knowledge" or "purveyors of facts". A similar idea is the notion of "teacher proof" materials whose "underlying rationale in many of these packages reserves for teachers the role of simply carrying out predetermined content and instructional procedures" (Giroux, 1988:124) It has long been recognised, as Faure et al (1962) put it, that a "technocratic paternalism" often adopted by education authorities towards teachers, is usually counter-productive to educational reform since success or failure in the implementation of reforms depends on teachers' attitudes which are greatly affected by the way proposed reforms are introduced - whether teachers are co-developers of an innovation or whether the innovation is thrust upon them.

In most schemes devised by innovative theorists, however, the aim appears to be to act on teachers - for them possibly, but rarely with them. This technocratic paternalism is based on distrust and evokes distrust in return. Teachers, on the whole, are not against reforms as much as they are offended at the way they are presented to them, not to mention imposed on them; thus, the major importance for educators to be actively associated with any educational reform project. (Faure et al. 1962: 181)

A concomitant model of curriculum development and implementation is the Research, Development and Diffusion Model followed in past times and described by Brickell (1961) and Clark and Guba (1965). Some might say that under the current political regime in N.S.W. we have returned, at least in part, to those times (For example current "consultative" processes by members of the N.S.W. Board of Studies concerning the latest draft of the English K-6 Syllabus, it has been reported to me, have involved much telling and little listening).

The Research, Development and Diffusion approach uses a rational sequence in the evolution and application of an innovation and as described by Havelock and Havelock (1973) views consumers of an innovation as more-or-less passive, although rational people who would accept an innovation and implement it successfully provided it was introduced at the right place and the right time. The need for change and the development of an innovation are identified and undertaken by the developer and not the receiver or anticipated implementer.

A similar view to that of Faure et al is that of Giroux (1988) who argued that

one of the major threats facing prospective and existing teachers within the public schools is the increasing development of instrumental ideologies that emphasize a technocratic approach to both teacher preparation and classroom pedagogy. (Giroux, 1988:122)

It is an approach that Giroux (1988:123) pointed out separates "conception from execution; the standardization of school knowledge in the interest of managing and controlling it, and the devaluation of critical, intellectual work on the part of teachers ..."

It seems to me that this approach, described at times as "rational-managerial" (McCulla, 1988) and at others as "economic rationalism and

corporate managerialism" (Meyenn and Parker, 1991) might well contribute to the disparity Stenhouse (1978) identified as often existing between the expectations held for an educational package or policy and the reality of its implementation.

The disparity between these expectations and the reality ... constitutes a major barrier to innovation. (Stenhouse,1978:170)

What then, can be done to effectively encourage and support educational change in schools? Or, in Fullan's (1991:131) words, "what can be done to increase the teacher's and the school's capacity for managing change and bringing about improvements on a continuous basis?"

Amongst the many possible answers I believe there are two that are pre-eminent and interrelated. The first is to "rethink and restructure the nature of teacher work" (Giroux,1988:125), specifically to regard teachers not so much as the "transformational intellectuals" of Giroux but foremost and perhaps more simply, as "learners" and to promote conditions that will effectively support teacher learning. "Change involves learning to do something new" (Fullan 1991:77) and "educational change depends on what teachers do and think - it's as simple and as complex as that" (Fullan, 1991:117)

Smyth (1984) argued that proposed changes in teaching practice are most likely to succeed if the way teachers learn is understood and that understanding applied to teacher development procedures. He argued that changes most likely to succeed acknowledge the practicality and immediacy of classroom issues, by starting from where teachers are at in their understanding of themselves, paying due regard to their own histories and their particular work contexts. One of the important realities to which we need seriously to attend is the way teachers learn. [my bold] (Smyth 1984:26)

Secondly, those who would support teacher learning should not assume what the learning conditions are that teachers need, should not guess or impose upon, but need to ask teachers themselves what their learning conditions are and need to be. Smyth (1984) argued that a major impediment to curriculum change in schools has often been a lack of understanding of the realities of schools and classrooms as perceived by teachers themselves.

