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A critical literature review of whole teacher development and the learning of pupils

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Abstract

This study is a critical literature review of "whole teacher development" and its consequences for pupils' learning. The primary aim in the study is to clarify the idea of; why "whole teacher development" is necessary, and what does it mean for teaching and learning in these changing times. Within these broader themes, the following topics will be addressed: A conceptual framework for professional learning, professional development, and personal development; the need for whole teacher development; professionalism and teachers; the nature of whole teacher development; teachers' commitment and desire to work and development; the changing nature of teaching and learning; the importance of teachers' workplace in whole teacher development; the characteristics and roles of pupils in changing times; and the changing nature of learning. The study will be ended up with the relation between whole teacher development and its consequences for the pupils' learning.

Key Words: Professional and personal development; Whole teacher development; Changing times; School culture; Pupils' learning.

Introduction

In both formal and informal education, it is well known that the question of, "how pupils' learning can be improved?", has frequently been posed by many bodies, including teachers and educational consortia. Indeed, there is no shortage of answers to this question. Yet, it is not as simple as it may appear. To a great extent, teachers have been of paramount importance in the educational change (Fullan, 1991). They have had considerable impact on the improvement of pupils' learning (Mortimore *et al*, 1988) and other outcomes. Since, s/he is one of the key persons who will create "powerful learning experiences" for pupils (Hopkins, 1996: 102). It can be well seen that teacher development would be one of the significant factors in improving the learning of pupils.

It has often been well assumed that there is a close connection between teacher development and pupils' learning. Presumably, the pupils' learning and performance will be enhanced if the quality of teaching is improved. In order to improve the quality of teaching, the process of "development" is necessary. To do so, the concept of professional development ought to be approached to from multiple perspectives. It is defined, for instance, by Lieberman and Miller, (1992) as the knowledge, skills, abilities, and necessary conditions for teaching on the teaching profession. This definition appears to encompass only a dimension of the rather complicated concept of development (Ekiz, 2010), that is, "technical", (Schön, 1993) and seems to lack of concepts such as "commitment" and "desire" to

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development. Besides, even within the technical dimension of development, until recently, the extent to which teacher development has been misused or misguided in a way that improving pupils' learning through teacher development has been regarded as one-off and quick-fix activity such as merely one day in-service training (INSET) activities rather than as continuous process. Even in some occasions, it is commonly known that many teachers have little access to INSET activities. Even though, participating in INSET activities may help teachers to share their experiences, and may provide them with opportunities to view teaching from different perspectives, but not necessarily it may not ensure to continuity.

A Conceptual Framework for Professional Learning, Professional Development, and Personal Development

Conceptually, the need for teachers to develop continuously by means of conscious professional learning seems to be substantial. This is because, as Dean (1991) points out, professional development does not take place merely as a result of years of teaching. I believe that simultaneous professional learning would be subconscious. However, development may take place at a professional and personal level in a conscious way; although not all learning will be conscious. Thus, professional learning needs to be mindful, attentive and systematic. As Sotto (1994) argues, systematic learning resides in better understanding. Conversely unsystematic and semi-systematic learning (Ekiz, 2006), Jarvis (1997) asserts, comprises the lack of consideration of any situation as a new learning opportunity, and it includes rejection of new learning and habitual reaction based on presuppositions. Hence, professional development differs from professional learning which comes about naturally, often at a tacit level (Day, 1994). Teacher learning from experience as a result of years of teaching may have limitations. It may construct "practical knowledge" (Elbaz, 1983) and "implicit theory" (Clark & Peterson, 1986). There appears to be little empirical research evidence in the literature that reveals on ways of making implicit theory of teachers explicit. These knowledge and theory may have meaning for teachers in practical sense, and yet may not shed light on their learning *per se.* whereas the idea of professional development consists of awareness of these tacit influences on teacher practice. Thus, professional and natural learning by itself may not be sufficient for professional and personal development. It may be regarded as necessary processes that would contribute to the professional development.

