

British Council India

# Continuing Professional Development An Annotated Bibliography

Amol Padwad and Krishna Dixit

Introduction by Rod Bolitho

British Council India

# **Continuing Professional Development**

## **An Annotated Bibliography**

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At the outset we would like to thank four persons – Angi Malderez, Martin Wedell, Rod Bolitho and Tony Wright – who inspired us to take up the fascinating journey of (self-)discovery on the path of teacher development. They were there to guide our baby steps, and are still with us as experienced and reassuring co-travellers. Rod Bolitho deserves special thanks for patiently and painstakingly going through the first draft and helping us improve it with very valuable feedback. We are also grateful to Prof. N. S. Prabhu, Prof. M. L. Tickoo and Dr. Sudhakar Marathe, who in various ways showed us glimpses of the complexity and eccentricities of the Indian ELT. They brought home to us the value and the need for any local teacher development endeavour to be rooted in the Indian context. This bibliography is one of the fruits of the seeds these people have sown. We express our sincere thanks to the British Council for believing in this work and publishing it. Our special thanks are due to Alison Barrett who was enthusiastic about the idea right from the beginning and convinced us that the efforts were worth making. Finally, we would like to acknowledge the immense though implicit contribution of those scores of committed small-town teachers, who eagerly and trustingly joined us on the journey of professional development and taught us so much through their experimentation and experiences.

**Amol Padwad**  
**Krishna Dixit**

# Preface

It is a privilege to be able to introduce this scholarly work with a few remarks, just as it has been a pleasure for me to work with both the authors in the area of Continuing Professional Development (CPD). Teachers are busy people, often dominated by the need to 'do' and 'act' rather than to research or reflect. That this Bibliography has been compiled with such care and attention to detail by two very busy practising teachers is all the more praiseworthy. Indeed, the contribution that Amol Padwad and Krishna Dixit are making through their work to the cause of CPD comes, like this entire Bibliography, from a passionate desire to improve the perspectives and development prospects of English teacher colleagues across India and beyond. However, it is informed by a deep understanding of teaching and the need that teachers have to feel positive and self-confident about the role that society has designed for them.

The Bibliography will be valuable as a source of inspiration and reference to individuals as they embark on their individual development journeys, but it will also be very useful to teacher trainers, mentors, organisers of teachers' clubs and professional associations, school managers and anyone involved in teacher education. Postgraduate students and researchers will find it rich in references, and those simply looking for guidance on what to read will find the annotations both succinct and informative.

In an important sense, too, the Bibliography widens our understanding of CPD from the narrow and restrictive interpretation of it as 'In-Service Training' and therefore something which teachers are subjected to, to a much more generous and empowering set of options for development which can be taken up either by individuals or by institutions committed to growth and professional learning. The books and articles cited in this list embrace themes as wide-ranging as approaches to change, action research, critical thinking, research reports, and guidelines for educational managers. It will, I'm sure, be one of those works that we will always want to keep within reach, whatever our angle on CPD.

**Rod Bolitho**

Norwich, UK,  
April 2011

# Foreword

English Partnerships is British Council India's initiative which aims to improve the quality of English language teaching and learning in the country through a variety of programmes and events for policy makers, teacher educators, teachers and learners.

Since 2007, the British Council has hosted an annual international English for Progress Policy Dialogue series which brought together over 200 key decision makers from academia, government, industry and the NGO sector to debate the role of English in the socio-economic future of the region. At the last event, held in Delhi in November 2010, David Graddol, well-known UK linguist, writer and broadcaster, shared findings from his research, *English Next India*, published by the British Council in 2010.

These findings, together with inputs from a wide range of speakers, were debated throughout the policy dialogue and a number of recommendations emerged which were later published in a British Council report.

The British Council aims to continue the debate through a series of Policy Think Tanks focusing on the key recommendations. We aim to:

- stimulate further debate and discussion around the recommendations arising from the Third Policy Dialogue and English Next India and other key policies and case studies
- facilitate the production of research, case studies, experience reports and / or action plans which can be reviewed by and shared with key stakeholders to assist with policy reform and renewal and / or implementation
- facilitate knowledge sharing, networking and collaboration between policy makers and practitioners

The first English Language Policy Think Tank series comprises a group of key policy makers and practitioners with expertise, experience and or responsibility for Continuing Professional Development (CPD).

Ultimately, the group, in consultation and collaboration with other individuals and networks, aims to generate and share information and resources that will help guide others in designing and implementing high quality CPD initiatives that will improve the quality of English language teaching and learning throughout India.

This bibliography, put together by two key members of the group, Amol Padwad and Krishna Kalyan Dixit, is just one of several publications likely to come out of the consultations on CPD. We hope that this resource can be used by many people for a variety of reasons. For example, it may be useful for researchers who want to find out more about both the academic or practical components of CPD; for policy makers who need to find information about CPD theory and practice, for teachers or student teachers who are seeking to develop themselves; or for teacher education managers who are looking for ways of establishing more effective systems for teacher development in their contexts.

We hope that the web-based interactive version will continue to grow as colleagues from across the country and the region add to it. We hope you find it useful.

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New Delhi, September 2011

# Presenting the Bibliography

The notion of Continuing Professional Development (CPD) is still relatively little understood and explored in the teaching profession in India. This is evident from the rare appearance the term seems to make in academic publications, in conferences and seminars, and in staff rooms, meetings and teacher discussions. Although in-service teacher education is a recurrent theme in the policies and programmes of teacher education, it all too rarely expands into the larger and more comprehensive idea of CPD. Teaching is a learning profession and like any other professionals teachers are expected to be life-long learners. This expectation is not matched by a wide-spread professional learning culture in the teaching profession. An important reason for this, we argue, is the lack of recognition of CPD in its own right as a life-long, continuous and largely voluntary process, and the consequent paucity of support to sustain this process. CPD is usually found reduced to a series of isolated in-service teacher training events focusing on short-term goals of acquiring a set of skills and/ or some knowledge.

We hope that this bibliography will serve two important purposes among others. One, it will help raise awareness about CPD among the teaching professionals by listing in one place a wide range of material – theoretical and research – dealing with numerous aspects of and perspectives on CPD. Two, it will be a useful resource for anyone who wishes to venture into CPD, whether as a researcher or a practitioner or both. This bibliography started as a private compilation for ourselves as a part of our efforts to understand teachers' professional development. While our preliminary compilation made us aware of the diversity and complexity of the field, we also felt convinced of the need to bring out a more systematic and annotated bibliography on CPD for the wider audience. We offer this bibliography as a preliminary tool for anyone who wishes to delve deeper into CPD.

The entries in the bibliography are arranged in three sections – articles and short pieces on CPD, books on CPD and background reading that may usefully inform any thinking and action on CPD. In each section the entries are arranged alphabetically by the surname of the first author. The entries in Section I seem broadly related to four thematic areas: CPD Research and Case Studies, CPD Policy and Design Frameworks, CPD Theoretical Considerations and Perspectives, and CPD Strategies, Approaches and Models. Since it was difficult to clearly separate the entries into four thematic groups, with many entries cutting across two or more themes, we found it more convenient to indicate which theme(s) each article related to.

This bibliography is essentially an incomplete work, and will certainly benefit from further revision and improvement. It is neither exhaustive nor comprehensive, and may suffer from omissions and oversights. We welcome constructive and critical feedback on the bibliography and suggestions for further improvement.

**Amol Padwad**

**Krishna Dixit**



# How to Use this Bibliography?

We believe that this bibliography will be useful for teachers, teacher educators, researchers, policy makers, academicians and students of teacher education. The ways suggested below for using this resource are only indicative. One can use it for a wide range of purposes and in a variety of ways.

- You can potentially start consulting the Bibliography from any page. However, entering it with some specific purpose may give you a sense of direction.
- If you are a beginner in CPD and looking for a general introduction, you may go to the 'Books' section and start with some general introductions like Hargreaves and Fullan (1992), Craft (2000) or Edge (2002). Then you can move on to more specific and detailed studies in CPD, either in other books or in the articles in Section I or both.
- If you are looking for something quite specific, e.g. strategies and techniques of CPD or case studies in CPD, you may start with the articles in Section I. The markers like 'SAM' or 'RCS' indicate the main focus the article. The key to these markers is given in the beginning of Section I. The references listed at the end of an article may lead you to further reading.
- If you are interested in the general ideas and thinking that inform CPD, you can straightaway go to Section III. Here you will find works on educational management, educational philosophy, learning theories, etc which (should) have a direct bearing on CPD.
- If your focus is English language teaching or India, you may directly go the last two subsections III (B) and III (C).

# What is CPD?

The acronym 'CPD' stands for 'Continuous' or 'Continuing Professional Development' and broadly signifies the process of continuing growth of a professional after joining the profession. In education, generally speaking, it seems that there are two views of CPD – the narrow and the broad. The narrow view considers CPD as the imparting/ acquiring of some specific sets of skills and/ or knowledge in order to deal with some specific new requirements (for example, training teachers to handle a new textbook or using a new teaching aid.) The broad view considers CPD as a much deeper, wider and longer-term process, in which professionals continuously enhance not only their knowledge and skills, but also their thinking, understanding and maturity; they grow not only as professionals, but also as persons; their development is not restricted to their work roles, but may also extend to new roles and responsibilities.

In this bibliography we take the broad view of CPD. For our purpose we have chosen to define CPD in the following terms:

“CPD is a planned, continuous and lifelong process whereby teachers try to develop their personal and professional qualities, and to improve their knowledge, skills and practice, leading to their empowerment, the improvement of their agency and the development of their organizations and their pupils.”



Section I

# Articles



# 1 Articles

## Key to the classification of entries

RCS – CPD Research and Case Studies

PDF – CPD Policy and Design Frameworks

TCP – CPD Theoretical Considerations and Perspectives

SAM – CPD Strategies, Approaches and Models

**Alba, G. D. and A. Sandberg** (2006) *Unveiling Professional Development: A Critical Review of Stage Models*.

Review of Educational Research, 76/3, 383-418. (TCP/ SAM)

This article offers a critique of the 'stages' model – novice, competent, and expert – of professional development applied across professions. The writers argue that in the discussion on professional development the focus on such stages conceals fundamental issues in professional development. A new model for analyzing professional development – emphasizing skill progression that accompanies experience and variation in understanding practice – is presented.

**Allwright, D.** (1999) *Three Major Processes of Teacher Development and the Appropriate Design Criteria for Developing and Using Them*. In Johnston, B. and S. Irujo (Eds.) *Research and Practice in Language Teacher Education: Voices from the field*. CARLA Working Paper 19, Minneapolis, Minnesota, 115-133. (TCP/ SAM)

In this paper Allwright presents a broad conceptual overview of the field of teacher development. He distinguishes between three processes of language teacher education: training, education, and development. Training is concerned with acquisition of skills, education with the acquisition of knowledge, and development with acquisition of understanding. He proposes a model based on contemplation and understanding leading to action and change in practice.

