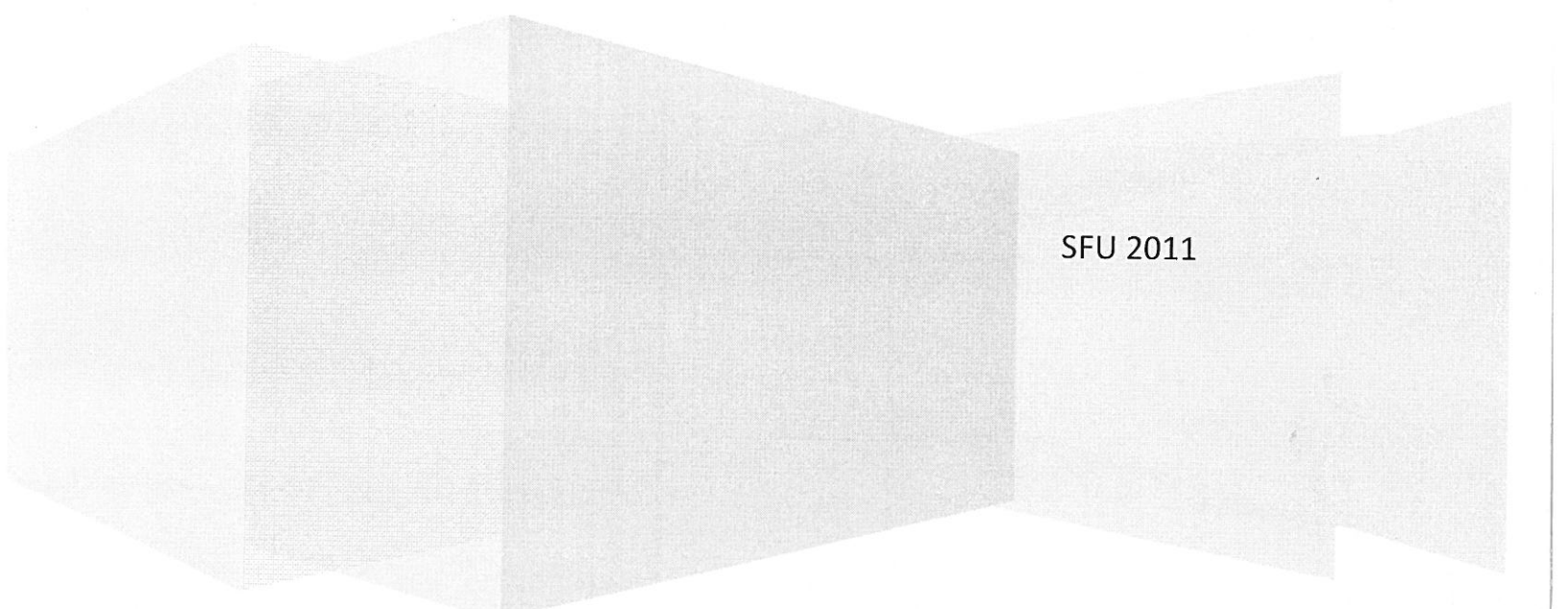


Finding Time for Professional Development

"I don't have time. I have a kid." J. grade 2/3 teacher.

Christa Rawlings



SFU 2011

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Abstract

This Action Research report is on Professional Development in Education. I have concentrated on three ideas; lack of time, community, and flexibility surrounding the definition of Professional Development itself. The narrative of this report follows my reflections as I completed readings, conducted a small group interview, discussed my work with colleagues and interpreted questionnaire responses. Professional Development in education is an immense topic. I have decided to concentrate on working with peers from my elementary school. Understanding how my own colleagues feel about Professional Development will help me introduce and sustain Imaginative Education in my school.

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The following vignette is not a real episode from my life. It is a compilation of what my career is like now that I have children. I feel a very strong pull between being the main care giver in my home and keeping on top of my professional development.

"Christa, are you going to the seminar on brain research after school?" asks Renee, a good friend and colleague at Christa's elementary school. Renee and her husband lead a full life and decided not to have children. Her schedule is generally open after school and she enjoys attending seminars put on by the school district. Christa would love to attend seminar. She has done a lot of research on imagination lately and this presentation is very relevant to her work.