[A]n understanding of teachers will clearly generate ideas for those in any role who deal with teachers. The message to everyone outside the role under review is: Understand the subjective world - the phenomenology - of the role incumbents as a necessary precondition for engaging in any change effort with them. (Fullan, 1991:131)

TEACHERS AS LEARNERS

The importance of the notion "teachers as learners" is increasingly being recognised not only in Australia, but in the U.S.A. and the U.K. For example, Holmes (1986:4), in a report concerned with finding ways to improve teacher education programs in universities in the U.S.A., included amongst the goals thought necessary for reform:

To make schools better places for teachers to work, and to learn (Holmes 1986:4)

Barth (1990) has argued that there is an important sense in which teachers can be regarded as the most important learners in schools. He used the analogy of travelling in aircraft where it is common to find the following instruction:

For those of you traveling with small children, in the event of an oxygen failure, first place the oxygen mask on your own face and then - and only then - place the mask on your child's face. (Barth, 1990:42)

Collins (1988) expressed the same opinion, seeing teachers as the principal learners in the school ... the success of school restructuring is singly dependent on the attention given to teacher development activities which empower teachers to realise their potential. (Collins, 1988:219)

If the learning needs of students are properly to be catered for then the learning needs of their teachers need properly to be catered for. Student learning depends on teacher learning.

Worth pursuing, I believe, is the development of schools as "communities of learners" where all those involved in a school's activities are considered to be learners together, supporting each other and ensuring that conditions needed for effective learning are promoted for all.

Communities of learners seem to be committed above all to discovering conditions that elicit and support human learning and to providing those conditions ... Schools have the capacity to improve themselves, if the conditions are right. (Barth,1990:45)

Apposite is the following comment:

I used to think there was one teacher and 27 learners in my classroom, But now I know there a 28 teachers and 28 learners. (Anonymous and quoted in Goodman, Kenneth S., Bird, Lois Bridges and Goodman, Yetta M.,1991:208)

If teachers are regarded as learners then it seems reasonable to expect for them the same types of learning conditions that we would expect for their students. Dillon argued that much of what we have learned about the best of learning conditions and outcomes for students "have been applied more recently to teachers as learners as well, as professionals learning to teach" (Dillon 1985: viii)

What we hope for students, independence, creativity, competence, dignity, for example, we would also hope for their teachers and would enable appropriate learning conditions to support teachers in their own professional learning. Such an attitude towards teachers, not held by those who advocate the technocratic paternalism mentioned above, would enable teachers to become the source of their own expertise through learning and researching in their own professional settings. This would be a major way to enhanced professionalism on the part of teachers. It can serve to erode the top-down, transmission-of-knowledge heirarchy of expertise - and of power - that dominates the field and keeps teachers often dependent and insecure. It seeks to change in major ways the dominant ideology of expertise, to help teachers break out of constraints that have bound them. (Dillon 1985: viii)

Boomer (1985) and Wollman-Bonilla (1991) amongst others, have also expressed the view that teachers learn in much the same way as their students and therefore need the same types of learning conditions. Boomer (1985) declared that, as a result of two major projects concerned with innovative ways of teaching Language in schools, he came to the conclusion that teachers learned in ways consistent with the learning principles espoused for their students:

We have come to feel in our bones from experiment, failure, partial success, and hard-won experience that teachers learn just as children learn: [my bold]

- Teachers learn by showing, sharing with each other and by trying things out.
- Teacher learning requires access to demonstration of what is to be learned.
- Those teachers with low self-esteem and a history of powerlessness will learn and grow only as they begin to assert and believe in their own worth.
- Teacher development is best achieved where the subject matter relates to the culture and concerns of the teacher.
- Teachers learn more from consequences than prescriptions. (Boomer 1985:196)

Wollman-Bonilla (1991) has reported that as a result of the work she has done in introducing whole language philosophy to teachers she realized that whole language principles for learning usually discussed in terms of students' learning, underlie teachers' learning as well.

Purpose, ownership, risk-taking, social interaction, and empowerment are interdependent and are all central to successful professional development. (Wollman-Bonilla 1991:114)

And, in a similar vein, an Australian syllabus for teachers assures them that

as a guiding principle, remember that the conditions for learning that apply for children are the same as those that apply for adults ... (The Western Australian English Language K-7 Syllabus, no date:44)

What, then, do teachers say are the conditions they need to learn to teach? This issue I am currently addressing in my Ph.D research.