**Bolitho, R.** (1996) *Some Key Issues in INSETT*. INSETT Provision for Modern Language Teachers within National Career Structures, Workshop Report No. 7/ 96. Graz: European Centre for Modern Languages. (TCP/ SAM)

In this article the author raises some key issues regarding the design and implementation of INSETT programmes for language teachers. The author discusses two models – the deficit model and the growth model – of INSETT/ CPD. Various key issues discussed in the article are the relationship between INSETT and CPD, approaches to CPD, motivation, the notions of development and change, and the issues of funding and evaluation of CPD programmes.

**Bolitho, R.** (1984) *Self-evaluation and Self-help for Teachers*. In S. Holden (Ed.) *Teaching and the Teacher*. MEP: British Council. (TCP/ SAM)

In this paper Bolitho puts forward some ideas in self-evaluation and self-help for the teachers who work in isolation. The discussion also addresses some problems that lie in the professional image of a teacher, the competence in the English language, and need for updating oneself in methodology and materials.

**Bolitho, R.** (1988) *Teaching, Teacher Training and Applied Linguistics*. *The Teacher Trainer*, 2/3, 4-7. (TCP/ SAM)

Taking off from a brief critique of the 'Decision Pyramid' model proposed by Brumfit and Rossner, the author discusses the problems of the disconnection between practitioners (teachers) and theoreticians (applied linguists in universities), of the unrealistic expectations from teachers about engaging with theory, and of restricted views of professional development. The author argues for a re-examination of the relationship between classroom practice and theory, and a major shift of emphasis from pre-service to in-service training.

**Borg, S.** (1998) *Data-based Teacher Development*. *ELT Journal*, 52/4, 273- 281. (SAM)

This article describes how data from ELT classrooms can be used as a tool for teacher development. It outlines the possible contribution of data-based activities to teacher development and presents a practical example. The author argues that activities based on classroom data facilitate teachers' growth as reflective practitioners.

**Borko, H.** (2004) *Professional Development and Teacher Learning: Mapping the terrain*.

*Educational Researcher*, 33/8, 3-15. (TCP/ RCS)

This article maps the terrain of research on teacher professional development. It provides an overview of what we have learned about effective professional development programs and their impact on teacher learning. It then suggests some important directions and strategies for extending our knowledge into new territory of questions not yet explored.

**Bouchard, P.** (1996) *Towards an Etiological Model of Self-Directed Professional Development*. Ontario: Social Sciences and Humanities Research Council of Canada.

[www.doe.concordia.ca/girat/TowardsEtiologicalPB.pdf](http://www.doe.concordia.ca/girat/TowardsEtiologicalPB.pdf) (accessed on 10.10.2010) (RCS)

This paper discusses the role of individual learning proficiency, personality characteristics, and opportunities in the professional development of an individual. It presents the examples of eight male professionals without any postsecondary education, who are recognized as expert professionals in different fields, to highlight the crucial role played by oneself in one's professional development.

**Boyle, B., D. While, and T. Boyle** (2004) *A Longitudinal Study of Teacher Change: What Makes Professional Development Effective?* *The Curriculum Journal*, 15/1, 45-68. (RCS)

This article addresses four key issues related to the professional development of teachers: models of professional development, sustaining professional development for a long-term impact on teaching practice, the relationship between the professional development processes and changes in teaching, and the relationship between professional development and student learning. It presents the findings of a baseline phase of a longitudinal study investigating the professional development of primary and secondary teachers across England.

**Burbank, M. D. and D. Kauchak** (2003) *An Alternate Model For Professional Development: Investigations into Effective Collaboration*. *Teaching and Teacher Education*, 19, 499-514. (SAM)

This article makes a strong case for collaborative action research as a tool for teacher professional development. The authors observe that it engages teachers in professional reflection, validates teachers as producers of knowledge, and recognizes their role in professional development and decision making.

**Clandinin, D. J. and F. M. Connelly** (1996) *Teachers' Professional Knowledge Landscapes: Teacher Stories – Stories of Teachers – School Stories – Stories of Schools*. *Educational Researcher*, 25/3, 24-30. (TCP/ RCS)

In this article the authors argue that the professional knowledge context shapes effective teaching. The authors present the concepts of 'professional landscape' and 'teacher landscape' as a way to understand teacher contexts. It also has three sets of stories and their interpretation in terms of professional landscape.

**Collinson, V., E. Kozina, Y. K. Lin, L. Ling, I. Matheson, L. Newcombe, and I. Zogla** (2009) *Professional Development for Teachers: A World Of Change*. *European Journal of Teacher Education*, 32/1, 3-19. (RCS/ PDF)

This article observes that with the world shifting towards an interdependent and global society from the industrialized one the professional development of teachers has attracted more attention. The article identifies three emerging trends related to improving teacher learning and practice through CPD: glocalisation, mentoring, and rethinking teacher evaluation. The article further shows how these three trends are unfolding in Australia, England, Latvia, Scotland, Ireland, USA, and Taiwan.

**Cowan, J. and J. Westwood** (2006) *Collaborative and Reflective Professional Development*. *Active Learning in Higher Education*, 7/1, 63-71. (RCS/ SAM)

This article presents an experiment in journal writing as a tool for CPD. It reports how seven teachers undertook the task of journal writing with one of them regularly commenting on the journals. It presents the experience and reactions of the participant teachers and suggests some refinement of the experiment for wider application.

**Darling-Hammond, L.** (1995) *Policies that Support Professional Development in an Era of Reform*.

*Phi Delta Kappan*, 76/8. (TCP)

In this article the author says that the situation specific nature of the kind of teaching and learning envisioned by educational reformers is the key challenge to teachers' professional development. It is the main obstacle in policy makers' efforts to design systematic reform. The article suggests some design principles to guide policy makers to engender systematic reform.

**Davis, R. and M. Priston** (2002) *An Evaluation of the Impact of Continuing Professional Development on Personal and Professional Lives*. *Journal of In-Service Education*, 28/2, 231-254. (RCS/TCP)

This article reports a research on the impact of in-service training on personal and professional lives of teachers. The authors suggest that the instruments that measure the impact of CPD activity fail to measure the complexity of CPD, particularly with reference to teachers' private and professional lives. The authors conducted a survey of some M. Ed. students to investigate and evaluate the impact of in-service training on various dimensions of their professional and personal lives.

**Dekkers, J. and Others** (1983) *An Approach to the Continuing Professional Development of Science and Mathematics Educators*. Bentley: Western Australian Institute of Technology.

[www.eric.ed.gov/PDFS/ED233891.pdf](http://www.eric.ed.gov/PDFS/ED233891.pdf) (accessed on 10.11.2010). (RCS/ SAM)

This paper presents the activities of a Science and Mathematics Education Centre that contribute to the CPD of science and mathematics teachers with a vision to bridge the gap between practitioners and researchers. The activities discussed

include discipline oriented workshops and seminars, sponsoring visits of experts to schools, and involving experts in higher education in school activities such as field trips and extension activities for intellectually gifted students.

**Elton, L.** (2009). *Continuing Professional Development in Higher Education – The Role Of The Scholarship of Teaching and Learning*. *Arts & Humanities in Higher Education*, 8/3, 247–258. (TCP/ RCS)

Elton re-visits Humboldt's notion of 'scholarship', expands it into the notion of 'Scholarship of Teaching and Learning' and argues that it has a very important role to play in CPD. Drawing extensively on the study of a CPD course run by University College, London he argues that integration of teaching-learning and research is essential for CPD.

**Evans, L.** (2002) *What is Teacher Development?* *Oxford Review of Education*, 28/1, 123-137. (TCP)

The author says that teacher development has emerged as an identifiable area of study. Though it has caused wider dissemination of information and ideas for improving teachers, it is dominated by issues with little attention to the concept and methods of teacher development. This article examines the concept of teacher development with the author's own interpretation and definition added.

**Evans, L.** (2008). *Professionalism, Professionalism and the Development of Education Professionals*. *British Journal of Educational Studies*, 56/1, 20–38. (TCP)

Evans examines the notions of 'professionalism' and 'professionalism' and their relationship with professional culture. She also offers three concepts of demanded, prescribed and enacted professionalism and examines how professionalism may be interpreted and utilised for the development of education professionals.

**Farrell, T.** (2001) *Critical friendships: Colleagues Helping Each Other Develop*. *ELT Journal*, 55/4, 368-374. (RCS/ SAM)

This article reports a case of a critical friendship between two colleagues which led to the professional development of both of them. It describes how the process was initiated, the activities were selected, and the feedback was exchanged and authenticated.

**Ferguson, D. L.** (2006) *On Reconceptualising Continuing Professional Development: A Framework for Planning*. Newton, MA: Education Development Centre.

<[www.urbanschools.org/pdf/OP\\_Recon.pdf](http://www.urbanschools.org/pdf/OP_Recon.pdf)> (accessed on 10.11.2010). (PDF/ TCP)

This paper argues that collaboration is essential among higher education institutions, schools, school districts, and state education agencies to create new strategies, incentives, and options, which will promote educators' learning of new practices and acquiring new perspectives. The paper also distinguishes between staff development (capacity building of the organization) and professional development (capacity building of the individual).

**Fish, D.** (1997) *Appreciating Teaching as a Basis for Professional Development*. *Teacher Development*, 1/1, 21-34. (SAM)

This article advocates the concepts of teacher as an artist and teaching as professional artistry as an alternative research paradigm to balance the technical-rational paradigm. The importance of professional judgment and the personal dimensions of teaching are recognized as crucial elements to understand professional development.

**Fraser, C., A. Kennedy, L. Reid and S. McKinney** (2007). *Teachers' Continuing Professional Development: Contested Concepts, Understandings and Models*. *Journal of In-service Education*, 33/2, 153–169. TCP/ RCS)

This article uses a composite framework drawing on three 'lenses', namely

1. Bell and Gilbert's three aspects of professional learning
2. Kennedy's framework for analysing models of CPD
3. Reid's quadrants of teacher learning

In order to analyse three CPD programmes in Scotland – The National Literacy Strategy, Cognitive Acceleration in Science Education and some examples of CPD related to formative assessment. The authors underline the need to transcend 'business efficiency' models of CPD, foreground teacher individual agency and engagement, and suggest that approaches based on collaborative enquiry and support are most likely to lead to transformative change.

**Gansar, T.** (2000) *An Ambitious Vision of Professional Development for Teachers*. *NASSP Bulletin*, 84/6, 6-12. (SAM)

This article discusses the context of professional development extending beyond schools and districts. It lays emphasis on adopting a systems thinking approach in the discussion on professional development. The article delineates an ambitious approach to professional development in detail, focusing on content, process, and context to ensure change at the individual, institutional, and larger contextual levels.

**Gao, X. and P. Ko** (2009) *'Learning Study' for Primary School English Teachers: A Case Story from Hong Kong*. *Changing English*, 16/4, 397-404. (RCS)

This article strongly advocates the need for professional development in primary teachers as they lay the foundation of students' language learning. It focuses on an indigenous variation of action research namely 'learning study' for the teachers of English as a tool for professional development.