Christa sighs as she listed off her after school schedule. "I wish I could Renee but I have to pick up the kids from daycare, get some housework done, make dinner, do a load of laundry, do the dishes, bathe the kids, get them in bed, get organized for tomorrow and hopefully get some sleep."

Renee looks disappointed. She really enjoys discussing educational matters with Christa. "Oh, too bad. What about the workshop on the environment and the classroom Tuesday?"

"I wish I could Renee but I have to pick up the kids from daycare, get some housework done, make dinner, do a load of laundry, do the dishes, bathe the kids, get them in bed, get organized for tomorrow and hopefully get some sleep." Christa rolls her eyes. Yet another missed Professional Development opportunity.

"I know!" Renee pipes up excitedly. "I am attending a presentation on the work of Andy Goldsworthy next Thursday. Maybe your husband can pick up the kids?" Renee suggests eagerly. Christa

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cringes. Her husband is away at a conference next week. She is very disappointed, Andy Goldsworthy is an artist she wants to get to know more about and try out his techniques with her students.

"I wish I could Renee but I have to pick up the kids from daycare, get some housework done, make dinner, do a load of laundry, do the dishes, bathe the kids, get them in bed, get organized for tomorrow and hopefully get some sleep." Christa repeats with a yawn. She is getting tired just thinking about her after school responsibilities.

"You are really busy. Well, I can tell you all about it during a lunch hour. Let's book it now so we make sure we meet." Renee pulls out her day planner. It's neatly organized with colour coded dates and plans.

"Ok, let me get my calendar...", Christa flips through the files and papers on her desk and uncovers her worn and battered calendar. She opens it to this month. It is completely covered in appointments, meetings, and scheduling for school and home. It looks like a road map of some impossibly complicated city. Finding her way around her calendar is a daily challenge.

"Let's see, Monday is out because I have a Belonging Committee meeting. Tuesday is no good because I have a volleyball practice with the girls. Wednesday I'm not at work so I can spend some time with my sons. Thursday is booked up with the Christmas concert committee and Friday is no good because I promised some of the kids I would have a knitting workshop during lunch."

Renee shakes her head. "When do you get any work done?"

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Christa pulls out her automatic response. "I manage to fit it in before school and recess. I do a lot of planning after my kids are in bed." She rattles off this reply often for family and friends who wonder the same thing about her lifestyle these days.

A puzzled expression crosses Renee's face. "When do you have time to do any Professional Development?"

"I don't really. Even just to sit down with you and ask you about the brain research seminar would be helpful. To tell you the truth there really isn't a lot of options for a teacher who is also the main caregiver at home.

"Beginnings are always messy" ~ John Galsworthy - Nobel Prize for Literature, 1932.

I am a Masters of Education student (Imaginative Education). This Action Research is part of my coursework. Over the last year and half I have been thinking a lot about how to pass along the theory of Imaginative Education to my peers. The school I teach at is a designated inner city school. Our students and staff are highly transient. I strongly feel that adopting the Imaginative Education theory in their practice will help engage students who are not normally reachable. I have developed a Philosophical Understanding presentation to introduce Imaginative Education to staff. I am reluctant to present this work because I am aware that many teachers find Professional Development lectures ineffective. I worry that the presentation and its theory will become one more package that ends up in the bottom of a desk drawer.

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Initially I had purely selfish reasons for wanting to look at Professional Development as an Action Research project. I am hoping for a cohort of Imaginative Education teachers in my school. To ask for a commitment of others I will need to inspire them to want to continue with this theory. By completing this Action Research my hope was to pin point what makes Professional Development effective so that I am able to introduce Imaginative Education in a meaningful way. My ultimate goal was to have staff at my school and other teachers articulate what they find effective or not effective with Professional Development they have attended in the past. I hoped the following ideas would emerge: theories introduced in a single seminar, no matter how interesting, are not adopted into regular classroom practice because of a lack of peer support and time for reflection. I would like to use the outcomes of this Action Research to introduce a Study Group Professional Development Plan to my school (Appendix A).