THE STUDY

The major part of my research has involved me in interviewing all the teaching staff of a K-6 in N.S.W. I am currently at the stage where I am analysing the interview data. Patterns of thought are emerging which suggest, at the moment, that my case study teachers need five interrelated conditions for their learning. It has become apparent to me that these five conditions are not considered by my respondents as existing separate from each other, but they are interdependent in that they influence each other and even cannot exist without at least some of the others. In this respect I can see the wisdom of Fullan's (1991:67) advice that "we should avoid thinking of sets of factors or themes in isolation from each other. They form a system of variables that interact ... " I will describe the

conditions of learning below.

I am reassured of the importance of case study research in education by a number of people including Yin (1984) who has maintained that a case study can fulfill the major purposes of exploring and explaining a real-life phenomenon and describing the real-life context of the phenomenon. Stake has pointed out that "while other styles of research aim to elicit general relationships, case study explores the context of individual instances." (Stake 1985:277) As well, "the case is usually an entity of intrinsic interest, not merely a sample from which to learn about the population". (Stake 1985: 278) In addition, "results are generalizable in that the information given allows readers to decide whether the case is similar to theirs". (Stake 1985: 277) Stenhouse (1979) argued that case study research is able to support the professional growth of educators through its ability

to capture in the presentation of the research the texture of reality which makes judgment possible for an audience. This cannot be achieved in the reduced, attenuated accounts of events which support quantification. The contrast is between the breakdown of questionnaire responses of 472 married women respondents who have had affairs with men other than their husbands and the novel, *Madame Bovary*. The novel relies heavily on that appeal to judgment which is appraisal of credibility in the light of the reader's experience. (Stenhouse 1979:6)

The major research question has evolved through a period of investigation and discussion with people who have supported me in this endeavour. Looking back at my first research formulations, at my first tentative thoughts about what it should be that I would investigate and how, it is apparent that the focus of my intention and interest has changed in response to a growing understanding of the issues. In some respects, when I started out I didn't know enough to ask relevant questions.

In the one month of July 1988 the research question changed from "Do action research procedures produce adult learning conditions that affect teachers' implementation of the 1987 N.S.W. Writing K-12 policy?" to "Can the interactive approach used in the state development of the N.S.W. 1987 Writing K-12 policy document, continue to be used in K-6 schools after the time of the document's dissemination?" to "What helps and hinders K-6 teachers' attempts to use action research procedures to learn to improve their implementation of the N.S.W. 1987 Writing K-12 policy?" Later, the question settled down to "To what extent does the presence of adult learning conditions affect K-6 teachers' implementation of the 1987 N.S.W. Writing K-12 policy?" Eventually, and finally, (as if bludgeoned and worried to a standstill) the question below emerged

WHAT ADULT LEARNING CONDITIONS AFFECT K-6 TEACHERS' ATTEMPTS TO LEARN TO IMPROVE THEIR TEACHING PRACTICE?

The quest for answers has involved a number of interrelated processes that have helped me explore and record the perceptions of the teachers of my case study school but also has involved a host of other explorations involving a search of relevant literature, pilot interviews, interviews with teachers in the U.S.A and the U.K. and a ceaseless testing and refashioning of the issues - methodological (learning how to undertake rigorous research), technical (learning how to use the computer and various

programs) and conceptual (learning how to think clearly). The research processes have included

- iterativeness and recursiveness [going over the same body of information more than once, going backwards, testing and modifying, synthesising and refining previous ideas, while making overall progress] ;
- testing, revising consolidating major concepts concerning conditions for effective teacher learning, a process which included conflating subconcepts and subsuming them beneath more powerful concepts;
- controlling competing centrifugal and centripetal forces [resolving the tension between investigating too much and too little];
- reflexiveness [reviewing "critically and reflectively [on my] own processes and practices" (Stenhouse 1978:176)]

My investigations have involved the following;

1. PRELIMINARY AND PREPARATORY INVESTIGATIONS OF THE LITERATURE ON ADULT LEARNING

Writers in the field of Adult Learning have identified a number of principles concerned with effective adult learning. For example, Knowles (1984) summarised and agreed with key assumptions postulated by Lindeman (1926), "assumptions about adult learners that have been supported by later research and that constitute the foundation stones of modern adult learning theory"

