

Teacher training or CPD*: what do we call it, how do we do it?

Mark Reid

BFI Education

27 April Brussels

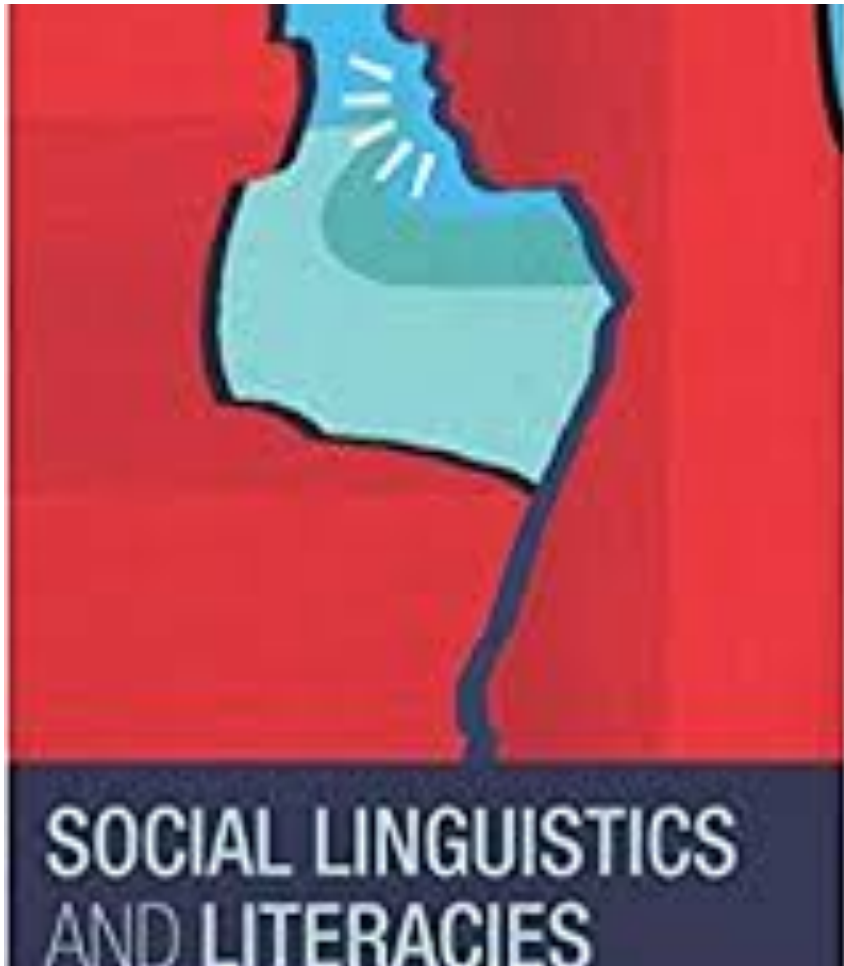
* Continuing Professional Development

TWO PROGRAMMES, TWO VERSIONS



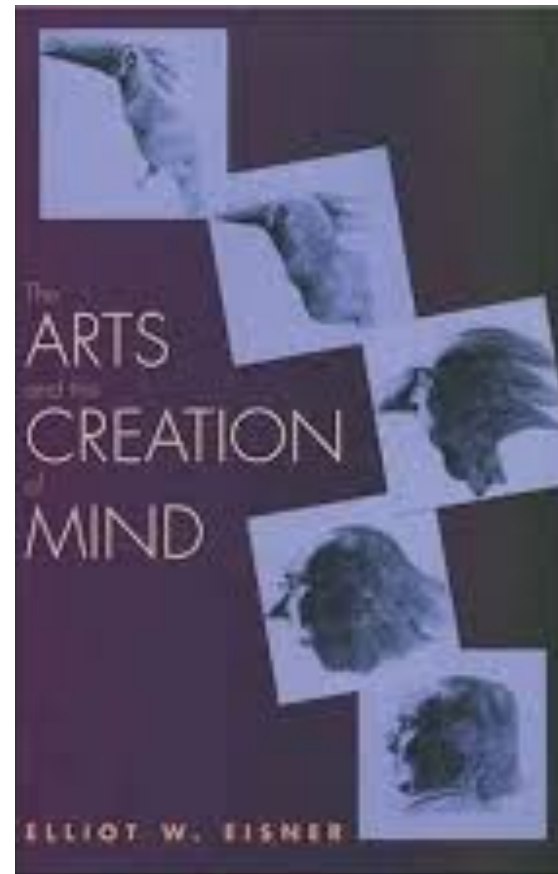
James Paul Gee

Learning and Acquisition



Elliott Eisner

Flexible purposing vs
goal driven activity



INTERPRETATIVE FRAMES

LEARNING

- Explicit
- Reflective
- Formal teaching/
instruction

ACQUISITION

- Immersive and experiential
- Implicit
- 'apprentice' style
- Learning by doing

GOAL DRIVEN

- Objectives-led
- Inflexible – the same outcomes for everyone
- All participants are measured

FLEXIBLE PURPOSE

- Open ended
- Playful
- Immersive
- 'flow'

TWO PROGRAMMES, TWO VERSIONS



REFRAMING LITERACY

OBJECTIVES

Build a local infrastructure to support film literacy for 5-14 yrs

Develop a cohort of lead practitioners who design curricula and resources, and train others.

Identify learning outcomes and pedagogies in film/ literacy.

Explore ways of integrating film into mainstream literacy practice.

How to integrate creative, critical, and cultural THE THREE Cs

WHAT WE DID

Ran 7x 2-day development seminars for 200 Lead Literacy Practitioners in 80+ municipalities (160 in England)

They trained 2000+ more

Asked municipalities to pay all costs

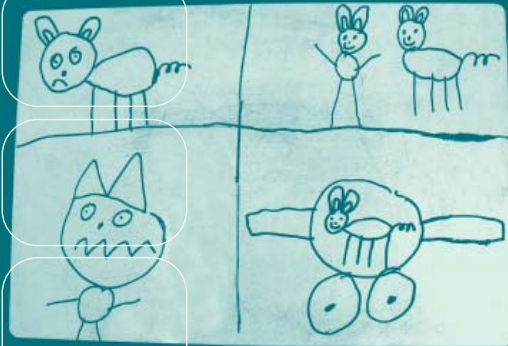
Provided DVD/ web resources to support classroom teachers (sold 20,000 copies)

Reached maybe 2million children in 4 years

REFRAMING LITERACY

Moving Literacy On

Evaluation of the BFI Lead Practitioner Scheme