**Garet, M. S., A. C. Porter, L. Desimone, B. F. Birman, K. S. Yoon** (2001) *What Makes Professional Development Effective? Results from a National Sample of Teachers*. American Educational Research Journal, 38/4, 915-945. (RCS/ PDF)

This paper is based on a research study comparing and assessing the effects of different characteristics of professional development on teachers' learning. The research indicates some core features of various professional development activities that have positive effects on teachers, like focus on content knowledge, opportunities for active learning and coherence with other learning activities. The authors also discuss some structural features of such activities which contribute positively to teachers' learning, like the form of the activity, collective participation of teachers from the same school, grade, or subject, and the duration of the activity.

**Ghani, A. A., Naidu, S. and Wright, T.** (1997). *Teacher Support Teams in Action*. In B. Kenny and W. Savage (Eds) *Language and Development: Teachers in a Changing World*. London and New York: Longman. (SAM)

This article gives an account of the work of the Teacher Support Team Project in Malaysia, in which several teams of teachers visited some schools in the local areas to help improve their English teaching courses. The paper describes the origin and growth of the project, how the team visits worked in the schools, and its evolution as an INSET programme.

**Gratton, R.** (2003) *Professional Development Through Action Research*. *Management in Education*, 17/4, 13-15. (SAM)

This article contends that action research has the potential to provide lasting learning opportunities for teachers. It also suggests that action research leads to a long-term sustained change in practice.

**Gray, S. L.** (2005) *An Inquiry into Continuing Professional Development for Teachers*.

[www.esmeefairbairn.org.uk/docs/Education-Rep.pdf](http://www.esmeefairbairn.org.uk/docs/Education-Rep.pdf) (accessed on 10.11.2010). (RCS)

This document presents a research study on CPD for teachers with an aim to review current subject-based professional development opportunities, to identify gaps in the current provision and to make recommendations for improving further provision. The article also includes some CPD definitions, an outline of the previous research on CPD, a description of the research design, and a discussion of the emergent issues.

**Gusky, T. R. and D. Sparks** (2002) *Linking Professional Development to Improvements in Student Learning*. A paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA. (RCS/ SAM)

This paper presents a theoretical model of the multidimensional relationship between professional development and improvement in student learning. The model is applied to five case studies of school-based professional development programmes. It argues that the quality of professional development is related to teachers' knowledge and practices, administrators' knowledge and practices, and parents' knowledge and practices.

**Hamza, A.** (2010) *International Experience: An Opportunity for Professional Development in Higher Education*. *Journal of Studies in International Education*, 14/1, 50-69. (RCS)

This article examines the role of international experience in the transformative learning of female educators leading to their professional development in a higher education context. Nine American female faculty and administrators who worked at different universities in some Arab countries in the Gulf region participated in this study. The results suggest that the transformative learning of the female educators was reflected in three themes: changes in the personal and professional attitudes, experiencing a new classroom environment that included diverse learning styles and unfamiliar classroom behaviour, and broadening of the participants' global perspectives.

**Hargreaves, A. and M. Fullan** (2000) *Mentoring in the New Millennium*. *Theory into Practice*, 39/1, 50-56. (SAM/ TCP)

In this article Hargreaves and Fullan emphasize the need for mentoring in helping teachers to develop as professionals and offer a refined conceptualisation of mentoring for teachers in the new millennium. They link mentoring to the evolutionary concept of professionalism in teaching (four ages in professionalism), analyse difficulties in mentoring, and discuss redesigning teacher preparation through developing continuous career-long learning processes.

**Hargreaves, A.** (2000). *Four Ages of Professionalism and Professional Learning*.

*Teachers and Teaching: History and Practice*, 6/2, 151-82. (TCP)

Hargreaves conceptualizes four historical phases in the development of teacher professionalism in many countries: the pre-professional age, the age of the autonomous professional, the age of the collegial professional and the post-professional or postmodern age. He argues that we are entering the last phase now, marked by a struggle between 'de-professionalising' and 're-professionalising' forces. He describes the main features of each age and their implications, and outlines the future directions in professional development.

**Hayes, D.** (1995) *In-service Teacher Development: Some basic principles*. *ELT Journal*, 49/3, 253-261. (RCS/ TCP)

This article is based on the Rural Primary English Programme in Sabah, Malaysia and the Project for the Improvement of Secondary English Teaching (PISET) in Thailand, where teaching is largely based on a traditional transmission model. The article explores the procedures and principles used for teacher development in both these projects. Finally, the author presents a list of basic principles for making an in-service teacher development programme effective.

**Huang, Y.** (2007) *How Teachers Develop their Professional Knowledge in English Study Group in Taiwan*. Educational Research and Review, 2/3, 36-45. (RCS/ SAM)

This article presents a case study about the impact of study groups on teachers' professional growth. The article argues that study groups offer ideas for improving classroom English teaching, promote sharing of teaching experiences, and stimulate positive dispositions to learning. Study groups also enhance subject-matter knowledge, general pedagogic knowledge and pedagogic content knowledge, and foster lifelong learning.

**Huberman, M.** (1989) *The Professional Life Cycle of Teachers*. Teachers College Record, 91/1, 31-57. (RCS/ TCP)

This article reviews some literature on the stages in the professional life of teachers and proposes a six-stage professional life-cycle of teachers, drawing on a large study of Swiss state school teachers who experienced major school reform in the 1960s-70s. He characterizes these six stages in terms of the teachers' emotional-cognitive states at different points in their professional lives: discovery, survival, stabilization, experimentation/activism, taking-stock/self-doubt, and serenity.

**Jensen, K.** (2007) *The Desire To Learn: An Analysis of Knowledge-Seeking Practices Among Professionals*.

Oxford Review of Education, 33/4, 489-502. (RCS)

This article presents a study of knowledge-seeking processes among professionals. It focuses on some factors that drive professionals into continuous learning, factors that make professionals think beyond an immediate goal or situation, and how these processes can be theorised.

**Jongmans, C. T., H. J. A. Biemans, P. J. C. Sleegers and F. P. C. M. De Jong** (1998) *Teachers' Professional Orientation and their Concerns*. Teacher Development, 2/3, 465-479. (RCS)

Done in the context of the implementation of an educational innovation initiative, the study identifies two types of teachers: teachers with an extended professional orientation and those with a less extended professional orientation. The teachers with a less extended professional orientation tended to be more self-concerned when compared with the teachers with an extended professional orientation, who were found more other-concerned. The findings of the study suggest that schools need more teachers with extended professional orientation for the purposes of successful educational change.

**Kawachi, Paul** (2003). *Faculty Development and the Structure of Lifelong Learning: An Overview*.

<[www.open-ed.net/library/R2910.pdf](http://www.open-ed.net/library/R2910.pdf)> (accessed on 06.11.2010). (RCS/ SAM)

Based on his personal work and understanding, Kawachi presents a four-stage model of faculty development consisting of: Stage I – reflecting on one's practice, II – theorizing on aspects of one's practice, III – considering alternative theories and discovering ways of improvement and IV – trying out these ways in one's work. Kawachi also discusses various media for each stage and how to build in motivation at each stage.

**Kennedy, A.** (2005). *Models of Continuing Professional Development: A Framework for Analysis*.

Journal of In-service Education, 31/2, 235-50. (SAM/ TCP)

Kennedy identifies nine key models of CPD, over a wide spectrum from training through cascade to action research and transformative. The models are classified in relation to their capacity for supporting professional autonomy and transformative practice. He also discusses the circumstances in which each model might be adopted, the form(s) of knowledge that can be developed through a model, the power relationships inherent in each model and the extent to which CPD is considered as an individual or as a collaborative endeavour.

**Kennedy, A.** (2007) *Continuing Professional Development (CPD) Policy and the Discourse of Teacher Professionalism in Scotland*. Research Papers in Education, 22/1, 95-111. (RCS/ PDF)

In this paper an analysis of various contemporary conceptions of professionalism is presented, and then used in interpreting the discourse contained in a range of public documents on CPD for teachers in Scotland. The paper suggests that the democratic, transformative view of professionalism promoted in much of the recent literature, reflected in some of the rhetoric surrounding the Scottish CPD policy, is not as apparent in real terms. It suggests that there is a need for all stakeholders to interrogate CPD policy more rigorously in order that the underlying conceptions of professionalism can be made explicit.

**Krull, E., K. Oras, S. Sisask** (2007) *Differences in Teachers' Comments on Classroom Events as Indicators of their Professional Development*. Teaching and Teacher Education, 23, 1038-1050. (SAM/ RCS)

This paper identifies some indicators of schoolteachers' professional development through a study of some teachers' comments on classroom events. From the videotapes of the lessons of expert and novice teachers it was found that the expert teachers were more sensitive towards certain instructional events.

**Kwakman, K.** (2003) *Factors Affecting Teachers' Participation in Professional Learning Activities*.

Teaching and Teacher Education, 19, 149-170. (RCS)

This article reports two studies into teachers' workplace learning. The first study was about defining teachers' workplace learning and identification of factors that affect teachers' learning. Based on the findings of first study the second study

attempted to explore two questions:

- To what extent do teachers participate in professional learning activities?
- What factors affect this participation?

The article concludes with a discussion of the results which suggest a discrepancy between theory and practice regarding opportunities for professional learning.

**Levine, T. H. and A. S. Marcus** (2010) *How the Structure and Focus of Teachers' Collaborative Activities Facilitate and Constrain Teacher Learning*. Teaching and Teacher Education, 26, 389-398. (RCS/ SAM)

This article is about the kinds of teacher collaboration that contribute to teacher learning. The article reports a study of different collaborative activities carried out by a teacher team and the analysis of the data using a sociocultural theoretical framework.

**Lieberman, A. and M. Grolnick** (1997) *Networks, Reform, and the Professional Development of Teachers*.

In A. Hargreaves (Ed.) *Rethinking Educational Change with Heart and Mind*. Alexandria, VA: Association for Supervision and Curriculum Development. (SAM)

This paper is about the role of teacher networks in teachers' professional development. It includes a definition of networks, examples of networks, organizational themes of networks, and the power and fragility of networks. The paper ends with a discussion on networks as a new tool for professional development.

**Lieberman, A. and M. W. McLaughlin** (1992) *Networks for Educational Change: Powerful and Problematic*.

Phi Delta Kappan, 73/9, 673-677. (SAM)

This article makes a strong case for promoting teachers' networks for ensuring teacher professional development and sustaining educational change. It discusses the power of networks, the features of effective networks, and their impact on teachers. It also discusses some problems in teacher networks namely leadership, ownership, quality of network etc.

**Ling, L. M. and N. Mackenzie** (2001) *The Professional Development of Teachers in Australia*.

European Journal of Teacher Education, 24/2, 87-98. (SAM)

This article presents a view of professional development from Australia. It discusses various models and approaches to professional development ranging from one-shot workshops to more extended models.

**Little, J. W.** (1984) *Seductive Images and Organizational Realities in Professional Development*.

Teachers College Record, 86/1, 84-102. (TCP)

The author remarks that this article is an exercise in healthy scepticism. It is observed that in recent years effective professional development programmes have grown under the rubric of collaboration, collegiality, cooperation, interactiveness, etc. The author argues that such images are seductive as they create a vision of professional work and professional relations which is intellectually stimulating. But a closer look reveals that the professional development programmes based on these images face strong challenges of organisation and leadership.