Personal development, to me, refers to that which is broadly initiated and directed by individual teachers, gaining knowledge consciously, constructing knowledge and acquiring skills, not necessarily systematically, from "real-life", involving intrinsic motivation to development. Individual initiatives are at the core of personal development. For example, Hopkins and Stern (1996) argue, teacher quality is somehow subject to individual initiative, and in this way, personal development would become genuinely attached to professional development. It can also be seen as the two sides of same coin and may not be imported by other or to other. Of the personal development, Fullan (1991: 132) argues;

> [S]ignificant educational change consists of changes in beliefs, teaching style, and material, which can come about *only* through a process of personal development in a social context.

The term "teacher professional development" might have been defined, by many, in too simple a manner, and there might appear to be a common misunderstanding of developing teachers, that deals merely with professional development. Nevertheless, teacher development is a rather complex process within those developments. It is not a matter of "either/or", but a case of whole development both professionally and personally; simply, development of, as Fullan and Hargreaves (1992) argue, a teacher as a total rather than partial. It is from this aspect that personal and professional development are to be regarded as interrelated concepts since learning, which might be regarded as a basis for development, either professional or personal is morally, emotionally, socially, culturally and psychology constructed.

Teacher Professional Development: Misguided Notion

It is assumed that many commentators who might and will study "teacher professionalism" seem to detach professional development from personal development, whereas viewing a teacher as a "whole" may be of great value in having a sustained cumulative impact upon pupils' learning. As a researcher and an academician, my concern for this is that solely having a notion from the perspective of teacher professional development specifically for INSET, as Fullan (1995: 253) argues, "support the implementation of specific innovations, but it lacks any integration with the day-to-day life of teachers". Even though these INSET courses are visibly valuable, Hargreaves (1995:26) contends,

> [T]raining them [teachers] may be ineffective when it does not address the real conditions of teachers' work, the multiple and contradictory demands to which teachers must respond, the cultures of teachers' workplaces, and teachers' emotional relationship to their teaching, to their children, and to engage in general.

Yet contradictorily, although it is often stated and acknowledged by scholars and teachers that teaching as a professional vocation is more complex today than it was previously (Ekiz, 2006; Ekiz, 2010), not much appears to have been changed in viewing teacher professionalism from rather holistic perspectives. Thus, comprehensive components need to be taken into account in studying and pointing to teachers' lives in order to obtain satisfactory results, rather than merely concentrating on a single factor.

It is worth noting that teachers in these changing times need to have a way of ensuring that they have adequate skills (technical skills) and qualities to respond to the complexities of this century rather than seeing themselves as an agency who are responsible for transforming information and data to their young children. Schools of today are undergoing radical change such as the need to use communication-technology, the expectations of parents from the schools, the implementation of government legislation in general, and the exposure of new teaching and learning styles in particular. Those factors may besiege teachers with the demands of change. This change would require implementation, and "… the implementation of change can be a powerful vehicle for the improvement of professional capacity …" (Huberman, 1992:12). The implementation of any change processes for teachers may be of great value, if teachers are regarded as both personal and professional agency, even may be an opportunity in updating themselves, with the benefits for their pupils as well as for themselves.

The Need for Whole Teacher Development

It has might been known that from many parts of the World that school teachers have been struggling with a period of tremendous pressures and challenges not only in nowadays, but also in the past decades. These pressures and challenges seem to be largely related to a rapid enhancement of technology and necessarily its usage in schools, government legislation through the national curriculum and other policy. They are also associated to changes in society and the expectations of society from schooling of children. Hitherto, many new accounts on education and on its primary focus would seem to come and go with enormous speed (Stoll & Fink 1996). The reason for this might be a mere response of education to these changing times. For the schools in the 1990s could not respond to the needs and demands of societies in the 2000s and 2010s, and the schools in the 2020s will probably not be able to respond to requirements of societies in this new millennium. Thus, it is becoming increasingly clear that teachers are at the complex, unpredictable century, and moving into the much more uncertain times.

