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PROFESSIONAL DEVELOPMENT VS. PROFESSIONAL GROWTH: ARE WE THE MASTER OR THE SERVANT?

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1. **Master's Programs**
2. **Salon Mathématique**
3. **Summit Middle School**
4. **District Learning Teams**
5. **Workshops**

Five Professional Development Contexts

- There is a difference between the teachers that come to me (us) and the ones that don't.

- They come for a reason!

  → Teachers have an *a priori* agenda.

- To what extent are they using me as a resource to satisfy this agenda?

An Obvious Realization

- To what degree do you see this as a viable way to think about professional development projects? our work? our roles?

- To what degree does such an outlook explain some of the behaviours we see in teachers participating in OUR professional development projects?

Additional Questions

Five levels of engagement (R & R)

1. (resist and reproach)
2. remove and replace
3. replace and reorganize
4. rethink and revamp
5. reject and renew
6. research and revise

Emerging Result #1

- The facilitator seems to have the effect of elevating the level of engagement.

Emerging Result #2

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- Teachers are sensible → in-congruencies are the result of (our) perspective.
    - need to look at teachers' agendas (*a priori* and emergent)

Emerging Result #3

- It changes the way in which I create resources.
  - I have to let go of the control of HOW it is to be used.
  - being vague sparks conversation.

Emerging Result #4

- Novice teachers tend to engage at the level of Rethink and Revamp.
  - this was a SURPRISE!

Emerging Result #5

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- Respect the emerging professional.
  - much wishing and breath holding.

Emerging Result #6

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Professional Development

vs.

Professional Growth

Change of Perspective → Change of Discourse