1. Adults are motivated to learn as they experience needs and interests that learning will satisfy; therefore, these are the appropriate starting points for organizing adult learning activities. 2. Adults' orientation to learning is life-centered; therefore, the appropriate units for organizing adult learning are life situations, not subjects. 3. Experience is the richest resource for adults' learning; therefore, the core methodology of adult education is the analysis of experience. 4. Adults have a deep need to be self-directing; therefore, the role of the teacher is to engage in a process of mutual inquiry with them rather than to transmit his or her knowledge to them and then evaluate their conformity to it. 5. Individual differences among people increase with age; therefore, adult education must make optimal provision for differences in style, time, place, and pace of learning. (Knowles 1984:31)

Knowles' (1984) andragogical model is based on several assumptions :

1. The need to know. Adults need to know why they need to learn something before undertaking to learn it.
2. The learners' self-concept. Adults have a self-concept of being responsible for their own decisions, for their own lives.
3. The role of the learners' experience. Adults come into an educational activity with both a greater volume and a different quality of experience from youths.
4. Readiness to learn. Adults become ready to learn those things they need to know and be able to do in order to cope effectively with their real-life situations...
5. Orientation to learning. In contrast to children's and youths' subject-centered orientation to learning (at least in school), adults are life-centered (or task-centered or problem-centered) in their orientation to

learning ...

6. Motivation. While adults are responsive to some external motivators (better jobs, promotions, higher salaries, and the like), the most potent motivators are internal pressures (the desire for increased job satisfaction, self-esteem, quality of life, and the like).

Brookfield (1986) identified what he believed to be "six central principles" of effective practice in facilitating learning: voluntary participation, mutual respect, collaborative spirit, praxis, critical reflection and self-direction.

Some of what these and other writers in the field of Adult Learning say, I know needs to be questioned and not accepted at face value, particularly some of the statements of Knowles about the differences between the way children learn and adults learn. But this preliminary reading began to form the basis of a number of issues I would raise and test with my research respondents. This literature, in other words, began helping me form some "base data".

2. TESTING THE FEASIBILITY OF A STUDY ON LEARNING CONDITIONS FOR TEACHERS

I attended a full day workshop attended by teachers involved in "The Western Sydney Basics in Education Project: English K-6 Strand; Action Research Projects" where a number of issues were raised by the project

teachers about teachers as learners. I gained information in the following ways:

1. by examining the overheads used by groups to report to plenary sessions conducted during the day's conference/workshop;
2. by taking notes during plenary discussions;
3. by asking the workgroups of teachers at the conference/workshop what had helped and what had hindered their learning during their involvement in the project;
4. by examining each teacher's report of his/her action research conducted during the project;
5. by conducting tape-recorded interviews of two of the teachers attending the conference/ workshop about their learning processes during the course of the project.

Issues raised during plenary and workgroup sessions included:

- The attitude of teachers can influence their own learning.
- Teachers' enthusiasm for a new idea or teaching practice is strengthened when they witness student success.
- Discovery learning is as important for teachers as for children.
- Adults can feel threatened by a new teaching approach, method or idea. Care needs to be taken when approaching teachers with new ideas.
- Teachers learn out of relationships they have with other teachers and with their students.
- Teachers learn by doing.
- Teachers' successes produce motivation for them to do more.

- Teachers need to see a purpose in learning something new.
- Teachers need feedback from a collaborator when trying a new idea.
- How can a staff be made more aware of the nature of and need for a change? How can they be influenced to change their attitudes and to improve their practices?
- Teachers need to learn from fellow teachers - not necessarily from outside "experts".
- Teachers learn by pursuing challenges they set for themselves. In this way they develop their own understandings through voluntary involvement in their own learning processes.
- Teachers learn through reflection.

At this stage I was becoming clearer about major clusters of concern and belief teachers had about necessary learning conditions and began the process of synthesising (including eliminating contradictions and conflating concepts) what the Adult Learning literature had to say and what these workshop participants had to say.

3. FURTHER PILOT INTERVIEWS CONDUCTED

In addition to the two interviews conducted with participants at The Western Sydney Basics in Education Project, I conducted three more pilot interviews in Australia and some fourteen interviews with teachers in the U.S.A and the U.K.. There were several reasons for conducting these interviews:

- 1) to test the validity of what I had come to believe by that stage were emerging crystallised notions about conditions necessary for effective teacher learning;
- 2) to test my interviewing technique;
- 3) to begin to test whether there might be patterns of responses that transcended country boundaries.

