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Sustaining Professional Development Through Ongoing Learning: Doing Good Work and Good With the Work

Schedule Information:

Scheduled Time: Sat Apr 9 2011, 10:35 to 12:05pm  Building/Room: Sheraton, Fifth Level - Grand Ballroom D  
In Session: Classroom Management: The Influence of Teachers' Learning and Experience on Management Strategies

Presenters/Authors:

*Philip John Riley (Monash University)  
*Andrea Marlene Gallant (Deakin University)  
Ramon Lewis (Latrobe University)

Abstract:

A significant meta-analysis by Ingvarson, Meiers and Beavis (2005) found that the impact of professional development (PD) is rarely sustained without follow-up or on-going support, and that few programs offered this. This is a particularly significant finding when designing PD to improve classroom management for students’ positive learning outcomes. To address this issue, each author implemented a different follow up or support intervention aimed at sustaining the learning initiated by a successful positive classroom management PD. This paper reports findings from the initial phase of the longitudinal follow-up study. Multiple sources of data were captured to compare the follow-up/support interventions using mixed methods analysis. Preliminary results support the contention that PD needs to be multi-faceted for sustainable change to occur.

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