**Loughran, J.** (1999). *Professional Development for Teachers: A Growing Concern*.

Journal of In-service Education, 25/2, 261-73. (RCS/ TCP)

This article examines the influence of a large-scale school-based professional development project in Australia, now spread to other countries as well. It explores how genuine professional development may be promoted by giving teachers opportunities to grow which are congruent with their knowledge and needs.

**Mann, S.** (2005) *The Language Teacher's Development*.

Language Teaching, 38, 103-118. (SAM/ TCP)

This paper offers a comprehensive commentary on some recent contributions to teacher development, focusing on some of the processes and tools identified as supportive in teacher development. Some key topics covered in the article are the definition of teacher development, core themes in teacher development, teacher knowledge, reflective practice, and collaboration and cooperative development.

**McCotter, S. S.** (2001) *Collaborative Groups as Professional Development*.

Teaching and Teacher Education, 17, 685-704. (RCS/ SAM)

This study presents the ways in which participation in a discussion group helped group members sustain their progressive beliefs about education. The support and friendly relationships among the group members show how such groups can function as a tool for CPD.

**McMahon, A.** (1996) *Continuing Professional Development: A Report from the Field*.

Management in Education, 10/4, 5-6. (RCS)

This brief article reports a study of some teachers' perception of CPD. It discusses the teachers' views on CPD, opportunities available to them for CPD, and their views about the quality of the CPD activities.

**McWilliam, Erica.** (2002). *Against Professional Development*.

Educational Philosophy and Theory, Vol. 34, No. 3: 289-99. (TCP)

McWilliam challenges the truth of claims made within the discursive domain of professional development and expresses concern about the sort of knowledge that counts as professional development as well as about the processes and mechanisms which allegedly lead to professional development. She argues that professional development must be acknowledged to be a flawed project that constructs new power/knowledge relationships and should be subjected to the same systematic curiosity and capacity for scepticism that is the hallmark of good science.

**Md Darus, Z., F. Hassan, M. Saruwono, Z. Omar, Z. Samad, F. Muhamad** (2009) *Continuing Professional Development (CPD), Education and Training as Part of Technology for the Learning Process in Malaysian Built Environment*.

Wseas Transactions on Environment and Development, 3/5, 283-294.

<[www.wseas.us/e-library/transactions/environment/2009/31-575.pdf](http://www.wseas.us/e-library/transactions/environment/2009/31-575.pdf)> (accessed on 10.11.2010). (RCS/ SAM)

This article presents an investigation into various concepts of CPD to identify differences and similarities between them, on the assumption that such understanding can influence how technology is disseminated. It may also help understand the roles that the agencies responsible for the design and delivery of CPD programmes must play.

**Mohanraj, S.** (2009) *Professional Development of Teachers*. In Siddiqui M. A., A. K. Sharma, and G. L. Arora (Eds), *Teacher Education: Reflections Towards Policy Formulation*. New Delhi: NCTE. (RCS/ SAM)

This article begins with a brief historical overview of teaching and the models of training and teacher development. It also discusses some in-service training programmes and teacher development initiatives in India and presents useful lessons to be drawn from these. It concludes with a draft outline of a development-oriented in-service training programme.

**Mushayikwa, E. and F. Lubben** (2009) *Self-Directed Professional Development – Hope for Teachers Working in Deprived Environments*. *Teaching and Teacher Education*, 25, 375-382. (SAM)

This paper presents a model for self-directed professional development suggesting it as a potential key to successful professional development in deprived environments. The authors identify two main drivers for self-directed professional development: classroom efficacy and professional efficacy. This paper explores the potential of using these drivers to stimulate self-directed professional development in formal professional development programmes in the disadvantaged communities.

**Nias, J.** (1998) *Why Teachers Need their Colleagues: A Developmental Perspective*. In A. Hargreaves, A. Lieberman, M. Fullan & D. Hopkins (Eds) *International Handbook of Educational Change*. Dordrecht: Kluwer Academic Publishers, pp 1257-1271. (SAM/ TCP)

In this thought-provoking article Nias presents a humanistic view of teacher development. It is observed that teachers are constantly concerned about maintaining a stable sense of personal and professional identity. In this process their colleagues play a crucial role in terms of practical and emotional assistance, referential support, professional stimulation and opportunity to influence others.

**O'Hanlon, C.** (1996) *Why is Action Research a Valid Basis for Professional Development?* In R. McBride (Ed.) *Teacher Education Policy: Some Issues Arising from Research and Practice*. London: Falmer. (TCP/ PDF)

This article focuses on the transformative dimension of professional development by arguing that professional development is not mere reproduction and enhancement of existing skills and knowledge, but should lead to a radical improvement in the teaching practice. Consequently teaching should not be seen as a performative skill, but be related to the cognitive attributes of the teacher. The cognitive aspect of professionalism can be fully explored through the teacher's reflective practice. In this sense action research is proposed as a valid mechanism to initiate and sustain professional development.

**Ovens, P.** (1999). *Can Teachers Be Developed?* *Journal of In-service Education*, 25/2, 275-306. (RCS/ TCP)

This article, based on a study of six primary science teachers, describes the main features of their personal professional development and explores the possible contextual factors contributing to this development. Ovens also presents a macro-political and micro-political view of the UK educational policies. He then compares his view of professional development as reflective rationality with these policies and finds the latter inadequate and unsupportive. He concludes that teachers can develop themselves if trusted and supported.

**Padwad, A.** (2006) *English Teachers' Clubs: An Experiment in Teacher Development in India*.

*SPELT Quarterly*, 21/4, 31-34. (SAM)

This brief article presents a story of English Teachers' Clubs (ETCs) and lists their characteristic features. It includes a discussion of the role of the ETCs in teacher development in the contexts like India and their impact on the member teachers.

**Padwad, A.** (2008) *Teacher Development: A Worm's Eye View*. *The Teacher Trainer*, 22/3, 22-24. (SAM/ RCS)

This article aims to look at professional development from the perspective of a common Indian teacher of English and

suggests some implications of such a view for teacher development theory and practice. The article has three sections giving a description of the context, the teacher development discourse and the teachers' views on teacher development, and some implications for teacher development.

**Padwad, A. and K. K. Dixit** (2008) *Impact of Professional Learning Community Participation on Teachers' Thinking About Classroom Problems*. TESL – EJ, 12/3.

<[www.tesle.org/wordpress/issues/volume12/ej47/ej47a10/](http://www.tesle.org/wordpress/issues/volume12/ej47/ej47a10/)> (accessed on 06.11.2010). (RCS/ SAM)

This article presents the findings of a small-scale research into the impact of the participation in a professional learning community (English Teachers' Clubs – ETCs) on teachers' thinking about and attitudes towards classroom problems in an Indian context. It was found that the members of the ETCs fared much better than the non-members in terms of contextualising the problems, taking a critical approach to the problems, believing in self-agency and being pragmatic in finding solutions.

**Peeke, G.** (2000) *Issues in Continuing Professional Development: Towards a Systematic Framework*.

<[www.eric.ed.gov/PDFS/ED440248.pdf](http://www.eric.ed.gov/PDFS/ED440248.pdf)> (accessed on 10.11.2010). (TCP)

The paper proposes that any systematic framework for CPD should be built on the following considerations:

- necessary updating in the areas covered in teachers' initial qualifications
- developmental routes for those who wish to continue their teaching role by either specialising or becoming expert teachers
- required training for principals

**Penlington, C.** (2008) *Dialogue as a Catalyst for Teacher Change: A Conceptual Analysis*.

Teaching and Teacher Education, 24, 1304-1316. (SAM)

In this article, the author, drawing on the philosophical theory of practical reason, shows why and how teacher-to-teacher dialogue plays a crucial role in teacher learning and teacher development. It is argued that dialogue is the structural glue that holds together other development activities.

**Queensland College of Teachers** (2008) *Policy: Continuing Professional Development Framework*.

<[www.qct.edu.au/pdf/psu/cpdframework20081212.pdf](http://www.qct.edu.au/pdf/psu/cpdframework20081212.pdf)> (accessed on 10.11.2010). (PDF)

This brief document presents a CPD framework based on standards and a development focus. The framework is based on the following principles:

- CPD involves critical reflection, development and strengthening of practice
- CPD is flexible, relevant and integral to an individual teachers' professional practice
- CPD acknowledges the importance of teacher scholarship and professionalism

**Riding, P.** (2001) *Online Teacher Communities and Continuing Professional Development*.

Teacher Development, 5/3, 283-296. (SAM)

This article focuses on teacher support and development opportunities afforded by email discussion lists. It describes the experiment of two discussion lists (for two UK examinations) and how it evolved into a lively online community effectively contributing to CPD. It further discusses the factors that have led to the success of the experiment.

**Rossmiller, R. A.** (1984) *Changing Educational Practice Through Continuing Professional Development Programmes*. An unpublished paper presented at the II Inter-American Congress of Educational Administration at Brasilia, Brazil, 29 July – 02 August 1984. <[www.eric.ed.gov/PDFS/ED249609.pdf](http://www.eric.ed.gov/PDFS/ED249609.pdf)> (accessed on 10.11.2010). (SAM)

This paper underlines the crucial role of CPD in changing teachers and in improving student learning. It suggests that the source of motivation to participate in CPD lies in intrinsic factors.

**Sandholtz, J. and S. P. Scribner** (2006) *The Paradox of Administrative Control in Fostering Teacher Professional Development*. Teaching and Teacher Education, 22, 1104-1117. (RCS/ TCP)

This article presents a case study examining the professional development component of a standards-based reform effort initiated by a school district in the United States. It describes how the administrators tried to implement the key design principles of effective professional development and how it resulted in increased bureaucratic control. This in turn undermined the process they sought to enhance.

**Sargent, T. C. and E. Hannum** (2009) *Doing More with Less: Teacher Professional Learning Communities in Resource-Constrained Primary Schools in Rural China*. Journal of Teacher Education, 60/3, 258-276. (RCS/ SAM)

This article is about how teacher professional learning communities function as an effective means of connecting professional learning to the routine work. Drawing on the data collected in 71 villages in China, the authors show that professional learning communities provide environments in which teachers can engage in research and collaboration.

**Scribner, J. P.** (1999) *Professional Development: Untangling the Influence of Work Context on Teacher Learning*.

Education Administration Quarterly, 35/2, 238-266. (TCP/ SAM)

Through a case study design this article explores the factors that motivate teachers to participate in professional learning

programmes. It analyses how teachers experience professional learning and how their work context influences it. The author suggests that the complexity of work contexts limits types of learning and hence knowledge. It also lists some steps for broadening and enhancing professional learning opportunities.

**Selke, M.** (2001) *The Professional Development of Teachers in the United States of America: The Practitioners' Master's Degree*. *European Journal of Teacher Education*, 24/2, 205-214. (RCS)

This article presents an examination of the role of master's degree study in teachers' career-long professional development. It is argued that the master's degree study may work as a catalyst for more reflective modes of classroom practice.