for moving image media literacy



Jackie Marsh University of Sheffield

Eve Bearne United Kingdom Literacy Association

January 2008

EVALUATION

- Extensive range and high quality of activities
- Number of schools and practitioners targeted:
- important contribution to teachers' subject and pedagogical knowledge
- significant improvements in pupil motivation, engagement and attainment
- Opportunity for teachers to engage with debates about literacy, moving image education AND SOME CHALLENGES!

LE CINEMA CENT ANS DE JEUNESSE

- Holistic – not about training;
- ‘Questions of cinema’ – for all participants
- Experimental, laboratory-like; Exercices; ‘films essai’ – ‘to try out’
- No end of project goals – except to make a film
- Discussion and reflection, defence and critique – ‘disputation’, argument, debate



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GOAL DRIVEN

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INTERPRETATIVE FRAMES

LEARN

- About
- Inst
- Eval
- evid



Reframing
Literacy

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ACQUISITION/ FLEXIBLE PURPOSE

- About development – artistic, creative, pedagogic
- Intrinsic value
- Self-directed community



Reframing
Literacy



Why teacher training is not enough

A little more...

- **ACQUISITION/
FLEXIBLE PURPOSE**

- development – artistic, creative, pedagogic
- Intrinsic value
- Self-directed, community of practice

A little less...

- **LEARNING/ GOAL
DRIVEN**

- ‘training’
- Instrumental – extrinsic drivers
- Emphasis on impact, evidence, and proof

Thank you!