I visited Vancouver's Charles Dickens Elementary in 2009 and was struck by the relaxed appearance of the staff. This school is also a designated inner city school with similar challenges that face families at my school. What seemed to make the difference was the camaraderie between the adults in the building. They truly relied on one another. I want to develop a community amongst our staff because our school is so challenging. Helping the teachers connect and rely on one another is imperative if staff members are going to stay in their positions for more than one or two years. This doesn't have to be an isolating vocation. I want my peers to feel the same inspiration I do about the possibilities of professional development. I had the sense that many of my peers feel that their education has ended and I wanted to know why. Over the last year I have realized how important it is to maintain and grow in ones profession. I wanted to know what style of Professional Development gave my colleagues inspiration to continue with a new theory in their classroom. If there wasn't an example

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of a successful and meaningful Professional Development out there already maybe the staff would be willing to try my 'study group' idea in September 2011.

"The road of life twists and turns and no two directions are ever the same. Yet our lessons come from the journey, not the destination." ~ Don Williams, Jr. American Novelist and Poet

My research journey

During the class EDUC 816, Developing Educational Programs and Practices for Diverse Educational Settings, I became curious about the Bachelor of Education program at SFU. I wondered if they were learning about Imaginative Education. I sat down with my professor, Kym Stewart, to ask more about what was happening in that degree program. I was shocked at what I discovered. (Appendix B). After that discussion I began thinking about teacher training and how it promotes the philosophies that have failed students and teachers in the past. For an assignment that same semester, EDUC 711, Special Topics – Issues in Imaginative Education, I began researching Professional Development in Imaginative Education. Initially I wanted to create some sort of outline for a Bachelor of Education in Imaginative Education. I looked into the work of Anne Chodakowski, Teaching made wonderful : redesigning teacher education with imagination in mind. I realized very quickly my plan was too ambitious for a summer course. I changed my focus to a Professional Development seminar for teachers at my school. The completed work was a Philosophic Approach to Imaginative Education Professional Development (Appendix C). I was very excited to share this seminar with my colleagues.

During EDUC 830, Curriculum & Instruction in an Individual Teaching Specialty, I read E. Hampton. He mentioned in his article, *Toward a Redefinition of American Indian/Alaskan Native Education*, that as educators we are responsible for serving the community. I took that into the context

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of serving my peers. This reading reinforced for me the importance of sharing my seminar. My personal life was also influencing my plans for the Professional Development seminar. I brought my newborn son to classes that semester. I received so much unsolicited help from my classmates it made my time in class from two weeks – two months post natal very rewarding. I was able to surrender to the support of those around me and that made all the difference in my professional growth. Michael W. Apple's article, *Controlling the Work of Teachers*, also had me reflecting on the support teachers need to give one another in the school. I wanted to find out how I could best support my peers after introducing Imaginative Education. I made arrangements with my principal to bring the Imaginative Education presentation to interested staff members. The scheduling became complicated and to be totally honest, I was relieved. I wanted it to go well so badly and worried that it would turn out to be just another seminar that teachers were too busy to bring into their practice.

The winter of 2011 was the beginning of the Action Research course in my Masters of Education program. I decided to continue with Professional Development for my research as I was still on maternity leave and unable to be in a classroom on a regular basis. I had hoped I would gain a lot of insight into what kind of Professional Development would work for most teachers and alter my seminar accordingly. A classmate suggested I contact Stephen Andersen, the Professional Issues Officer at the Surrey Teachers Association. He passed along a chapter from Charlie Naylor's (BCTF) Doctoral Thesis, *Forms of Professional Development*. I also studied American Educational Research Association's Michael Garet et al's work, *What Makes Professional Development Effective: Results From a National Sample of Teachers*. Using information I found in these works I created the plan on how to execute a Professional Development on Imaginative Education in a meaningful way. I did some reading on Professional Learning Communities (What Is a "Professional Learning Community"?, Richard Dufour) but found that

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the readings stressed school wide goals. What I wanted to look into was personal goals and growth in the profession.

About the time I was beginning my research I attended a Job Share meeting to make arrangements for September 2011. The women from the Surrey Teacher's Association that were running the meeting made the point that a Job Share in the teaching profession is really a woman's issue. I hadn't quite thought about it like that before. I love my job and my children but to juggle them both and do a good job in both arenas is next to impossible without support and flexibility from peers and the union. This profession is filled with women and I wondered about Professional Development as a woman's issue. I began thinking of professionalism and read more of Naylor's work and his reference to Andy Hargreave's article, *"Four ages of professionalism and professional learning"* (2000) on the different stages of professionalism. I became curious about what my peers thought of themselves as professionals.