**Smith, C. and M Gillespie** (2007) *Research on Professional Development and Teacher Change: Implications for Adult Basic Education*. <[www.ncsall.net/fileadmin/resources/ann\\_rev/smith-gillespie-07.pdf](http://www.ncsall.net/fileadmin/resources/ann_rev/smith-gillespie-07.pdf)> (accessed on 06.11.2010). (RCS/ SAM)

After briefing about the state of professional development in adult basic education in the US, the authors discuss in detail two CPD models – traditional and job-embedded – and professional development in standards-based environments. Then they explore some individual, contextual and systemic factors which influence the ways teachers change. The implications of the discussion for policy, practice and research are also listed.

**Solomon, J. and S. Tresman.** (1999). *A Model for Continued Professional Development: Knowledge, belief and action*. *Journal of In-service Education*, 25/2, 307-19. (TCP/ SAM)

Drawing on Schön's ideas of reflective practice and reflection-in-action, the authors argue that CPD must focus on enabling teachers develop their professional judgement and professional identity alongside the enhancing of their content (here, science) knowledge.

**Tytler, R., R. Smith, P. Grover and S. Brown.** (1999). *A Comparison of Professional Development Models for Teachers of Primary Mathematics and Science*. *Asia-Pacific Journal of Teacher Education*, 27/3, 193-214. (SAM)

This article studies two professional development programmes for math and science teachers in Australia in order to compare whole-school against workshop models of professional development, and to explore how teachers' perceived needs and expectations relate to the nature of the programme, teacher confidence and the subject area, and how this relationship can help develop a framework for conceptualising teachers' professional development needs.

**Van Eekelen, I. M., J. D. Vermunt, H. P. A. Boshuizen** (2006) *Exploring Teachers' Will to Learn*. *Teaching and Teacher Education*, 22, 408-423. (RCS/ TCP)

This article presents a small-scale qualitative study exploring teachers' will to participate in professional learning activities. The study led to identifying of some key incentives for teachers to learn: discover new practices, being pro-active, being open to experiences and other people etc. The study also showed three different manifestations of the will to learn: seeing the need to learn, wondering how to learn, and being eager to learn.

**Wan, S. W-Y., P. H-C. Lam** (2010) *Factors Affecting Teachers' Participation in Continuing Professional Development (CPD): from Hong Kong Primary School Teachers' Perspectives*. An unpublished paper presented at AERA Annual Meeting, Denver, Colorado, 30 April – 4 May 2010. <[www.eric.ed.gov/PDFS/ED509923.pdf](http://www.eric.ed.gov/PDFS/ED509923.pdf)> (accessed on 10.11.2010). (RCS/ SAM)

This paper reports the findings of a small-scale study exploring factors that affect teachers' participation in CPD. Three types of factors are discussed in the light of these findings: personal factors (professional attitudes, appraisals of feasibility, appraisals of meaningfulness, emotions of exhaustion, loss of personal accomplishment), task factors (pressure of work, emotional demands, job variety, autonomy, participation), and work environments (management support, collegial support, intentional learning support).

**Wayne, A. J., K. S. Yoon, P. Zhu, S. Cronen and M. S. Garet** (2008) *Experimenting with Teacher Professional Development: Motives and Methods*. *Educational Researcher*, 37/8, 469-479. (RCS/ TCP)

This is a status-of-the-research article on teacher professional development. In the first half various findings from the research on professional development are discussed. It argues that though some research shows the positive impact on student learning of professional development happening in a conducive setting, little is known about the impact of professional development in a range of other settings and by multiple trainers. In the second half the authors discuss some experiments and methodological options for effective professional development.

**Webster-Wright, A.** (2009) *Reframing Professional Development Through Understanding Authentic Professional Learning*. *Review of Educational Research*, 79/2, 702-739. (TCP)

This article argues for a shift in the discourse and focus of professional development from delivering and evaluating programmes to understanding and supporting authentic professional learning. The author says that despite changes taking place in response to the research findings about how professionals learn, professional development programmes still focus on the content rather than on enhancing learning. The article also offers a critique of the current conceptualisations of professional development.

**Welch, F. C. and P. C. Tisdale** (1995) *Partnering with Schools, Districts, and Educators for Effective and Continuing Professional Development*. An unpublished paper presented at the 45th Annual Meeting of the American Association for College Teacher Education, Washington DC, 12-15 February 1995.

[www.eric.ed.gov/PDFS/ED380432.pdf](http://www.eric.ed.gov/PDFS/ED380432.pdf) (accessed on 10.11.2010). (RCS/ SAM)

This is a case study of a CPD programme at the University of Charleston (South Carolina) aimed at developing collaboration between schools and the university. It describes how the programme was flexible enough to meet the diverse needs of the educators while being compatible with the academic regulations of a higher education institution. One key feature of the programme was its design according to the needs of the educators. Other features included quick response to the educators' needs, teachers teaching teachers, research into possible new approaches, and active involvement of the university faculty in schools restructuring.

**Whitcomb, J., H. Borko and D. Liston** (2009) *Growing Talent: Promising Professional Development Models and Practices*. *Journal of Teacher Education*, 60/3, 207-212. (SAM/ TCP)

A strong argument in favour of robust professional development programmes to prepare teachers for the 21st century is presented in this article. It briefly describes an emerging professional development mechanism namely professional learning communities.

**Wright, T.** (2000) *Teacher Development: A Personal View*. *CAVES English Teaching*, 24, 38-43. (SAM/ TCP)

This article explores meanings of teacher development and identifies some of its characteristics. It discusses some principles to guide teacher development programmes, which include valuing the experience of participants, change as a central working concept, teamwork and talk as the 'fuel' of teacher development. Several references on teacher development are also listed.

**Zimpher, N. L. and K. R. Howey** (1992) *Policy and Practice Toward the Improvement of Teacher Education: An Analysis of Issues from Recruitment to Continuing Professional Development with Recommendations*.

[www.eric.ed.gov/PDFS/ED349304.pdf](http://www.eric.ed.gov/PDFS/ED349304.pdf) (accessed on 10.11.2010). (PDF)

This paper presents an analysis of teacher education policy and practices with respect to teacher recruitment, induction, and CPD with the intention of stimulating dialogue, debate, and collaboration among all the agencies involved in education. It also provides a comprehensive set of interrelated policy and practice recommendations for improving teacher performance through appropriate policy decisions.

**Zuzovsky, R.** (2001) *Teachers' Professional Development: An Israeli Perspective*.

*European Journal of Teacher Education*, 24/2, 133-142. (RCS/ TCP)

This paper presents an Israeli perspective on teacher professional development. It attempts to address three crucial questions about professional development: the nature of the developmental process, the issue of professionalism in terms of the nature of teaching in an ideological sense, and the focus of the professional development process itself - whether it is on the teacher in the classroom or on the teacher in a wider organizational context.

Section 2

# Books





## 2 Books

**Atkinson, T., G. Claxton, M. Osborne, and M. Wallace** (1996) (Eds.) *Liberating the Learner: Lessons for Professional Development In Education*. London: Routledge.

This book argues that CPD is not an option for educators, but a necessity for all. For helping educators to cope with the challenges of effecting change in education the book brings together several useful perspectives on learning and development. Key areas covered include teacher learning, implicit theories of learning, experiential learning and teachers as adult learners. This collection of essays offers a framework for exploring teachers' positions on a whole range of professional issues related to student learning and teaching.

**Atkinson, T. and G. Claxton** (2000) *The Intuitive Practitioner: On the Value of Not Always Knowing What One is Doing*. Buckingham: Open University Press.

This book is a collection of articles by some distinguished educational researchers. The articles explore the dynamic relationship between reason and intuition in the context of the professional practice of teachers. The collection is divided into four parts: perspectives on intuition in professional learning and practice, intuition and initial teacher education, intuition and CPD, and intuition and assessment.

**Andrews, S.** (2007) *Teacher Language Awareness*. Cambridge: Cambridge University Press.

The book argues that an adequate level of teacher language awareness (TLA) is an attribute of any competent language teacher. It explores the nature of teacher language awareness, linking it with classroom teaching and student learning. It includes chapters on TLA and the teaching of language, TLA and the grammar debate, TLA and teachers' subject-matter cognition, the TLA of expert and novice teachers, the TLA of native and non-native speakers, TLA and student learning, and TLA and teacher learning.

**Argyris, C. and D. A. Schön** (1974) *Theory in Practice: Increasing Professional Effectiveness*.

San Francisco, CA: Jossey-Bass.

This book is a classic text on increasing professional effectiveness. It argues that the real obstacle in increasing professional effectiveness is the incongruity between espoused theory and theory of action. It includes a detailed discussion of theory of action, issues in professional education, and implications for one's professional competence and practice and for redesigning professional education.

**Bolton, G.** (2005) *Reflective Practice: Writing and Professional Development*. London: Sage.

This is a sourcebook on exploiting reflective writing for professional development. Its focus is on expressive and explorative writing combined with group work and mentoring to enable a sensitive and critical examination of one's practice. The key themes discussed are narrative-based practice, principles of reflective practice, metaphor and poetry, tips for beginning writing, and learning journals.

**Bradbury, H., N. Frost, S. Kilminster, and M. Zukas** (2009) (Eds.) *Beyond Reflective Practice: New Approaches to Professional Lifelong Learning*. London: Routledge.

In this book the authors expand the meaning attributed to reflective practice beyond the internal thought processes in individuals to the recognition of the context, the power dynamics and the ideological forces. They argue that a situated, rather than individualistic, understanding of practice is needed in order to realise the radical potential of reflective practice. Presenting a new conceptualisation of reflective practice the authors examine what new forms of professional reflective practice are emerging. In particular they examine the relationship between reflective practitioners and those upon whom they practise. The broad areas covered include lifelong learning, CPD, adult education, and research methods in education.

**Brookfield, S. D.** (1995) *Becoming A Critically Reflective Teacher*. San Francisco, CA: Jossey-Bass.

This book is a useful resource for developing the notion of teachers as reflective practitioners. It argues that teachers need to examine several routine teaching activities in order to understand the dynamics of the relationship between teaching and learning. The key topics include characteristics of a critically reflective teacher, learning to know ourselves, understanding classroom dynamics and holding critical conversations.

**Craft, A.** (2000) *Continuing Professional Development: A Practical Guide for Teachers and Schools*. London: Routledge. This book offers tips and tools for evaluating teachers' experience of in-service work and explores some models of in-service programmes. It discusses teachers' professional development and institutional development. The main areas covered include the theory of teacher and school development, evaluating professional development and planning future professional development focusing on CPD.

**Day, C.** (1999) *Developing Teachers: The Challenges of Lifelong Learning*. London: Routledge Falmer. This book is about the nature of teacher professionalism, CPD of teachers, and contexts of teacher development. Drawing on international research and development work the author discusses the ways in which personal and professional contexts influence teaching. The book addresses a range of key issues in teacher development: teachers as inquirers, understanding teacher development, teachers' conditions of work, school-led professional development, limits and possibilities of in-service education, networks for learning, and the role of teachers in a learning society.