By this stage I had crystallised a number of issues from my experience with the Adult Learning literature and from the time spent with The Western Sydney Basics in Education Project participants. These issues, or possible influences on teacher-learning were:

- Personal meaning
- Relationships
- Self-direction
- Experience
- Relevance
- Critical reflection
- Praxis
- Self-worth and Self-image

I had prepared a series of set questions related to all of these issues or possible influences and put them to each of my Australian pilot study respondents in the fashion of a structured interview. However, I later decided I would change my approach when the advice I was consistently given was that "people don't think that way" - that is, in a tight, systematic question-by-question way. I was told that the manner of my moving strictly from one question to another in fact impeded response and development of thought in my respondents. I was told that I should encourage my respondents to "run off at the mouth" as one of my pilot respondents put it. I came to appreciate that what I should be doing was to encourage in my

respondents "expository talk".

By the time I flew to the U.S.A. and the U.K. I had decided to use a conversational cum semi-structured approach to my interviews and this

approach I tested in those countries with some success. By the time I returned to Australia to conduct the major case study interviews the only change to the list of issues I wanted to ask about was the addition of "mentorship" which the Americans had mentioned several times.

4. THE AUSTRALIAN CASE STUDY INTERVIEWS

The thirteen teachers on the case study school were interviewed twice, each interview taking at least an hour, some of them over an hour because the respondents just wanted to keep on talking. They told me I was a good listener and they seldom had a chance to talk at length in this way about themselves. About a month elapsed between the first and second interviews. I transcribed the first interview and posted to each respondent a printed copy for them to read in preparation for the second interview during which they could elaborate, add to, confirm or refute what they had said in the first interview.

The first interview had quite an open-ended feel about it with my beginning by asking the respondent to tell me about the school. I continued from there, encouraging each respondent to talk about what they learned and how and I managed to encourage them to address each of the seven issues I had in front of me in my field book allowing them to "run off at the mouth" at will but gently steering them in the direction of one or other of the issues when it felt natural to do so.

The second interview had two parts: the first during which we both talked about the first interview and the second during which I posed some prepared questions about a specific recent example of learning which was learning to implement the 1987 N.S.W. Writing K-12 policy. During the first part, to help each respondent test and extend their thinking, I placed before us a diagram which had three frames containing the words WHAT in the first, DIRECT POSITIVE INFLUENCES in the second and THING THAT HELPED AND HINDERED [those influences] in the third. At this stage of my analysis the distinction between the second and third frames doesn't appear to have been useful beyond stimulating discussion. The second part of the interview was designed to provide me with the possibility of validating and comparative information.

In all it has taken some 300 hours of transcription to be followed by a yet undetermined period of analysis. At this early stage of the analysis there have appeared five conditions teachers say need to be recognised and promoted to support their learning, conditions which seem to be strongly supported by the literature both in Adult Learning and Educational Change.

FIVE CONDITIONS THAT SUPPORT TEACHER LEARNING

An understanding of the conditions that support teacher learning requires, it seems to me, some understanding of what is meant by "conditions" as well as "learning". I have been influenced, to a degree, by Gagne's(1965) thoughts onThe Conditions of Learning including his following explanation of learning.

Learning is a change in human diposition or capability, which can be retained, and which is not simply ascribable to the process of growth. The kind of change called learning exhibits itself as a change in behavior, and the inference of learning is made by comparing what behavior was possible before the individual was placed in a "learning situation" and what behavior can be exhibited after such treatment.(Gagné, 1965:5)

Of use too, I think, is the following comment on learning:

Learning can be described as a process in which each person makes sense of personal experiences and develops understandings and skills in order to satisfy personal needs with a particular context.Learning is both a personal and shared process. Personal, in that we each construct our own personal understandings and theories about the world; shared, in that many of teh processes we use, as well as the understandings we reach, are shared with others. In our personal efforts to learn we affect each other's learning: we learn as individuals in social settings. (Holliday, 1992: 7)
A distinction Gagne (1965) makes between internal conditions of learning and external conditions applies comfortably to the emerging five conditions mentioned by the teachers in my study. At this stage a distinction between conditions that are internal states of being (such as feeling a sense of ownership over a proposed change) and externally observable circumstances or behaviours (such as working with colleagues or experimenting with a new idea) seems promising. Of course, internal and external conditions will interrelate.