Educational processes in schools purpose pupils' achievement and other outcomes. As teachers are professionally adequate in terms of technical competence of teaching, they are more likely to influence the learning of pupils in a positive way. Yet, development of teachers does not only involve technical competence of teaching, but also comprises "a focus of missionary purpose and passionate desire" to continuous whole development (Hargreaves, 1995:10) to do so. In this respect, there would

seem to be a positive interconnectedness and overlap between teacher development both professionally and personally, and pupils' opportunities for learning.

The idea of whole teacher development (WTD) is based on the premise that it is an ongoing or lifelong change process as a whole. In this process, as Fullan and Hargreaves (1996) argue, teachers are indispensable agents of this change, WTD is a process of change experienced by individual teachers, and it needs to stem from within individual teachers (intrinsically desirable process) rather than from outside pressure (e.g. through government legislation, but not taking account of individual needs). The reason for this is that solely imposing change from a high rank will never be a solution. This is a common understanding, and much more in the case, as many know in Turkey. For the imposed change may remain, for instance, at the planning level, rather than at the implementation one. The change "is dependent on the thoughts and actions of teachers…" (Stoll & Fink, 1996:152). This point raises the issue of "ownership". The teachers may have different needs in accordance to their perceived learning, career stages and educational background; and these needs may have impact on the degree of ownership. The more one teacher possesses a sense of ownership, the more likely s/he tends to change the things, and sometimes to be changed by the things.

Thus taking account of the realities of genuine practitioners, and their thoughts of teaching and learning in planning and implementing the change is crucial point. This is so, "teacher change … is complex, unpredictable and dependent upon past experience, willingness, abilities and social conditions' of teachers" (Day, 1994:114). There is also empirical research evidence that supports this point (see, Ahlstrand *et al*, 1996; Ekiz, 2003).

The idea of WTD in a form and meaning extends beyond school as learning organisation in that ideas, thoughts and beliefs are also exchanged between and among school teachers and the local community, what Corson (1998) calls "community-based education". It is a sort of "thinking big" (whole community education) and "starting small" (community-based education). Day (1996:192) believes that "teacher development is significantly a local matter and that, therefore, local communities of teachers are the means of enhancing professionalism". It would be regarded thus as a support mechanism which both nurtures teachers' growth and local community education.

Teacher Professional Development: Misapplied Notion

If we want to get acclimatised to new ways of looking at the things and of interpreting them, then we need to see that the capacity of school teachers must be ensured in their ability cope with what is happening around them. Considered in this way, the inevitable question arises; "Does not initial training provide adequate knowledge and skills for teaching?" The arguments of Joyce and Showers (1995) may provide one way explanation of this question. They argue that preparation of teachers for teaching has often been unconvincing. Hence, initial training of teachers can be regarded as a starting point for teaching, and WTD is an ongoing process throughout their lives, it needs to be perceived, as Hopkins *et al,* (1994:113) argue, as "not necessarily circumscribed by particular problems currently faced".

Ironically, although there has been growing body of evidence which stresses the need for the professional development of teachers and their enhancement, Cairns (1998) observes, their professional development has been less dramatically changed, and they have been given little assistance apart from in a few areas of their professional practice, because, as Stoll and Fink (1996:15) observe, "… many approaches to staff development treat teachers as if they were all the same". Treating teachers as identical would be doomed to failure, because of the complexities of human beings, and teaching as a professional activity. Attendance at courses and workshops is viewed as traditional approach, construed as "quick-fix" (Hopkins *et al*, 1994). Most structures of teacher development through in-service training "are not designed to provide the ongoing, interactive, cumulative learning necessary to develop new conceptions, skills, and behaviour" (Fullan, 1992:123), rather it is dominated by information-gaining approach (Day, 1993a). The context of the teacher development initiatives the extent to which, Fullan and Hargreaves (1992) observe, "take the form of something that is done *to* teachers rather than *with* them, still less *by* them" [p.26], in nature. This observation is of importance, because, the life both personal and professional has unique meaning for individual teachers in association with individual circumstances, even thought they see themselves in a

similar ways (Nias, 1989), it may highly be shaped or given real meaning *with* and *by* rather than *to*, it needs to extend beyond INSET.