**Day, C. and J. Sachs** (2005) *International Handbook on the Continuing Professional Development for Teachers*. Milton Keynes: Open University Press. This handbook brings together theoretical and empirical research into purposes, policies and practices of teachers' CPD over the last twenty years. The articles here deal with a range of CPD aspects including a review of the CPD literature, the politics, policies, and purposes of CPD and some case studies from Asia, Africa, America, and Australia. It concludes with a discussion of some possibilities of research into CPD.

**Edge, J.** (2002) (Eds.) *Continuing Professional Development: Some of our Perspectives*. Kent: IATEFL. This collection of papers aims to expand our thinking and actions about CPD. It includes papers from diverse perspectives of classroom teachers, teacher educators, teacher trainers, applied psychologists, administrators, and managers.

**Edge, J.** (2005) *Continuing Cooperative Development: A Discourse Framework for Individuals as Colleagues*. Michigan: The University of Michigan Press. This resource book presents a series of guided tasks to enable teachers to engage in cooperative development. This book draws on a wide range of data from teaching young learners to doctoral students.

**Gewirtz, S., P. Mahony, I. Hextall, A. Cribb** (2008) (Eds.) *Changing Teacher Professionalism: International Trends, Challenges and Ways Forward*. London: Routledge. This book provides an analysis of how teachers' professional influence on the policy and the practice has diminished in the wake of some significant changes in the social contexts and how teachers now face a range of new challenges including a wider public scepticism towards the profession's authority. There are also some suggestions about how teachers can change their practice for better. The topics covered include CPD, educational politics, school leadership, management, and administration, and teacher education.

**Goodall, J., C. Day, G. Lindsay, D. Muijs, and A. Harris** (2005) *Evaluating the Impact of Continuing Professional Development*. Department for Education and Skills, UK. [www.education.gov.uk/research/data/uploadfiles/RR659.pdf](http://www.education.gov.uk/research/data/uploadfiles/RR659.pdf) (accessed on 10.11.2010). This document reports a study into the impact of CPD on teachers and schools with the aim of investigating a range of evaluative practices for CPD and providing material to evaluate CPD. The study showed that CPD was evaluated in schools in terms of participants' satisfaction, change in pupil attitudes, participants' learning and improvement in their knowledge and skills.

**Goodson, I.** (2003) *Professional Knowledge, Professional Lives*. Milton Keynes: Open University Press. In this book Ivor Goodson examines the state of professional knowledge about teaching and teacher education. The main argument is that confining professional knowledge within the practical domain of teaching is not an effective strategy for raising professional standards. The author advocates an extended vision of professional knowledge taking into account the teacher's life and work. The book includes interesting discussions of issues like the forms of professional knowledge, the representations of the teacher, development of life and work histories of teachers, educational change, personality of change, and social histories of educational change.

**Hargreaves, A. and M. Fullan** (1992) *Understanding Teacher Development*. London: Cassell. This is collection of essays on teacher development from a humanistic and critical standpoint. In the humanistic way as it focuses on interpreting teacher development as it happens, rather than prescribing ways of leading it. It is also a critique of the educational systems which hinder teacher development, deskill teachers, disempower them, and consequently cause deprofessionalizing of teaching.

**Head, K. and P. Taylor** (1997) (Eds.) *Readings in Teacher Development*. Oxford: Heinemann.

This selection of writings on teacher development, with accompanying activities and commentaries, facilitates reflection on how attitude and awareness influence teaching and how change is possible. The selections portray a person-centred view of teaching and learning.

**Holmes, E.** (2005) *Teacher Well-Being: Looking after Yourself and Your Career in the Classroom*. London: Routledge.

In this book the author provides some practical advice and solutions on teachers' experience of negative feelings about the workplace and on understanding the links between their classroom work and their personal well-being. Drawing on some real life case studies the author offers strategies for enhancing the physical, emotional, spiritual, and mental well-being of teachers. The topics discussed include good stress and bad stress, enhancing personal well-being at school, well-being and career development, and CPD.

**Hustler, D., O. McNamara, J. Jarvis, M. Londra and A. Campbell** (2003) *Teachers' Perceptions of Continuing Professional Development*. <[www.ttrb.ac.uk/attachments/16385164-58c6-4f97-b85b-2186b83ede8c.pdf](http://www.ttrb.ac.uk/attachments/16385164-58c6-4f97-b85b-2186b83ede8c.pdf)> (accessed on 10.11.2010).

This book reports a study conducted on behalf of the Department for Education and Skills (DfES), UK by Manchester Metropolitan University and Education Data Surveys. It offers a baseline of teachers' previous experience of CPD and their current attitudes and expectations. It also suggests ways to facilitate subsequent monitoring of the impact of the CPD strategies. It also includes a detailed discussion of various CPD activities, a rationale for undertaking CPD and some core issues like access to CPD, the value and impact of CPD and identifying CPD needs.

**James, P.** (2001) *Teachers in Action*. Cambridge: Cambridge University Press.

This is a resource book for in-service language teacher education and development. The focus of the book is on action research. It offers a wide range of ideas to help teachers to investigate issues that are relevant to their own professional development. It also offers photocopyable worksheets.

**Megginson, D. and V. Whitkar** (2003) *Continuing Professional Development*. London: CIPD.

This book provides both detailed practical guidelines and a theoretical overview of CPD. It includes a wide range of case studies and examples with authorial comments and various activities for self-assessment. The topics include clarifying CPD (referring to needs, core concepts, key principles, limitations and stake holders), engaging in CPD, prioritizing needs and selecting activities, recording and evaluating development, and empowering career creativity.

**Moon, J. A.** (2001) *Reflection in Learning and Professional Development*. London: Routledge.

This book proposes reflection as a key to advanced learning and professional development. It includes a brief discussion about the 'backbone philosophies of reflection' with special reference to Dewey and Habermas, reflection in experiential learning, reflection in professional practice particularly as postulated by Schön and reflection in professional theory and practice. Several activities for learning and professional development reflecting the fundamental principles of reflection are also included.

**Moon, J. A.** (2006) *Learning Journals: A Handbook for Reflective Practice and Professional Development*.

London: Routledge, 2nd Edition.

The focus of this book is on the role of learning journals in professional development through reflective practice. The key topics included here are the uses of learning journals, tips for writing learning journals, assessing journals, examples of journals, the use of narrative and story-telling techniques in journals, and activities to enhance learning from journals.

**Neufelf, J.** (2009) *Redefining Teacher Development*. London: Routledge.

Tracing the historical foundations of the ongoing teacher reform movement the author suggests that it descends from the physical and biological sciences rather than teacher-student relationships. The book presents alternative theoretical foundations and propositions to inspire innovative discussions about teachers' CPD. It includes a detailed discussion of the key issues in CPD, educational policy, and educational research.

**Roberts, J.** (1998) *Language Teacher Education*. London: Arnold.

This is a comprehensive introduction to language teacher training and development. The author outlines the main theories of human learning in their application to teacher education. It also offers some frameworks for planning teacher education programmes in addition to several case studies from a range of training situations around the world.

**Sparks, D.** (2002) *Designing Powerful Professional Development for Teachers and Principals*.

Oxford, OH: National Staff Development Council.

This is a resource book about planning, organising and implementing effective professional development programmes. It includes detailed discussion on setting the stage for powerful professional learning, providing context for professional

learning, developing teachers, and leading towards transformation in professional learning. It suggests that the focus of teacher development should be on student learning and continuous improvement in teaching.

**Todd, F.** (1987) *Planning Continuing Professional Development*. Kent: Croom Helm

This book offers suggestions and ideas for planning CPD. It observes that professional development occurs when a professional looks at professionalism in a new light. It includes profession-wide strategies (like practice audit model and CPD for doctors and nurses), organisation based strategies, and practitioner based approaches.

**Training and Development Agency for Schools** (2008) *Continuing Professional Development Guidance*. London: TDA.

[www.tda.gov.uk/~media/Publications/tda0530.pdf](http://www.tda.gov.uk/~media/Publications/tda0530.pdf) (accessed on 10.11.2010)

This manual provides an elaborate guideline on various aspects of CPD in schools. It includes tips and strategies on effective CPD, the features of good CPD, and evaluating the CPD impact.

Section 3

# Background Reading



# 3 Background Reading

## A. Focus: Teaching, Learning, Management, Cognition

**Bentley, T.** (1995) *Facilitation: Providing Opportunities for Learning*. London: McGraw-Hill.

This book offers a thought-provoking discussion on facilitation skills. It explains the role of the facilitator in making learning effective. A workshop run by the author is used as an example to discuss these facilitation skills. The chapters include setting agendas, matching needs, enabling strategies, psychology of language, encouraging confusion, intervention techniques, protecting freedom, etc.

**Bohm, D.** (2004) *On Dialogue*. London: Routledge.

In this book Bohm proposes a creative dialogue (a sharing of experiences, assumptions, and understanding) among all stake-holders as a strategy to change the world. He says that through the creative dialogue people can learn more about themselves and others, and achieve a renewed sense of purpose.

**Brandes, Donna and Paul Ginnis** (1986) *A Guide to Student-Centred Learning*. Oxford: Blackwell

In this book the authors present a different view of teaching styles and student learning, which emphasizes activity-based learning and teacher-student collaboration, and discusses various possibilities of evolving a new relationship between teachers and learners. The book has three sections: theory and principles of student-centred learning, teacher reflection, and (over 100) student centred activities.

**Bransford, J. D., A. L. Brown, and R. R. Cocking** (2000) *How People Learn*. Washington, DC: National Academic Press.

This book offers a renewed vision for understanding conceptual changes in the science of learning. Based on the recent research on the brain and the mind it presents thought provoking discussion on the learning phenomenon. Part three of this book is particularly relevant to teachers as it deals with issues like designing an effective learning environment, examples of effective teaching, and teacher learning.

**Brookfield, S. D.** (1987) *Developing Critical Thinkers: Challenging Adults to Explore Alternative Ways of Thinking and Acting*. Milton Keynes: Open University Press.

In this book Brookfield presents some strategies for developing critical thinkers. The author says that critical thinking, a much neglected issue in adult education, makes one aware of the assumptions behind actions. The book is written in three parts: understanding critical thinking in adult life, practical approaches to developing critical thinkers, and helping adults learn to think critically in different arenas of life.

**Brookfield, S. D.** (1990) *The Skillful Teacher*. San Francisco, CA: Jossey-Bass.

This book offers a reconceptualisation of the teacher for the changing world. It argues that teachers need a wider range of skills and expertise far beyond the knowledge of the subject matter. It includes discussion on teaching as a complex and passionate experience, developing a personal vision of teaching, teaching responsively, understanding the tensions and emotions of learning, lecturing creatively, facilitating discussion and a range of other teaching styles making learning an enjoyable experience.

**Brumfit, C.** (2001) *Individual Freedom in Language Teaching*. Oxford: Oxford University Press.

This book is about helping learners to develop their own dialect. While examining the roles of teachers and learners the author observes that teachers should support students in developing their unique and personal code for communication.