The following are the five conditions necessary for effective teacher learning that are emerging from my research up to this stage. They form a pentagon of interdependent conditions and influences: each condition is an influence on other conditions; each may co-exist with others.

I have accompanied each condition with a group of words and expressions that my respondents and the literature have identified and which at this stage seem to relate comfortably together. As well, I have provided some observations from my respondents that relate to each of the conditions. After these conditions have been further tested and clarified the challenge will be to formulate a number of propositions concerned with supporting teachers in their learning.

CONDITIONS NECESSARY FOR EFFECTIVE TEACHER LEARNING

1. PERSONAL MEANING personal knowledge, critical reflection, personal experience, praxis, the subjective world, the phenomenology of the teacher, teacher thinking, tacit knowledge, personal philosophy, personl beliefs, personal perception ...

And it was fortunate, I guess, at the time that I was doing my degree and had been reading about management and that sort of thing. That made me reflect on what I was doing all the time and saying this individual doesn't really mean that, what they mean is this. (1/1)

I think, yes, you have to sit down and critically [reflect] _ That's why you change. I don't think you change because someone says change. I think

often you change because you've seen that what you've already done isn't really working. So, yes, critically evaluate _ And your evaluating all the time. (4/1)

2. COLLEGIALITY collaboration, co-operation, mentorship, an inspirational person, reciprocal support, the social aspect of learning, networking, participative decision-making ...

I think other colleagues are probably the role models and sometimes they were role models that one actively chose not to be. (2/1)

She was just an extremely professional lady who saw worth in me, a young teacher, and encouraged it. And very _ just in a very professional way altered my direction in certain things that she realised I was doing wrong. And we laugh about it now and _ She was terribly, she was just very professional, how about trying it this way, gee you're doing well, you know, whatever _ (3/1)

3. EMPOWERMENT Control, ownership, self-direction, experiment, trial and error, risk taking, volunteering, emancipation, personal need, personal relevance and purpose, autonomy, self regulation, power, structure to begin, necessary information, choosing what to learn ...

... professional self-direction, as well, you know. Seeing the need, the need that I have. Where do I need to go from here? So being a young teacher I still know that there are still a lot of needs that I need to fill gaps for. And there's myself. So, therefore, they will be things that I will be looking out for in the next couple of years on, say, professional development days or discussing with other staff members or whatever. They will be my particular concern in areas. (3/1)

So with us, inschool inservicing, or, you know, the development day, we usually have an input to what's going on and what we want. That way, oh well, it's a more efficient use of time. And you get something out at the end of it. There's nothing worse than sitting in an inservice and going home and thinking, oh well, that was six hours with a nice lunch! ... and I think that the days when you used to go off and go to an inservice that was organised regionally, often you came back thinking, terrific, I had a day away, but I've not learned anything and, you know, to me that's a waste of time. (4/1)

4. ACTION practicality, pragmatism, doing, experience ...

teachers have perceived they want to learn more about it, they want very pragmatic, practical suggestions and support ... individual teachers are seeking, those who want to, are seeking out more information so they can try it. (1/1)

I actively sought out articles by them to really home in on some of the ideas that they were expounding and then started to look for practical implications: practical ways that I could quickly translate that to my classroom practice. (2/1)

5. PERSONAL CHARACTERISTICS self image, self worth, self concept, status, expectations, view of self as a learner, a capacity to change, being ready to change, feeling comfortable, attitude, motivation, commitment, encouragement, accepting a new idea, confidence ...

Yes, I think that that's _ I just see that there's _ there are so many

things that we can be doing and that we're _ that we, and I mean collectively are finding out about how children learn, about, not only materials that may be more supportive but how children learn, how groups are more effective etcetera, where as more information comes to us as teachers then I think _ I see it as my responsibility as much as anything else to incorporate that into _ (2/2)
... if you're not comfortable with an idea then it's very difficult to implement it wholeheartedly because you don't actually believe in it. (4/1)

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