"It's an ill plan that cannot be changed" ~ Latin Proverb

To collect data I planned on an open ended questionnaire and small group interviews. I wanted to record the interviews. I also wanted to include a visual reflection on individual's teaching practices using photographs of natural scenes.

To collect this data my plan was to ...

- a) Receive permission from the Surrey School District to research this topic.
- b) Distribute and collect consent forms from staff
- c) Design the questionnaire using surveymonkey.com
- d) Administer the questionnaire to teaching and administration staff at my elementary school
- e) Review the data from the questionnaire
- f) Design a plan for the interview
- g) Choose 4-5 teachers to participate in the interview. Book time with teachers to conduct the interview
- h) Transcribe interviews

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- i) Document nature scene reflections
- j) Interview administration separately

Possible outcomes that I anticipated included...

- a) My peers are frustrated with how Professional Development works and are looking for a change in how things are done
- b) My peers are generally interested in why I am doing this
- c) My peers are anxious to share their ideas and thoughts
- d) Some will like my idea of a 'study group' style Professional Development
- e) Many will question my idea of a 'study group' Professional Development but I embrace the challenge
- f) I hope that I would be able to implement the study groups with peers in September 2011
- g) Through the discussions I want to plant the seeds for Imaginative Education amongst a small group colleagues

My research question changed several times over the course of my Action Research. As I read various articles my focus shifted. After my interview my focus transformed. After analyzing the data from the questionnaires my focus was definitely altered. I began with: *What Makes Professional Development Meaningful?* Moved on to: *Are staff willing to try a 'study group' style of Professional Development in September?* Then: *How can teachers be empowered to make changes in current practices?* Moved on again to: *How to empower teachers to make Professional Development meaningful to them personally?* And finally: *Finding Time for Meaningful Professional Development*. There are so many components and complexities to this topic I was finding it difficult to focus on one particular issue.

I came up with a questionnaire with twenty-seven questions about Professional Development and Professionalism. After a discussion with my professor and a peer I narrowed it down to seven basic questions on Professional Development (Appendix D). I had the teaching staff at my elementary school sign the consent forms. I created an account on Survey Monkey and emailed the questionnaire to the participants. I created interview questions that encompassed issues of professionalism. I added questions surrounding how and when teachers took advantage of time in their day for impromptu Professional Development through reflection or discussion with fellow teachers.

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I was very discouraged to find one survey completed before the small group interview two weeks later. I realized my mistake was in the timing. I sent out the questionnaires right in the middle of report card time. Next time I conduct any sort of Action Research I will be more contentious of my participant's schedules. I was apprehensive going in to the interview knowing one person had done the questionnaire. I only had forty-five minutes to do the interview (on a Friday afternoon every second is precious). I flip-flopped between adding the original questionnaire questions to the interview or continuing with the originally planned interview questions. I decided to continue with originally planned interview (based mostly on views of professionalism and themselves as professionals) (Appendix E). I'm glad I did, I had fourteen questions and I broke them up on my page with the time I was to move on written by each section. I made sure I faced the clock as well. Wouldn't you know it, at the end of the interview the recorder showed forty-six minutes – almost perfect.

I was pleased with the openness of the participants. I found themes kept coming around:

- lack of time
- importance of community
- willingness to be flexible with the perception of what Professional Development can look like

There was a stark contrast between J and K's response to questions about their participation in Professional Development during the small group interview. K is a young unmarried teacher with no children. She has been teaching for three years. K participates in two school committees and coaches one sports team. J is a married teacher with a 3 year old daughter. J has been teaching for 10 years. She is on five school committees and coaches two sports teams.

Christa: Do you pursue ProD on your own ie: days that are not mandated by the district?

K: All the time. I probably went to about twenty last year. I went to every centre workshop. I've gone to Adrienne Gear this year. I go to art workshops after school. I go to all the STA workshops.

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J: I don't have time. I have a kid. I did go before I had Andrea. I would go to the after school things. I would go to the math series.

Christa: Would you be more willing take on more ProD on your own if it were incorporated into the school day?

J: Yep

The difference in personal lives definitely coloured their responses as well as their ability to attend Professional Development opportunities. In the past our elementary school had created time for Professional Development during the school day. Classes were buddied up and one teacher covered two classes while the other teacher attended a math workshop. By the end of the day every teacher had spent one and half hours in a Professional Development setting. There were mixed reviews on it's success:

T: We also did that with that um.. that math thing last year or the year before. But the problem was they buddied up and it was so hard.

