

Contents

	Thanks and acknowledgements	page x
	Introduction	1
	Who is the book for?	1
	The philosophy of the book	2 4
	How to use the book	4
	Contents of Part 1	5
	Contents of Part 2: the tasks	6
	Language note	7
Part I		8
	Chapter 1: Contexts: when and why advisors advise	8
1.1	Pre-service and in-service contexts	8
1.2	The issues	9
	1.2.1 Interpersonal climate: formal vs informal	9
	1.2.2 Institutional role: technical vs personal	10
	1.2.3 Purpose: assessment vs development	10
1.3	Pre-service contexts	11
	1.3.1 Teaching practice supervision	11
	1.3.2 Mentorship	13
1 1	1.3.3 Private sector TEFL certification	15
1.4	In-service contexts	16
	1.4.1 Private sector TEFL Diploma courses	16 17
	1.4.2 Internal appraisal and staff development1.4.3 Inspection	17
	1.4.4 Critical friends	19
1.5	What's in a word? The terminology of advice	21
1.3	1.5.1 Interpersonal relations	21
	1.5.2 Institutional vs professional	22
	1.5.3 The terms used in this book	23
	1.5.4 Terms in translation	23
1.6	Conclusion	23
	Chapter 2: Learning to teach	26
2.1	Theory vs practice in teacher education	26
2.2	The knowledge involved in teaching	27

٧



Contents

	2.2.1 Shulman's categories of knowledge necessary for teaching	27
2.3	Theoretical perspectives on the learning of skills	29
	2.3.1 Learning skills – a psychological perspective	29
	2.3.2 Anderson's ACT model of skill learning	30
	2.3.3 Skill learning and expert behaviours: the life-cycle approach	33
2.4	Approaches to training teachers	35
	2.4.1 Apprenticeship schemes	35
	2.4.2 The role of competencies in learning about teaching	36
	2.4.3 The coach and the reflective practitioner	38
	2.4.4 The reflective practitioner and teacher autonomy	41
2.5	Conclusion	42
	Chapter 3: The role of dialogue in learning to teach	45
3.1	Kolb's Experiential Learning and the practice cycle	45
3.2	The lesson: observation for development	48
	3.2.1 The lesson: the collection of data	49
	3.2.2 The role of the advisor during observation	49
3.3	The feedback session: theory into practice or practice into theory?	50
3.4	Constructing new understandings: the Vygotskian perspective	51
	3.4.1 Social interaction and the construction of knowledge	52
	3.4.2 Scaffolding and the zone of proximal development	52
	3.4.3 Mediation through 'tools': theory as cultural signs and symbols	53
3.5	The personal and the social; how they interact in practice	53
3.6	Theory, consciousness and language	54
3.7	The inner dialogue and continuing professional development	55
	3.7.1 The inner dialogue	55
3.8	The teaching practice cycle: implementation problems	57
	3.8.1 Planning: the pre-observation conference	58
	3.8.2 Execution: the lesson	58
	3.8.3 Evaluation: debriefing	59
3.9	Conclusion	59
	Chapter 4: Supervision and the three-stage model of helping	61
4.1	Styles of supervision: directive vs non-directive	61
4.2	Providing help: the overall frameworks	64
4.3		65
4.4	Different approaches to counselling	66
4.5	Problem-solving and Egan's eclectic model of counselling	67
4.6	The principles of the three-stage model and providing advice to teachers	68
4.7	Potential difficulties with the Egan model	69
	4.7.1 Providing advice is person-centred	69
	4.7.2 Psychotherapy or practical help?	71
4.8	The practice cycle and the three-stage model of helping	72
	4.8.1 Valuing the teacher's perspective	73
	4.8.2 Non-judgmental feedback and trust	73
4.9	Conclusion	74

