

A Study on a Model of In Situ Professional Development: Contexts, Conditions and Impact

Lee Shu Shing, Tay Lee Yong, Alexius Chia, Jeanne Ho, Goh Sao Ee, Chang Qizhong, Lim Seok Lai, Yap Boon Chien, Lau Chor Yam, Chew Chong Kiat, Kalaivani d/o Ramachandran and Jang Hari

KEY IMPLICATIONS

- Centre for Teaching and Learning Excellence at Yusof Ishak Secondary School's (CTLE@YISS) model of *in situ* professional development (PD) involves Master Teachers (MTTs) demonstrating practices in authentic contexts, teachers learning through discussing and reflecting with peers, scaffolds from knowledgeable others, and enacting in classrooms.
- Key elements that support continuity of *in situ* PD in schools are (1) establish a modular approach in CTLE@YISS's model of *in situ* PD and (2) leverage existing platforms within and across schools to extend and sustain professional learning beyond CTLE.
- *In situ* PD (microteaching) for pre-service teachers are viable and meaningful learning experiences. Constraints relate to time and space.

BACKGROUND

The first CTLE is hosted in Yusof Ishak Secondary School (YISS). There are interests

to understand the impact of CTLE@YISS's model of *in situ* PD on the teaching fraternity, what aspects are useful, why it is useful and how teachers use their learning to change their practice.

FOCUS OF STUDY

The study describes the impact of CTLE@YISS's *in situ* PD, its process, enablers and mitigates.

KEY FINDINGS

In-service teachers' themes are organized by research questions. Pre-service teachers' themes foreground impact of *in situ* PD and unpack nuances for process, enablers, and mitigates. Findings are organized differently due to the differences between the two *in situ* PD contexts.

In-service Teachers

Impact

In situ PD (1) supported in-service teachers' reflection, sharing and learning with colleagues and MTTs; (2) enabled in-service teachers

form theory-practice nexus; (3) created awareness of new strategies and helped in-service teachers adapt and enact practices according to students' needs; (4) motivated in-service teachers to adapt and trial strategies for their classrooms; and (5) affirmed in-service teachers' beliefs and practices of good teaching.

Theme 1 corroborated with quantitative findings which showed that in-service teachers became more collaborative and reflective after attending *in situ* PD. Theme 4 triangulated with quantitative findings which showed that in-service teachers became more involved in PD activities that enabled them to stay updated with current trends in teaching and learning after attending *in situ* PD. By adapting and trialling strategies in classrooms, it was inferred that in-service teachers could be updating their knowledge and skills of best practice based on what they had learnt from CTLE@YISS's model of *in situ* PD.

Process

Themes 6 to 9 described how *in situ* PD process shaped impact: (6) principles of adult learning guided the design of *in situ* PD to facilitate in-service teachers' learning; (7) the demonstration of teaching practices allowed in-service teachers to see and reflect on pedagogies, student-centered approaches and assessment; (8) extended support by facilitators beyond CTLE sustained in-service teachers' learning in schools; and (9) differentiated approaches by some facilitators met in-service teachers' diverse needs and reduced their resistance to trial strategies.

Enablers

Themes 10 to 13 unpacked enablers as: (10) design of *in situ* PD enabled in-service teachers to see facilitators' practice, reflect with other teachers and be convinced to adapt strategies for their classrooms; (11) facilitation and type of support given played a key role in enabling in-service teachers to see, adapt,

and try demonstrated strategies; (12) alignment of PD content, school's direction, and supportive school context enabled in-service teachers to adapt and trial strategies; and (13) in-service teachers' individual factors determined the extent of adaptation and application of what was seen in the *in situ* PD in the classrooms.

Mitigates

Themes 14 to 15 unpacked mitigates as: (14) arrangements and adaptations were made by some in-service teachers to make time to attend *in situ* PD, make sense of PD content and overcome challenges in trialling practices in the classrooms; and (15) suggestions for more scaffolds were made by some in-service teachers to enable and sustain professional learning in schools.

Pre-service Teachers

Pre-service teachers learnt collaboratively (Theme 16). The grouping allowed them to learn. Peer support enabled them to share, learn, and reflect. They leveraged peer support in the collaborative structure and overcame challenges.

Pre-service teachers applied learning in practice (Theme 17). Pre-service teachers were equipped with knowledge and necessary skills to enact microteaching. Knowledge gained enabled pre-service teachers to enact microteaching. They observed peers' microteaching and suggested opportunities to build rapport and understand student profiles.

Pre-service teachers experienced teaching in authentic classrooms (Theme 18). The classrooms provided students with varied student abilities and controlled conditions enabled pre-service teachers to explore and enact practice based on their beliefs and prior teaching experience. Pre-service teachers created mitigates to overcome difficulties and suggested a bigger class size for authenticity.

Pre-service teachers reflected on their practices and beliefs (Theme 19). Facilitations by lecturer, head of department, and peers helped pre-service teachers to reflect on their practices and beliefs. Reflection enabled pre-service teachers to improve their practices. Upon reflection, pre-service teachers suggested to address inadequacies, review video and receive individualized debrief.

SIGNIFICANCE OF FINDINGS

Implications for practice

Key elements that support the continuity of *in situ* PD in schools are: (1) establish a modular approach in CTLE@YISS's model of *in situ* PD and (2) leverage existing platforms within and across schools to extend and sustain professional learning beyond CTLE. *In situ* PD (microteaching) for pre-service teachers is a viable and meaningful learning experience. Constraints relate to time and space.

PARTICIPANTS

The study involved 20 pre-service teachers in focus group discussions; 1 NIE lecturer, 26 in-service teachers, 10 MTTs and 2 policymakers in interviews. A total of 161 teachers participated in surveys.

RESEARCH DESIGN

The research used a mixed methods design.

About the authors

LEE Shu Shing, TAY Lee Yong, Alexius CHIA, Jeanne HO, GOH Sao Ee, CHANG Qizhong, LIM Seok Lai, Kalaivani d/o RAMACHANDRAN, JANG Hari are from the National Institute of Education, Singapore.

YAP Boon Chien, LAU Chor Yam, CHEW Chong Kiat are from the Academy of Singapore Teachers, Singapore.

Contact Lee Shu Shing at shushing.lee@nie.edu.sg for more information about the project.

This brief was based on OER 01/19 LSS: A Study on a Model of *In Situ* Professional Development: Contexts, Conditions and Impact.

How to cite this publication

Lee, S. S., Tay, L. Y., Chia, A., Ho, J., Goh, S. E., Chang, Q., Lim, S. L., Yap, B. C., Lau, C. Y., Chew, C. K., Ramachandran, K., and Jang, H. (2022). *A Study on a Model of In Situ Professional Development: Contexts, Conditions and Impact* (NIE Research Brief Series No. 22-015). Singapore: National Institute of Education

Request for more details

Please approach the Office of Education Research, National Institute of Education, Singapore to obtain a copy of the final report.

>> More information about our research centres and publications can be found at: <http://www.nie.edu.sg>