J: That was the math ProD

C: I thought that went well. You didn't think that went well?

T: I found it hard because my class with the buddies was just hard. For me it was overwhelming.

J: I had a good time with the buddies it was the ProD I didn't like.

C: Yeah, me too.

J: The buddy activities were fine, no problem. Craig took the kids for the first session, that hour and a half and I had them for the 2nd session and it was great, no problem.

C: Still we all ended up with an hour and a half ProD, which we were using for something that was mandated because it was our school goal. But, if we did it with sort of a collaboration spirit I wonder if it would be more useful?

Over all the discussion about the successes and failures of that particular attempt at school wide Professional Development suggested the need for more flexible avenues on how to find time for Professional Development opportunities. We had a really interesting conversation about relying on a hallway partner to collect 15-20 minutes here and there as 'prep time' I was hoping to take that further

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and suggest it be 'reflection time'. With ideas from this brainstorming session in mind I needed to consult the Surrey Teacher's Association to ensure these kinds of scenarios were acceptable. Looking specifically at Article F.22.1 Purpose: *"The Board and the Surrey Teachers' Association recognize the value of professional development activities to enhance curricular knowledge, to heighten instructional skills, to broaden exposure to pedagogical theories, methods and strategies (p121)"*, brought up the situation a fellow Masters student experienced at her school.

Angela, a hard working elementary school teacher, gathers her things, takes a look around her classroom and leaves for the evening. Tomorrow is a Professional Development day. She is feeling in control and looking forward to what she plans on accomplishing during the six hours of allotted Professional Development time. After a grueling one and a half years in her Masters of Education program she can see the light at the end of the tunnel. This month she is finishing an assignment for her Action Research course. She needs to do some additional reading, take notes and code her latest small group interviews. This Action Research will be a great stepping stone to what she wants to accomplish in the next term at Bowlings Elementary. A number of her fellow teachers have been asking about her research and she feels excited about the buzz she and her students have been creating amongst staff.

On her way past the administration office she pops her head into Principal Chrami's office to say goodnight. Principal Chrami needs a record of what her staff is up to for the Professional Development day and asks Angela about her plans. Angela explains her current work in Imaginative Education and what her Action Research assignment entails. She goes on to refer to the exciting work her students are doing in association with her research and how other teachers are interested in her practice. Angela informs her principal that she will be continuing her research on this assignment and mentions the works of several authors and educational experts she will be looking into tomorrow.

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As soon as Angela is finished speaking Principal Chrami informs Angela that working on her Master's research is riding a fine line on what is acceptable for Professional Development. Angela is told she is expected to be at school tomorrow with the rest of the staff to spend the day coming up with an acronym for the latest behavior reward tickets. With a disapproving glance in Angela's direction she says good night and turns back to her desk.

Angela leaves the school frustrated, disappointed and confused. If working on her Masters of Education is not Professional Development what is? What has she been spending the last year and a half doing except developing professionally? Her enthusiasm for tomorrow's Professional Development has suddenly been squashed. Frustrated with the seemingly arbitrary dismissal of her work she drives home. Angela resigns herself to the fact that tomorrow will be a waste of her time and called in sick.

I emailed Stephen Anderson, Professional Issues Officer at the Surrey Teachers Association and asked him for his opinion about Angela's situation. His response was

There is a lot of confusion about what teachers can do for pro-d. It is stated in the Collective Agreement that "The Board and Surrey Teachers' Association (STA) recognize the value of professional development activities to enhance curricular knowledge, to heighten instructional skills, and to broaden exposure to pedagogical theories, methods and strategies". It is unfortunate that the one teacher you spoke with mentioned that they were not able to work on their Masters work. Working on studies for a Masters program related to education is valuable pro-d. Where the confusion lies is that pro-d funds are not allowed for a Masters program or course. Teachers are also not allowed to use pro-d funds for credit courses as well. This has nothing to do with what is acceptable pro-d, but with tax implications in that if a teacher receives a pay increase because of their education then it becomes a taxable benefit.