Professional development, Day (1997) argues, even if it is the right and responsibility of individual teachers needs to be differentiated according to individual requirements. Naturally teacher development program either initiated by school or outside school requires not just specific approaches to take account of single innovation, but rather it needs to have "integration which takes account of the whole school as a complex and changing institution" (Fullan & Hargreaves, 1992:26). Professional development, therefore, needs to take account of individual teachers' needs with reference to the demands of schools in which teachers work.

Those approaches mentioned already to teacher development, if they are still in place, will not probably be able to work since it is an assumption that the more attention paid to their immediate requirements of the schools and their needs, of teachers and their ideas about their job, more likely, change in individual teachers will be seen. Thus, merely focusing upon new teaching strategies with a goal of teacher learning, Day (1997) contends, "is to miss the point of professional development" [p.52]. Crucially, however, teacher development activities in terms of structure need to comprise, as Joyce and Showers contend (1995), peer coaching, partnership teaching and classroom research in school social context. Peer coaching and partnership teaching may create or offer opportunities to improve communication and collaboration among teachers, and thus may enhance teachers' awareness of professional development. Even though those ways may have positive consequences for teacher development because of the fact that it may involve the unique circumstances of teachers and schools, it still needs to include of intrinsic motivation to do so.

Professionalism and Teachers

It seems unacceptable to acknowledge that the nature of learning and teaching is durable in these rapidly changing times, in turn we, as both researchers and educators, need to have a different view of education in concert with the needs, demands of our children, and need to make sure that our teachers will be able to have adequate skills, knowledge, and qualifications to do so. There would be some concern among educators and within the research community on the question of how we could prompt school teachers, who have been seen as vital assets for the education of pupils, to enter into lifelong development through enthusiasm. In this vein, it appears to be crucial to speculate upon the nature of professionalism. In analysing the need for professional development, we need to be aware of where teachers as professionals are going. Of future teacher professionalism, Hargreaves and Goodson (1996) make assumptions that;

> The coming years will see significant and continuing efforts to revive and re-invent teacher professionalism. This revival can use professionalism to justify and mask overextension and deprofessionalization among teachers; or it can re-invent teacher professionalism in ways that maximize discretionary judgment, embrace moral and social purposes, forge cultures of collaboration along with self directed commitments to continuous improvement, and embody heteronomy, complexity and commitment to care [p.21].

This quotation does give a crucial message in which assumptions on teacher professionalism are presented explicitly in a way that teachers are seen in a new form of professionalism. The obvious point to be clarified here is that, as Hargreaves (1996) observes, the responsibilities and roles of today's teachers are more extensive and more diffuse. There seems, however, to be a dilemma, in that increased control of centralised education system over teacher's work might have threatened teacher professionalism in a way that it might view it as technician. It might also have engendered intensification of work on the one hand, advanced technology and its requirements by means of society have urged teachers to take real action, and to be genuine professionals in their job for the sake of pupils so as to educate them according to the needs of advanced society on the other hand. As a result, teachers seem to have found themselves between this contradiction towards change.

In the coming years, change will probably be more complex, and "the more complex the change the less you can force it" (Fullan, 1993:41). Stated as such, whole teacher development for some

teachers tend to be seen as an alternative perspective in dealing with the process of complex change. For we have no clear picture of what the future will confront us with.

Hence, we have come to acknowledge the vocation of teachers with Hoyle's view of "extended professionalism" (cited in Stenhouse, 1975:143), and may go further in that teaching as professional vocation requires continuous development that embraces theoretical, ethical, emotional as well as practical experiences, leaving them more room for discretionary judgement, in response to the changing requirements of society. If teacher professionalism is viewed only from the idea of "technician" (Schön, 1983), then "discretionary judgement" will be at risk.

Thus, professional development of teachers as whole, in these unpredictable, and continually changing times, as seems inevitable a desired process in favour of pupils' learning. The implication for teacher development is that teachers might enrich the learning environments and activities for their pupils through enhancing their teaching repertoire, capacity and acquiring new skills to cope with the requirements of these changing times. Learning for teachers may have a significant influence on student' achievement (Joyce & Showers, 1995; see also Harris, 1996; Hopkins *et al*, 1998). Consequently, we need to rethink our perception of the nature of teaching in the everyday working lives of teachers as professionals, and working conditions of teachers. Beyond that and more considerably, what responsibility teacher will hold in the midst of unprecedented change in education, and crucially what good teaching is. Those topics will be discussed in the followings.