**Bruner, J. S.** (1966) *Toward a Theory of Instruction*. Cambridge, MA: Harvard University Press.

In this book Bruner, one of the most distinguished educational thinkers, discusses how children learn and how they can best be helped to learn. The book is full of insights and ideas about education and educating process. One noticeable feature of the book is the use of insightful metaphors and analogies, like language as a calculus of thought.

**Claxton, G.** (1984) *Live and Learn: An Introduction to the Psychology of Growth and Change*. London: Harper & Row.

This book is an introduction to the psychology of learning. It presents learning in the context of everyday experience focusing on the kind of things people learn, how they learn them, and what makes it easier or challenging to learn, the role of personal theories in learning, needs and motives in learning, learning through experience, unlearning to learn, and teaching.

**Claxton, G.** (1998) *Hare Brain, Tortoise Mind*. London: Fourth Estate.

Claxton postulates in this book two ways of thinking/ sources of knowing: the rational, businesslike, quick 'hare' brain and



the contemplative, intuitive, slow 'tortoise' mind. He finds that in the modern age the hare brain is privileged over the tortoise mind, in consonance with the privileging of the 'scientific way of knowing' over others. Using scores of practical examples and research studies he argues that both the brain and the mind contribute in their own important ways to our knowledge and intelligence and it will be wrong to privilege or ignore either.

**Claxton, G.** (1999) *Wise Up: The Challenges of Lifelong Learning*. London: Bloomsbury.

Claxton presents a convincing argument for preparing teachers for the current rapidly changing world. It is built around a discussion of the qualities teachers need to succeed in an uncertain world, of becoming a better all-round life-long learner, and of a reconfiguration of learning for the present times. It also postulates three fundamental qualities of an effective learner – resilience, resourcefulness, and reflection.

**Egan, G.** (1990) *The Skilled Helper: A Systematic Approach to Effective Helping*. Pacific Grove, California: Brooks/Cole.

This book presents a three-stage problem-management model of helping learners, and the methods and skills helpers need to make it work. The stages are identification and clarification of problem situations and unused opportunities, developing a preferred scenario, and formulating strategies and plans. The other key issues include building the helping relationships, effective communication skills, helping clients tell their stories and helping clients to develop strategies for action.

**Fullan, M.** (1991) *The New Meaning of Educational Change*. London: Cassell.

This book is a passionate and comprehensive account of the reform movement in education. It is concerned with the educational change affecting elementary and secondary schools. The key themes in focus are the sources of educational change, the meaning of educational change, various causes and processes of initiation, planning, doing, and coping with change, educational change at the local level focusing on teachers, principals, students, consultants, and parents and the community, and educational change at regional and national levels with reference to governments. It also includes a discussion of the professional preparation of teachers, professional development of educators, and the future of educational change.

**Fullan, M.** (1993) *Change Forces: Probing the Depths of Educational Reform*. London: Routledge.

Fullan argues that the failure to understand and act on the existing knowledge of the educational change process accounts for the widespread failure in ensuring educational improvement. The book discusses some successful change processes and corresponding action strategies at the individual, school, local and state levels. The discussion includes topics like CPD, school leadership, management, and administration, and educational policy and politics.

**Fullan, M.** (2001) *Leading in a Culture of Change*. San Francisco, CA: Jossey-Bass.

In this book Fullan discusses the challenges for leadership in complex and uncertain circumstances. He observes that teachers have a moral purpose which is concerned with making lives better. He proposes a framework for leadership in education based on the moral purpose, and built around some key processes like understanding change, coherence making, knowledge creating and sharing, and relationship building.

**Gardner, H.** (2006) *Changing Minds. The Art and Science of Changing Our Own and Other People's Minds*.

Boston: Harvard Business School Press.

In this book Gardner explains what happens during the course of changing minds and offers some tips to guide that process. He argues that the process of changing minds is slow and long-term and can be influenced. It includes some stimulating discussion of the forms and contents of the mind, ways of dealing with a uniform population, changing minds in a formal setting, changing minds indirectly, and changing one's own mind.

**Hargreaves, A.** (1994) *Changing Teachers, Changing Times*. London: Cassell.

In this book Hargreaves offers a thought-provoking account of the changing nature of teachers' work in the postmodern world. He identifies the new forces of influence and advocates a change in the change process. The book addresses issues like the process of change, contexts of change, teachers' work, emotions in teaching, and understanding teacher cultures.

**Hoban, G. F.** (2002) *Teacher Learning for Educational Change*. Buckingham: Open University Press.

This book advocates a view of educational change as a non-linear process with several crucial forces interacting with and influencing each other. It presents a complexity theory perspective to understand educational change in the true sense of the term. Based on this it discusses some conditions that may help establish a framework for long-term teacher learning to support educational change.

**Holt, J.** (1964) *How Children Fail*. London: Penguin.

This classic text on the mass failure in education begins with a key question: "Can a child have vested interest in failure?" Then it goes on to discuss several crucial but neglected issues in the matters of education. It tries to address several key questions like: How does mass failure take place? What really goes on in the classroom? What are these children who fail in learning? Why don't they make effective use of their capacity?

**Holt, J.** (1967) *How Children Learn*. London: Penguin.

Often considered a companion volume to the one above, this book suggests that children should be given free access to the world, including our own lives and work in order to make them effective learners. Such access will enable them to see what is important or not so important in this life.

**Lortie, D. C.** (1975) *Schoolteacher: A Sociological Study*. Chicago: University of Chicago Press.

This book is one of the classic studies on the teaching profession. Lortie vividly describes the ethos of teaching, examining how teachers are recruited, socialized, and recognized in their career. It offers a sociological perspective on the constitution of the teacher and the emergence of the professional identity.

**Louden, W.** (1991) *Understanding Teaching: Continuity and Change in Teachers' Knowledge*. London: Cassell.

This book is an intensive case study of one teacher's planning, classroom teaching, and the biographical context the teacher brings to work. This study provides three points of departure from the earlier studies in teachers' knowledge: a fresh approach to understanding teaching, the role of reflection in the changes in teacher knowledge and action, and the place of continuity and tradition in understanding teachers' work.

**Mezirow, J. and Associates** (1990) *Fostering Critical Reflection in Adulthood: A Guide to Transformative and Emancipator Learning*. San Francisco, CA: Jossey-Bass.

This book is a good resource for developing critical thinking and reflection among adult learners. It provides a detailed guideline for developing critical reflection skills in adults, and illustrations of how life histories, journals, and computer tools can be used for developing critical thinking and reflection skills.

**Pask, R. and B. Joy** (2008) *Mentoring-Coaching: A Guide for Education Professionals*. Milton Keynes: Open University Press.

This book is about the principles of successful mentoring-coaching in education. After discussing the effective mentoring-coaching behaviour and its potential benefits, pitfalls to be avoided, and support structure for the mentoring process the authors propose a model enabling the initiation of successful mentoring-coaching activity in educational institutions. The book has two parts: the first focuses on practicing skills and stages of the mentoring-coaching model while the second deals with developing those skills in greater depth.

**Pollard, A.** (1996) (Eds.) *Readings for Reflective Teaching in the Primary School*. London: Cassell.

This comprehensive sourcebook provides over 130 extracts from prominent educational thinkers, important research findings, and key historical documents. The author has selected these to support teacher professional development in schools and on teacher training programmes.

**Rogers, C.** (1961) *On Becoming a Person: A Therapist's View of Psychotherapy*. London: Constable.

In this book Carl Rogers narrates his experience of helping people to discover their strength and weaknesses to discover their paths to personal growth and development. It includes convincing discussions about the hypothesis regarding the facilitation of personal growth, the characteristics of a helping relationship, the processes of becoming a person, psychotherapy, and the implications of psychotherapy for living.

**Rogers, C.** (1986) *Freedom to Learn*. Columbus, Ohio: Charles Merrill

In this classic text Carl Rogers reveals his antipathy towards the traditional, transmission models of teaching. He emphasizes the social and emotional aspects of learning. This book focuses on how teachers can aid and encourage the adventurous enterprise of learning by creating learning-friendly classrooms. He argues that teachers need to become facilitators of learning by giving students the 'freedom to learn'. A must read for the beginners on the path of CPD.

**Rowland, S.** (1993) *The Enquiring Tutor: Exploring the Process of Professional Learning*. London: Falmer Press.

An interpretive approach to teaching is explored in this book. It provides an insight into the way in which students and teachers interrelate. It discusses a series of dilemmas teachers have to face, stemming from social and cultural values, educational norms, previous learning experiences, stakeholder expectations, institutional pressures, etc.

**Schön, D. A.** (1983) *The Reflective Practitioner: How Professionals Think in Action*. New York: Basic Books.

This is a classic text on theorizing reflective practice. It argues that there is a crisis of confidence in professional knowledge as "professional knowledge is mismatched to the changing character of the situations of practice – the complexity, uncertainty, instability, uniqueness, and value conflicts which are increasingly perceived as central to the world of professional practice". It discusses reflective practice as the foundation of professionalism.

**Schön, D. A.** (1987) *Educating the Reflective Practitioner*. San Francisco, CA: Jossey-Bass.

This is another classic text from Schön on reflective practice providing several strategies for developing as a reflective practitioner. It includes discussion on understanding the need for artistry in professional education, reflective practicum with examples and experiments, and implications for improving professional education.

**Shulman, L. S.** (2004) *The Wisdom of Practice: Essays on Teaching, Learning, and Learning to Teach*. San Francisco, CA: Jossey-Bass.

This collection of essays on some crucial issues in teaching has contributions on what teachers need to know to teach well, the depth and quality of teachers' content knowledge, how teachers can be educated, what kinds of educational research can provide deeper meanings of teaching, etc. This collection includes two frequently quoted articles by Shulman: 'Those who understand: Knowledge growth in teaching' and 'Knowledge and teaching: Foundations of the new reform'.

**Sutherland, R., G. Claxton, and A. Pollard** (2003) (Eds.) *Learning and Teaching where Worldviews Meet*. Sterling, VA: Trentham Books.

This book examines how compelling or dissonant worldviews affect the way people learn and organizations change. The emerging cultures of managerialism, the notion of performance, the rhetoric of lifelong learning, globalization, and global competition create immense pressure on teaching and learning. Teachers and students have to cope with these challenges by finding a way out on their own.

**Tharp, R. G. and R. Gallimore** (1988) *Rousing Minds to Life: Teaching, Learning, and Schooling in Social Context*. Cambridge: Cambridge University Press.

In this book authors suggest a need to reconfigure schools as 'educating societies'. Drawing on studies from nursery through university seminar they offer a theory of education based in a culture sensitive developmental psychology and Vygotskian tradition. The unique feature of this book is the description and discussion of teachers' ZPD (Zone of Proximal Development).

**Torbert, B. and Associates** (2004) *Action Inquiry: The Secret of Timely and Transforming Leadership*. San Francisco, CA: Berrett-Koehler.