While the issue of autonomy is enormous and not the focus of this paper, it is important to note that it relates to flexibility. In the case of Angela it seems to me that her principal was not clear about the STA's policies on Professional Development. This principal did not show flexibility in her interpretation of what Professional Development is. Her dismissal of Angela's personal Professional

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Development resulted in Angela opting out of school's Professional Development day altogether.

Concerns about people taking advantage of flexibility and autonomy came up in the questionnaire.

Questionnaire respondent #7 Question 8. Any other thoughts?

"Stop wasting time/ stop questioning whether others are wasting time. Trust we all want to improve and help each other find meaningful activities for individuals and communities of teachers."

While in class at SFU two weeks later, I was becoming increasingly discouraged. I was having a hard time pinpointing the focus of my Action Research. This discouragement was being reinforced in a Mother's group at the local community centre I attend weekly. Once again my personal life was fueling my research. There had been a lot of discussion that week amongst the other moms about the frustration of feeling their professional life was suffering as well as their family life due to lack of time to do a good job in either role.

The teaching profession is dominated by women, many of whom at some point in their career will juggle families and professional responsibilities. I wanted to find out more about what meaningful Professional Development is for teachers as well as coming up with options to supplement the mandated seminar or workshop style in order to help teachers take full advantage of Professional Development no matter what the form. Creative ways of finding 30 minutes to 1.5 hours per month to reflect on practice, read up on educational theories, collaborate with other teachers who have similarly professional interests is important. These ideas will support teachers during the school day rather than assuming that they have time after school or lunch hour to pursue Professional Development. A dedicated amount of time to focus on personally motivated Professional Development is an opportunity to bring a stronger sense of community to staff. The Union, Administrators, Professional Development Committees and teachers all need to be more supportive, flexible and creative with their time and

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attitudes towards Professional Development. Otherwise education will become stagnant and unfulfilling for teachers and consequently students.

By this point I only had 4/30 questionnaires returned. The responses were not at all what I had expected. I assumed I would find a general dislike for the hands-on workshop style and an appreciation for the seminar style. This was not the case and after some thought realized my personal preference was seminar style and I assumed that to be the case of most teachers. The only pattern was there was no pattern. I considered my work a failure and struggled to find some success in the scattered results. To find a focus I took the suggestion of a colleague and tried to map the journey of my Action Research. This helped a great deal and by the next class I had a better handle on what I had collected and how to work with it.

"The data's looking beautiful. I hope by the end of the year to have an answer." ~ David Hafler

In the end only 8 questionnaires of the 30 I had distributed were returned, one of which was incomplete. The breakdown of the participants who completed the questionnaires were as follows:

Grade	Years Experience
K/1	9
1/2	17
2/3	3
3/4	10
4/5	2
4/5	10
6/7	8
*intermediate	4

* incomplete – only these two questions complete

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I am pleased a wide range of grades were represented in the returned questionnaires. In the back of my mind I was aware that our school is unique due to the generally low number of years experience compared to other schools.

Question 3: Professional Development can mean many different things. What does Professional Development mean to you?

Experts/seminars	☆☆☆☆
Collaboration/Reflection	☆☆☆☆
Choice/Self Directed	☆☆
Useful/Valuable in the classroom	☆☆☆☆
New Ideas	☆☆☆☆

Questions 4 and 5: Describe a positive Professional Development experience you have had. What factors contributed to its success? Describe a negative Professional Development experience you have had. What factors contributed to its failure?

Seminar	Individual or Peer Reflection	Hands on workshop style	Choice	Practical ideas to add to classroom practice
☆☆ ☆☆☆☆ ☆☆	☆☆	☆☆ ☆☆☆☆	☆☆	☆☆☆☆

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I also listed all the mentions of ideal Professional Development practices and added checks to those repeated.

Ideal Professional Development	
Experts	☆☆☆☆
Personal Interest	☆☆
Longer Duration on one Topic	☆
Hands On	☆☆
Make and Take	☆☆☆☆
Educational Research	☆
Observation of one another's classrooms	☆

I did the same for the responses to question 7. What do you think teachers/schools, districts need to do to work towards your ideal Professional Development?

Working Towards Ideal Professional Development	
Districts work together to put on conferences	☆☆
Conferences over several days	☆
Discussion groups of specialized topics	☆
In school time	☆☆☆☆
Larger venues for popular speakers	☆
Interests of staff taken into account	☆☆

There were some similarities and common responses but in general the responses seemed to cover a wide range of positive, negative and ideal Professional Development strategies. There were no strong patterns to follow up on in the short amount of time allotted for this assignment.