The Nature of Whole Teacher Development

A catalyst for improvement is change in ourselves (Fullan, 1992b). Self-renewal, self-decision-making of and commitment to the education of pupils all seem to be indicators of "change-by-self" in the first place. Change and development at the outset may start with building a personal vision (Fullan, 1995), and this vision may construct a shared vision towards both teachers development and pupils' learning.

Teacher' learning as a base of their professional development may in some way or another enhance their teaching (MacGilchrist *et al.,* 1997). Their thoughts, judgments and decisions on their practice are directly or indirectly influenced by "their practical knowledge" (Elbaz, 1983), thus this knowledge needs to be expanded constantly, for the purpose of enhancing their pupils' learning. From this view, whole teacher development might be construed as one of the keys to enhancing pupils' learning, the means by which this may be best achieved through changing the beliefs and ideas within ourselves at once.

The nature of that development, however, may not be considered as a straightforward one, since our knowledge of education is to be changing in the lights of new understanding of children growth, development and, as stated earlier, development for teaching does not occur solely as years of teaching. Thus, for the benefits of whole development of teachers and hopefully its adequate consequences such as enhanced pupils' outcomes, teachers not only need to keep up to date with their area of expertise and with current educational research findings about pedagogy, theoretical understanding of pupils, and the breadth of individual differences in classrooms and so forth, but they also need to, as Cairns (1998) contends, have a broader array of issues and awareness, and they need to, 'see current reality more clearly' (Senge, 1990:141). This awareness is not only a matter of professional, but also a case of personal, and of commitment and desire to development in favour of their pupils as well as of themselves.

Commitment and Desire to Work and Development

I believe that desirable and sustained improvements and progressions in pupils' learning might not be normally achieved without teachers' commitment and desire to whole development. This assumption may have been made clear by Fullan and Hargreaves (1992). They argue that "how and whether or not pupils learn is directly related to how and if teachers learn to become better" (p.2). The ideas of becoming "better learner" is a base for the whole development, and needs to be based on narrowing the gap between actual and intention of teacher improvement.

The learning needs especially in these changing times, in the complex world must be taken as serious roles of teachers not only extrinsically but also substantially as intrinsically, since the value of

teacher activities the extent to which resides in their intrinsic attributes. This point is a crucial because, as Hargreaves (1995: 27) points out, "increasing competence and mastery both fuels and is fuelled by teacher desire". Therefore, teaching as a professional vocation is not only, as Hargreaves and Evans (1997) argue, intellectual, but also it is passionate (Fried, 1995). It needs to embody intrinsic rewards, commitment to pupils, to teaching and development.

Teachers in today's societies seem to be struggling to survive in the complexities of those roles. Teaching is one of the most stressful and also the key professional occupation in these changing times towards educating pupils as future citizens, thus it is not only a job by acceptable salary, and not carried out by only "being sufficient", but also is it more than that. It "… also involves emotional work. It is infused with pleasure, passion, creativity, challenge and joy" (Hargreaves, 1997: 108).

Feelings such as enthusiasm and commitment, with a goal of giving better education to pupils, appears to be a profoundly substantial issue and in the basis of teaching as a profession, in that those feelings may shape and determine real teaching, because the effect of these changing times may be overwhelming. The teachers who conceive teaching as a work from this respect are more likely to be willing to renew themselves and are open to be renewed in their everyday lives in terms of both professional and personal development for the benefits of their pupils. Without desire, as Hargreaves (1994) argues, "teaching becomes arid and empty" [p.22]. The implications of this line of thinking appear to be various and in most cases obvious. For example, in their study of quality teachers in OECD countries, Hopkins and Stern (1996) note that a key characteristic of these noticeable teachers was their love of children. This sense of "love" seems to be in relation to desire to work and pupils.