vi



		Contents
	Chapter 5: Providing a framework: Six Category Intervention Analysis	77
5.1	Six Category Intervention Analysis	77
5.2	The six categories	78
5.3	Authoritative vs facilitative interventions	79
	5.3.1 When are authoritative interventions appropriate?	79
5.4	Different agendas and types of intervention	81
5.5	Degenerative interventions	83
	5.5.1 'Pussyfooting'	84
	5.5.2 'Clobbering'	85
5.6	Conclusion	85
	Chapter 6: Ways of talking to teachers 1: creating the right atmosphere	87
6.1	Effective attending and listening	87
	6.1.1 Effective attending	87
6.2	Active listening	89
	6.2.1 Listening to the verbal account of the teacher	90
	6.2.2 Understanding non-verbal signals	91
	6.2.3 Listening and understanding the teacher in context	93
	6.2.4 Tough-minded listening	93
6.3	Creating empathy	94
6.4	Supportive interventions	94
	6.4.1 Validation	96
	6.4.2 Sharing and self-disclosure	96
	6.4.3 Apologising	96
	6.4.4 Expressing care by doing things and giving things	96
6.5	Conclusion	97
	Chapter 7: Ways of talking to teachers 2: dealing with feelings	98
7.1	Anxiety and defensiveness	98
	7.1.1 Recognising anxiety	98
	7.1.2 Recognising defensive reactions	100
7.2	Dealing with anxiety and defensiveness	101
	7.2.1 What are cathartic interventions?	102
	7.2.2 When are cathartic interventions appropriate?	102
	7.2.3 When should an advisor probe the emotional state of the teacher	
7.3	Being in touch with emotions	104
7.4	Conclusion	105
	Chapter 8: Ways of talking to teachers 3: directing and leading	107
8.1	Prescriptive interventions	107
	8.1.1 Directive interventions	107
	8.1.2 Consultative prescriptions	108
	8.1.3 Demonstration	109
8.2	Informative interventions	109
	8.2.1 Providing advice on language	109
	8.2.2 Personal interpretation	111

vii



Contents

	8.2.3 Presenting relevant information	111
	8.2.4 Feedback	111
	8.2.5 Self-disclosure	111
8.3	Confronting interventions	112
8.4	Providing negative feedback in a non-punitive atmosphere	113
	8.4.1 Raising consciousness of the agenda	113
	8.4.2 Negative feedback	114
	8.4.3 Educative feedback	114
	8.4.4 Direct questions	114
	8.4.5 Holding up a mirror	115
8.5	Providing action plans	115
8.6	Written feedback	118
8.7	Conclusion	119
	Chapter 9: Ways of talking to teachers 4: towards critical self-awareness	120
9.1	Catalytic interventions	120
7.1	9.1.1 Developing critical thinking	121
	9.1.2 What steps can help the advisor be catalytic?	122
	9.1.3 The 'catalytic tool kit'	124
	9.1.4 What questions are truly catalytic?	127
9.2	Critical incidents as catalytic interventions	129
9.3	Sequencing the interventions	130
9.4	Conclusion	132
	Chapter 10: Putting it all together: personal and cultural factors	133
10.1	Introduction	133
10.1 10.2	Individual differences and feedback styles	134
10.2	· · · · · · · · · · · · · · · · · · ·	
	10.2.1 Learning styles	134 137
10.3	10.2.2 Personality factors Cultural influences	138
10.5		138
	10.3.1 Language and socio-pragmatics	139
10.4	10.3.2 Cultural expectations Different agendas in the feedback session	142
10.4	10.4.1 Crossed intentions	144
	10.4.1 Crossed intentions 10.4.2 Maximising understanding	146
10.5	Conclusion	147
10.5	Conclusion	17/
Part 2	Tasks	149
1.1	An inspector calls	149
1.2	Case studies in advising	150
1.3	SWOT analysis	151
1.4	Problems in supervision: lessons from the research	152
1.5	Who wants to be my critical friend?	154
2.1	Characteristics of successful learning	155

viii



		Contents
2.2	Beliefs about teaching	157
2.3	Good teachers and better teachers – multi-level teaching competencies	159
2.4	Hot slips: training for reflection	161
2.5	Being a catalyst	163
3.1	Implementing the teaching practice cycle	165
3.2	The roles of the advisor and the teaching cycle	166
3.3	Observation scenarios	168
3.4	'Objective' observations	169
3.5	Designing observation forms	171
3.6	What's important?	172
3.7	Scaffolding learning	173
4.1	Personal constructs of feedback roles	175
4.2	Effective advice	176
4.3	Exam cheat role play	178
4.4	Role play	179
4.5	Crossed/uncrossed	180
5.1	Facilitative or authoritative?	182
5.2	What you say is not what I hear	188
5.3	What did you intend?	189
5.4	Who's in charge?	191
6.1	Communication through body language	193
6.2	Investigating listening behaviour	194
6.3	The pre-lesson discussion	195
6.4	Giving oral feedback	197
8.1	Feedback role play	199
8.2	Written feedback	200
8.3	Formal reports	202 204
8.4 9.1	Self-assessment and target-setting	204
9.1	Leading or following? Feedback role play	203
9.2	Is this your problem?	207
10.1	Exploring cultural differences	210
10.1	Exploring cultural differences	210
	Photocopiable resources	212
	References	269
	List of figures	276
	Index	278

ix