Meaningful Professional Development is as diverse as the values teachers bring to the teaching community. Because of the incredibly small return on the questionnaires I feel it is not reasonable to pin point a solution to the debate on Professional Development. I have been inspired by my research however. Working on this project has put some things into perspective for me. I am planning on

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working on the 'Pro D committee' when I return to school. While working on the committee I plan on following up with the three themes that emerged in this report; lack of time, community amongst staff, and flexibility surrounding the definition of Professional Development. We are professional educators not babysitters. It is up to us to act like professionals and continually grow in our practice. We cannot rely on the school district or administration at the school level to find topics that will interest us on specially designated days. We need to take the initiative and find our own inspiration and colleagues who share a similar vision.

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Appendix A

Study Group Plan Outline

At the beginning of the school year there will be a master list created. I will list pedagogical topics of interest teachers have. This list can be a living document.

Teachers commit to a group of common interest (maximum 10 participants, minimum 2) for the year – longer if they like.

This group will meet once a month or bimonthly during the school day for 1.5 hours. (not the lunch hour).

The schedule will allow for this large chunk of time. The teachers who are not a part of that particular study group will buddy up with the classes whose teachers are involved, then switch. The two classes will do a preplanned art or PE activity.

Study groups will briefly report findings or discussion topics at monthly staff meetings.

The purpose of the study group is to have ongoing peer support for implementing new practice or pedagogical theory into their classroom. Another benefit is more Personal Professional Development time.

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Appendix B

July 13, 2010

Questions for Teacher Training Imaginative Education Bachelor of Education (PPD) Program

Discussion with Kim Stewart

1. When will it begin?

2009/2010 Roland Shultz was the faculty associate and had his own view of IE.

No 2010/2011 program

2. Are students registering for this stream?

No

Other option being considered is IE as a traveling faculty moving (MAYBE SAY AS A COHORT NOT NECESSARILY TIED TO ONE DISTRICT, THUS STUDENTS FROM VARIOUS DISTRICTS COULD JOIN- RATHER THAN TRAVELING) to those students who are interested.

Students who were in the 2009/2010 program did not choose program, they were selected by their entrance essay.- CHECK WITH GRAD PROGRAMS, KIERAN OR SEAN ABOUT THIS- I WAS JUST GIVEN INFO FROM THE STUDENTS AND THAT MIGHT HAVE BEEN RUMOURS.

They were not mentored by a practicing IE teacher.(DURING THEIR PRACTICUM, CORRECT)

3. Is the traditional program being abandoned?

I AM NOT SURE WHAT THIS IS ASKING. IS THE PDP PROGRAM BEING ABANDONED?

4. How many other universities will do this?

Possibly in the states.

THERE IS THE CORBET SCHOOL WHICH HAS THEIR WHOLE STAFF TRAINED IN IE.

5. Who are the professors?

Faculty associates (TWO FA, ONE WITH KNOWLEDGE OF ie AND ONE WITHOUT) and guest speakers – Gillian and Kym would come in. ALSO A FACULTY MEMBER WOULD BE THE GO TO PERSON- AND IN THIS CASE I BELIEVE IT WAS SEAN

6. Have professors been educated in IE?

They have been introduced to it. ROLAND KNOWS ABOUT IE AND THE OTHER FA READ ABOUT IT AND WAS TOLD ABOUT IT VIA ROLAND

7. Will students be taught using this style?

HARD TO SAY, I WAS NOT PRESENT WHEN ROLAND OR THE OTHER FA TAUGHT THE CLASS

8. What is the plan for student teacher partnerships?

Sean listed Med teachers but it wasn't sent to faculty advisors

Not happening- IT WAS SENT TO THE FACULTY, BUT THE LOGISTICS OF MATCHING UP THE STUDENT-TEACHERS WITH THE IE TEACHERS ISN'T PART OF THE FACULTY OF EDUCATION PLACEMENT PROCESS AND SO THE NAME (ALTHOUGH FORWARDED) WERE NOT NECESSARILY USED AS USEFULLY AS THEY COULD HAVE BEEN.

9. Will they be placed with former Med graduates?

THAT WOULD HAVE BEEN THE PLAN, BUT LOGISTICALLY IT DID NOT WORK OUT.