The other crucial aspect of commitment, Willms (1992) argues, is a sense of efficacy of teachers about their work, meaningfulness of their work, and ratification of school goals and values. A sense of efficacy of teachers about their work is interdependent with their beliefs in the efficacy of their pupils, on the one hand, and their image of knowledge, on the other (Cochran-Smith, 1998). These arguments have also been supported by empirical research evidence (see, e.g. Fisher & Grady, 1998; Hebert *et al*, 1998). Furthermore, school is not only the place in which transmission of knowledge takes place, but is also the place where real meaning and mutual understanding are created in relation to the outside lives of teachers. What all arguments mean for the nature of teaching is the theme I will seek to discuss next.

The Changing Nature of Teaching in Conjunction with Learning

This millennium calls for teachers to teach in different ways and to use different techniques (e.g. communication-technology-aid, allowing pupils to be more autonomous learners to a greater extent under teacher's guidance). Teachers are expected, as Hargreaves and Hopkins (1994) point out, to be more accountable for the quality of educational outcomes. Creating more meaningful learning experiences, for the benefit of quality educational outcomes, for their pupils seems more favourable rather than striving to see pupils, as Bereiter and Scardamalia (1998) term them, "mental filing cabinets". On this notion, I may be in a position to say that there would be a reciprocal relation between teachers and learners, and this alliance seems to be the vital ingredients of the educational process, in that good teachers are the teachers who learn from their pupils as well, and good practices are the practices which reflect pupils' views on educational decision-making. This is to see oneself from the pupils' point of view, and prompting them to take active part in their own learning.

Learning encompasses, as Whitaker (1997) argues, "a demanding regime of reaching beyond known limits and steadily enlarging repertoires of knowledge, understanding, skills, values, beliefs, competences and qualities" [p.62]. It does seem, therefore, rather complicated and does include more components of human nature than it appears. Though we have an array of partial insights of how people learn, we do not have an explicit comprehensive picture of how learning occurs. In order for teacher learning to take pace, there is a great deal of literatures which point to the need of learning with inquiry, reflective learning, learning through being critical (Stenhouse, 1975; Schön, 1983; Carr & Kemmis, 1986), for the purpose of capturing the meaning of real understanding of quality.

Traditionally teaching "has been a relatively 'flat' career" (Fullan & Hargreaves, 1992:19) and teachers might have taken responsibility for only classroom teaching in a narrow way that as if pupils learning took place only within the classroom. However, today we have acknowledged that much of pupils' learning does not take place merely within classroom. Thus, we need to have a different view

of looking at teaching, this is to say that it would not be principled simply according to the teaching styles, and for life is not so easy to predict. Cashdan (1998) argues that teaching requires constantly accumulating techniques to acquire knowledge, skills and understanding. For today may not be a linear development of yesterday, and tomorrow will probably no longer be a linear development of today. Stated as such, teaching as a profession may not only be regarded as merely content knowledge, and not only pedagogy, but it is also a reflective and inquiry-based profession.

There is a substantial amount of literature of pupils' learning which reveals that every individual pupil learns differently because they have unique minds. Therefore, we need to use different teaching principles and methods in different combination according to the specific circumstances of teachers, with a goal of extending and expanding repertories of knowledge, understanding, skills and beliefs, and of seeing current realities more clearly. Hopkins and Stern (1996) note, from the OECD study, that one of the key characteristics of high quality teachers is that of those who have multiple models of teaching repertories. In addition and more importantly, as Fullan (1995) argues, "new knowledge, new ways of knowing and learning, and global interdependencies are changing all the time in unknown ways" [p. 254], thus both solely focusing on transmission of knowledge, skills and using the usual teaching methods in schools in these changing times is no longer likely acceptable.