This book is about how to increase the effectiveness of our actions and create a positive environment for ongoing learning through action inquiry. It discusses the fundamentals of action inquiry, action inquiry as a manner of speaking and a way of organizing, ideas and experience of action inquiry, transforming leadership, transforming organizations, and the spiritual and societal intent of action inquiry.

**Tsui, A. B. M.** (2003) *Understanding Expertise in Teaching*. Cambridge: Cambridge University Press.

This may be the first detailed study of expertise in language teaching and how it develops in language teachers. The author presents four case studies to clarify the nature of expertise in language teaching and the factors that shape and influence its development. The author also critically examines the literature on teacher cognition and shows how teachers' values, attitudes, beliefs, knowledge and goals condition their practice.

**Wedell, M.** (2009) *Planning for Educational Change: Putting People and their Contexts First*. London: Continuum.

This book offers suggestions about educational change for policy makers and planners. It presents several international case studies of educational change projects to exemplify how change processes affect the concerned stake-holders. The book also provides a number of thinking questions for the educational change practitioners to consider while undertaking change ventures.

**Wells, G. and G. Claxton** (2002) (Eds.) *Learning for Life in the 21st Century*. Oxford: Blackwell.

This is a collection of essays by some distinguished researchers in education on the new perspectives on learning, specially the sociocultural perspectives on learning. Though most of the content is related to student learning it is immensely useful for adult learning too. The collection has three parts: issues and developments in sociocultural theory, school-age learning and development, and post-compulsory, adult and professional learning.

**Wright, T.** (1987) *Roles of Teachers and Learners*. Oxford: Oxford University Press.

This book explores the roles of teachers and learners and their influence on teaching-and-learning processes. The basic argument is that teachers and learners adopt different complex roles in the classroom and an appreciation of these roles is essential to understand classroom teaching and learning processes.

**Wright, T.** (2005) *Classroom Management in Language Education*. Basingstoke: Palgrave Macmillan.

This is a useful resource for effective classroom management in language teaching. The first part of the book discusses the basics of classroom management in the light of the contemporary understanding of learning, social contexts and language pedagogy. The second part deals with insights from research and practice in classroom management. The third part is on researching classroom management. It also has list of resources for teachers and researchers on exploring language pedagogy.

## **B. Focus: English Language Teaching**

**Arndt, V., P. Harvey and J. Nuttall** (2000) *Alive to Language: Perspectives on Language Awareness for English Language Teachers*. Cambridge: Cambridge University Press.

This book discusses language awareness from a wider perspective going beyond grammar awareness to foreground the

notion of language as a dynamic and powerful tool of communication. The key topics covered include: the concept of language-in-use and associated systems, language varieties, language change and the interaction between language and power.

**Coleman, H.** (1996) (Eds.) *Society and the Language Classroom*. Cambridge: Cambridge University Press.

Drawing on some case histories from different cultures, this book explores the challenges and issues a teacher faces while balancing between pedagogical and social functions in the classroom. The author uses the case histories of numerous language teachers in secondary and tertiary institutions from around the world to uncover many obvious and not-so-obvious currents and issues related to the complex relationship between the society and the classroom.

**Doff, A.** (1988) *Teach English: A Training Course for Teachers*. Cambridge: Cambridge University Press.

This book presents a training course for teachers who work in large classes with few resources, follow a set syllabus and textbooks, and have limited time for lesson planning. This book is accompanied by a teachers' workbook.

**Holliday, A.** (1994) *Appropriate Methodology and Social Context*. Cambridge: Cambridge University Press.

In the author's words this book discusses, "what we need to know about the social context of English language education in order to achieve appropriate classroom methodologies". The author argues that the methodologies of English language teaching are developed in the West, and do not always meet the needs of rest of the world. The book explores issues like the role of culture in the classroom and English language education as cultural imperialism, and recommends ethnographic research to find appropriate methodologies.

**Lazar, G.** (1993) *Literature and Language Teaching: A Guide to Teachers and Trainers*. Cambridge: Cambridge University Press.

In this book the author discusses how literature can be used in language teaching and explores issues involved in this process. The book offers different approaches to using literature with learners at different levels, some criteria for selecting and evaluating materials for the classroom use, and a wide range of activities and practical ideas for developing literature based materials.

**Malderez, A. and C. Bodóczyk** (1999) *Mentor Courses*. Cambridge: Cambridge University Press.

In this book the authors provide some key principals, frameworks and a collection of materials to help design and deliver mentor courses. It includes a wide range of activities and processes for exploring and understanding the roles and responsibilities of mentors. It is very useful resource to support the teacher development process.

**Malderez, A. and M. Wedell** (2007) *Teaching Teachers: Processes and Practices*. London: Continuum.

The book is based on the authors' experience of teaching teachers and their use of the latest perspectives on professional learning. It presents an elaborate discussion of designing and planning effective programmes to support teacher learning, planning sessions, engaging in the mentoring process, assessing teachers and their learning, and managing personal development as a trainer. This book is a particularly useful resource for those who wish to develop as teacher trainers.

**Richards, J.** (1998) *Beyond Training: Perspectives on Language Teacher Education*. Cambridge: Cambridge University Press.

In this book the author examines the nature of language teacher development and the needs of teachers for effective teaching. It explores different approaches to teacher education and suggests various kinds of activities to use in training teachers. It also offers a brief survey of the theory and research on second language teacher development.

**Spratt, M.** (1994) *English for the Teacher: A Language Development Course*. Cambridge: Cambridge University Press.

This book provides several tasks and activities for teachers to improve their language ability for various purposes: using English in the classroom, making professional contacts, studying teaching and English, and discussions with colleagues and students.

**Thornbury, S.** (1997) *About Language: Tasks for Teachers of English*. Cambridge: Cambridge University Press.

This book addresses the key issue in ELT: "What is it that a teacher needs to know about English in order to teach it effectively?" The book is a valuable resource to develop teachers' language awareness through a wide range of tasks built around the analysis of the (English) language to discover its underlying system.

**Ur, P.** (1999) *A Course in Language Teaching: Practice and Theory*. Cambridge: Cambridge University Press.

In this book Penny Ur offers a comprehensive introduction to language teaching. The course presented consists of a few modules on some key topics such as practice activities, testing, teaching language skills, lesson planning, teaching mixed ability classes and so on. This book is accompanied by a trainee's book.

**Van Lier, L.** (1996) *Interaction in the Language Curriculum: Awareness, Autonomy & Authenticity*. London: Pearson.

An innovative proposal in language education integrating curriculum practice, research and teaching is presented in the book. It underlines the significance of the interdependence of knowledge and values, and emphasizes the importance of learning as a social process.

**Wright, T. and R. Bolitho** (2007) *Trainer Development*. <[www.lulu.com](http://www.lulu.com)>

Written primarily for trainers the book also offers several activities and processes relevant to teacher development as well. The authors take up for scrutiny and discussion many key issues in teacher development: working with groups, working with participants' experience, new and shared experiences in training, the awareness raising process and its consequences, the role of talk, feedback, assessment, and evaluation in teacher training, and finally developing as a trainer.

### C. Focus: ELT in India

**Agnihotri, R. K. and A. L. Khanna** (1994) (Eds.) *Second Language Acquisition: Socio-cultural and Linguistics Aspects of English in India*. New Delhi: Sage.

In this book the authors explore several key themes pertaining to second language education in India: the role and place of English after India's independence, the emergence of the indigenized varieties of English, phonological, lexical, syntactic, semantic and pragmatic aspects of the Indian English, curriculum design and pedagogical practices appropriate for the Indian learners of English, and the role of attitudes, motivation, and stereotypes in learning English as a second language in India.

**Agnihotri, R. K. and A. L. Khanna** (1996) (Eds.) *English Language Teaching in India: Issues and Innovations*. New Delhi: Sage.

The authors draw our attention to many insights and concepts, which were not broached in the context of ELT in India. The issues discussed include: the interaction of the first and second language acquisition theories, the social and psychological aspects of being learners (of English) in India, language pedagogy in formal settings, and the historical, social and educational aspects of English in India.

**Agnihotri, R. K. and A. L. Khanna** (1997) *Problematizing English in India*. New Delhi: Sage.

This book describes a study undertaken to examine the status, role and functions of English in India. The results suggest that though English plays a crucial role in higher education and in upward social mobility, it has a limited role in the domain of the mundane everyday life of an ordinary citizen.

**Agnihotri, R. K., A. L. Khanna, I. Sachdev** (1998) (Eds.) *Social Psychological Perspectives on Second Language Learning*. New Delhi: Sage.

This book is a collection of papers on how social and psychological factors influence the process of second language learning. The primary focus is on the factors pertaining to attitude and motivation. The contributors present a range of empirical research studies from diverse contexts including the USA, India, Hong Kong, and South Africa.

**Mathew, R. and R. L. Eapen** (2000) (Eds.) *The Language Curriculum - Dynamics of Change: Teacher as Researcher*. Hyderabad: Orient Longman.

This is a collection of papers from an international seminar on The Language Curriculum: Dynamics of Change held at CIEFL, Hyderabad (India) in 1995 as a part of the CBSE-ELT Curriculum Implementation Study: A CIEFL-CBSE-BC Joint Project. The common thread running through the papers is the exploring of how teachers can become change agents through action research. The papers present and discuss action research reports on several themes: learner involvement, teacher development, materials evaluation, development of language skills, evaluation and assessment, and curriculum evaluation.

**Mathew, R., R. L. Eapen, J. Tharu** (2000) *The Language Curriculum – Dynamics of Change: The Outsider Perspective*. Hyderabad: Orient Longman.

This is another collection of papers from the international seminar mentioned above, addressing some general issues linked with teachers' experience in specific situations. These issues include: the dynamics of second language curriculum, roles of teachers, curriculum implementation issues and descriptions, critical perspectives on ELT, and ELT in multilingual settings.

**Prabhu, N. S.** (1987) *Second Language Pedagogy*. Oxford: Oxford University Press.

In this classic text on innovation in English language curriculum Prabhu presents a range of ideas on language teaching and learning remarkable for the boldness of thought. Based on the Bangalore Project, this study argues that language forms are best learnt when students concentrate on the meaning rather than the form. In this book the author recommends a task-based 'procedural' syllabus as an improvement over the linguistic syllabus.

**Prabhu, N. S.** (1995) *Attempting Educational Change and Language Education in India*. Vallabh Vidyanagar (India): H. M. Patel Institute of English Training and Research.

This short book contains two of Prabhu's lectures on ELT in India. He presents an overall view of change efforts in ELT in India and the prospects of and problems involved in a continuance of such efforts in future.

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The bibliography on Continuing Professional Development is an outcome of British Council's English Partnerships work in India.

We work in collaboration to create new knowledge in the areas of English language and English language teaching.

This bibliography, put together by Amol Padwad and Krishna Kalyan Dixit, in collaboration with Rod Bolitho, is an excellent example where Indian and UK academics have worked together to create a practical resource for those in teacher education and policy making in that area.

The publication of the bibliography is also very timely as it comes against the backdrop of intense discussions in India on teacher education, training and professional development around the provisions and implications of the Right to Education Act.