10. Can you foresee problems if Bed student teachers are in a practicum without an IE partnership?

There is no congruency

NO SUPPORT, NO MENTORSHIPS, NO COMMON LANGUAGE, NO ROOM FOR REFLECTION AND ANALYSIS

--> INTERESTINGLY ENOUGH THIS MAY BE CHANGING IN THE FALL BECAUSE THERE MAY BE A FA WHO IS A FORMER MASTERS STUDENTS IN IE AND USES IE IN HIS CLASSROOM CONSISTENTLY

Finding Time for Professional Development

"I don't have time. I have a kid." J. grade 2/3 teacher.

Christa Rawlings

Appendix C

A PHILOSOPHIC APPROACH TO PROFESSIONAL DEVELOPMENT

An outline of IE through a Philosophic Framework

POWERFUL UNDERLINING IDEA

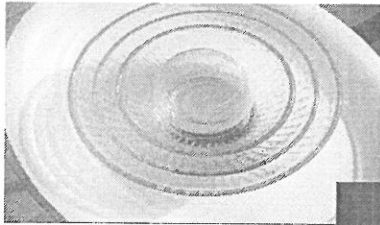
- You are already using a lot of Imaginative Education theory in your classroom.
- Alternatives
 - Description of IE
 - Cognitive Tools

Finding Time for Professional Development

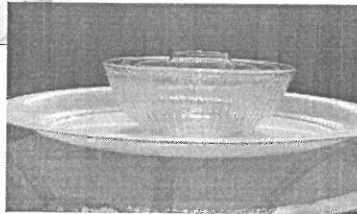
"I don't have time. I have a kid." J. grade 2/3 teacher.

Christa Rawlings

HOW CAN THE THEORY BE MADE VIVID?



Understanding the Understandings



[Understanding the Understandings of Imaginative Education](#) (click link to see video)

FINDING THE META-NARRATIVE

- Use their own story of classroom practice
- Alternatives
 - evolution of education
 - evolution of IE

ANOMALIES

- Imaginative Education as a title
- Alternatives
 - ?

Finding Time for Professional Development

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Christa Rawlings

ALTERNATIVE THEORIES

- Plato
- Rousseau
- Piaget
- Why the pieces we use in educational practice are not working.

SENSE OF AGENCY

- How can teachers begin to implement this theory in their classroom?

EVALUATION

- Are there teachers who are interested in implementing these ideas into their practice?

Finding Time for Professional Development

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Christa Rawlings

Appendix D

1. What Grade/Level do you teach?
2. How many years have you been teaching/working in education?
3. Professional Development can mean many different things. What does Professional Development mean to you?
4. Describe a positive Professional Development experience you have had. What factors contributed to its success?
5. Describe a negative Professional Development experience you have had. What factors contributed to its failure?
6. What is your vision on an ideal Professional Development experience?
7. What do you think teachers/schools/districts need to do to work on your ideal Professional Development?
8. Any other thoughts?

Finding Time for Professional Development

"I don't have time. I have a kid." J. grade 2/3 teacher.

Christa Rawlings

Appendix E

Baseline questions:

- a) Current grade?
 - b) How long have you been teaching?
 - c) What are your extracurricular school activities?
-
1. How do you feel? About yourself as a teacher? About ProD days? (participants refer to How Are You Feeling? chart with various cartoon faces expressing emotions)
 2. Do you consider yourself a professional?
 3. What are your impressions of how people outside the teaching profession view teachers?
 4. Are you able to take time to reflect on your practice? If so what does it look like? If not, what are the obstacles?
 5. Do you pursue Professional Development on your own – ie not mandated by the district? What does it look like? Or why not?
 6. Would you take advantage of in-class time Professional Development opportunities?
 7. How often (per month) do you rely on your peers for support on classroom issues or other issues?
 8. How often (per month) do you visit another teacher's classroom or invite another teacher to your class? What is the context?
 9. Are there parts of your practice you continue with, even though you know they are not working? Explain.
 10. Heroic qualities/ Binary opposite lists. Which one describes you, as a teacher?
Nature photos – which one illustrates you as a teacher. Line them up in order of your career until now. Line them up in order from now until the end of your career.
 11. What would it take for you to feel more empowered in your profession?