The determination of teaching styles, with a goal of guiding teachers, may shed light on their work, but may not clarify and give support to them on every occasion across the curriculum subject, as taken for granted "a model for all season" (Willms, 1992). What I am trying to say is that various teaching strategies must be in place, and they must also be recreated or reinvented by individual teachers according to the unique circumstances, and these need to be open to critical inquiry and examination constantly. In many respects, it may be too difficult to ensure that what contributes to pupils' learning and their school achievement. Trying a number of different teaching strategies, and creating new ones may have a greater worthiness for pupils' learning so as to create a climate for their achievement. These teaching strategies need to stimulate pupils to be more "creative and pragmatic" (Woods, 1995). This is most likely because, as Troman (1996) points out, being a good teacher is subject to change at different times. Regarding good practice, Alexander (1996) asserts that it is about being "strong on assertion and weak on justification" [p.62]. He points to the importance of educational ideas and values which he sees as the basis for all observable practice. He groups such educational ideas and values under three expansive headings, which are children, society and knowledge. As regards children, all teaching is based on the assumptions about "the nature of childhood itself". Concerning the society, teachers have some sense of expectations, and entitlements which stem from outside the schools, of the demands and needs of the individuals in relation the society in which they live. Of knowledge, most teaching premises on the nature of knowledge, such as 'what is important, what less so' [p.65]. Opportunities need to be created either for new responsibility or having a new view of teaching. In their study of "The Whole School Curriculum Development and Staff Relationship in Primary School Project" (WSCDP), Nias *et al*, (1992) observe, as individual teachers hold new responsibility, teachers' knowledge and understanding has been increased.

Having their responsibilities and roles tends to call for a distinctive approach because of the fact that individual circumstances of the teachers are different. Therefore, a mechanism is needed to 'balance priorities, dilemmas, pressures' of the teachers (Nias, 1989). Teaching requires imagination under these dilemmas and pressures. It is also being aware of "where we get to know" through all our senses, not just mind' (Woods & Jeffrey, 1996: 2). Imagination seems as a basis for new ideas, and those ideas may contribute to judgments and may even create an opportunity to take the place of discretionary judgments.

Carr (1989) argues that "teaching is primarily a 'practical' rather than a 'technical' activity, … require[s] teachers to make judgments about how best to transfer their general educational values … into classroom practice" [p.5]. The practicality of teaching deals with individual situation, for it may probably be inadequate to take the same approach to teaching in that all teaching methods are seen as taken for granted to treat every circumstances are identical, rather it has to be interpreted and reinterpreted according to the individual circumstances. In this sense, as Schön (1983) argues, teachers are not technicians. In brief, this is to say that, in these changing times, teachers are to be seen as a balance mechanism with their own beliefs, ideas, experiences and values which are deeply involved in their teaching in order to adapt and modify the environment to the needs of their pupils. They need to

perceive themselves as researchers. In this sense, I would like to quote very crucial point from Stenhouse (1984, p.68) about education. He argues that;

> Education is learning in the context of a search for truth. Truth cannot be defined by the state even through democratic process: close control of curricula and teaching methods in schools is to be likened to the totalitarian control of art.

Teaching also requires critical thinking, creativity and "reflective thinking" (Dewey, 1933). Metaphorically, whole teacher development is an endless-expedition, the only thing you know is a starting point, and you may have no idea where and how long to go. This means to learn constantly as much as you can, and in this journey, reflective practice, critical reflection and inquiry are your necessary tools in order to turn learning into development. However, merely taking a psychological view of creativity and reflective thinking may not be adequate, rather it is more than that, as Woods and Jeffrey (1996: 2) point out, "biographical, situational, institutional, structural, resource and relational factors that go into the social production of creative teaching" are needed. This notion also brings another crucial factor into teacher development, that is institutional circumstances, the point to which I shall return in subsequent section.

Senge (1990) argues that "people with high levels of personal mastery are more committed [p.143]. This personal mastery refers to, he argues, "approaching one's life as a creative work …" [p. 141]. In this way, in parallel with rapidly changing knowledge and information in our modern societies, good and maybe effective teaching must correspond to its requirements, in that "creative work" is of greater value. Hargreaves (1988) has argued that teachers are "creators of meaning, interpreters of the world and all it asks of them" [p.216]. Translating the curriculum into their own context tends to be seen as one of the substantial indicators of being creators. Yet, it would be argued that teachers are, in these changing times, under the more demanding profession due to the diversification in the nature of their job. This diversification may leave little room for teachers to be creators of their teaching, thus one of the possibilities of managing change is to ease the nature of teaching as occupation and do seem to have a new and genuine understanding of sharing challenges of the teaching job with others, which Hargreaves (1994) calls "collaboration", both insiders and outsiders, the point of which I shall turn later.

