

Chapter 13

A Collaborative Classroom-Based Teacher Professional Learning Model

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Abstract This article reviews the Latvian experience of exploring a teacher continuous professional learning model, with an emphasis on teacher collaboration for professional learning. The developed model focuses on lessons taught in real-life classrooms and their subsequent analysis. The model consists of a set of regularly scheduled workshops in a period of a school year. It is based on the idea of a multiple activity cycle of “observe–reflect–write–discuss” conducted several times during every workshop. Every participant has an opportunity to experience two roles: that of a leader, teach a demonstration lesson to his/her colleagues, and that of a learner, observe, analyse and reflect on a colleague’s lesson. The sessions were led by experienced education practitioner coaches. The model was implemented during the period from November 2011 to April 2015. The teams consisted of experienced, committed teachers from the “Science and Mathematics” project as well as primary school teachers from the national innovative experience schools collaboration network. Surveys from teachers and feedback from expert coaches and teachers demonstrate that the model enhanced the development of teaching, reflection and collaboration skills. The research concludes that the initial science and mathematics teacher learning model can successfully be transferred for professional development in other subjects.