Creative teachers are, Woods (1995) argues, innovative, and have ownership of the knowledge and operate within a comprehensive range of accepted social values. These points may apply in a more general sense, a holistic approach is needed to teaching in that it is not only concerned with something occurring between teachers and their pupils within the classroom. It is about viewing an individual person as a whole in the system with his own culture, beliefs, ideas and values. Considering teaching from this perspective may not only be construed as an opportunity, rather it is more likely an inevitable requirement of schooling of today. In brief, what is relevant today will not probably have relevance, coherence in a few years' time. Therefore, pointing to the role of teacher is of importance and it has been changing towards being more facilitators and supervisors of pupils' learning, and creators of their practical theories in the specific social context for betterment of teaching.

The Place of School in Whole Teacher Development

The words such as anxiety, frustration, burnout, stress and feeling of guilty all have become very widespread and have often been heard amongst the teacher community particularly recently, and in turn, instead of development, teachers have been struggling to find ways to survive due to a highly prescribed National Curriculum, inspection, with changing government legislation constantly, viewing of schools as market place, increased class size and so forth. Consequently, Day (1997) observes, pressure of teacher redundancies and teacher shortages are growing.

The real condition of a teacher's workplace is so crucial that it may have impact upon both teachers' desire, and passion to work and a change in their beliefs, and ideas towards meeting the fresh needs of these changing times, for the purpose of making a difference in their pupils' learning. Teacher development as a whole is not only the responsibility and concerns of individual teachers, but also responsibility and concerns the whole schools in that the idea of new ways of supporting the development of teachers are taking place.

The schools, therefore, need to be conceived as learning organisation in order to support teacher development. Learning organisation described by Senge (1990:3) provides a clear picture of what its characteristics are. He points to learning organizations, as;

> Organizations where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together.

Shifting our perspectives to managing development in the school context we immediately confront the culture of the school. The school is the centre of professional development, even though not necessarily the centre of personal development. Within the school, Hargreaves and Evans (1997) contend, as strong professional culture of teaching constructed in the staffrooms, better learning among pupils in classroom has a good chance of taking place. In order to advance teaching as a field of professional practice for the education of pupils, teachers will need to have increasing support and encouragement rather than abandonment and discouragement both from inside the school as a learning organisation and outside as a learning community, particularly with a goal to minimise and even overcome the complexities of the approaching twenty-first century. This substantial point needs to borne in mind, because teachers, Day (1997) argues, may not be self-sufficient so that they need to be supported and resourced, and also crucially as we already know from the cognitive psychology human beings have limitation. By the same token, Goodson (1997) also points out that in order for enhanced professional development, a collaborative relationship which focuses on researching our own work is the most heartening way. Senge (1990) well captures the special sense of responsibilities of people in an organisation for learning, pointing to that;

> [E]xpanding your ability to create- will seem abstract and meaningless *until* people become excited about some vision they truly want to accomplish [p.206].

More recent international research has revealed that schools have a vital role in influencing teacher professionalism (Hopkins & Stern, 1996). Thus a school, as a learning organisation, needs to have a shared vision to develop their teachers in educating their young people. The acknowledgement of building such a vision for teacher development both within the school and the community would seem a fundamental requirement of today's schooling. In this context, school principals teachers' colleagues and their attitudes, behaviour and support have a significant and vital role in teacher development within the school, particularly in "creating the conditions for the continuous professional development of teachers" (Fullan (1992b:96). The fact that this vision does not just take place "it develops in a dynamic way, often as a result of conflict and negotiation" (Hopkins & Stern, 1996:509). With referring to proceeding discussion concerning commitment, in their research findings, Riehl and Sipple (1996) report, teacher commitment to their teaching and learning is characterised greater through high level of support taken from both teachers and principals. Rosenholtz (1989) (cited in Day, 1993b:131) in America identified the characteristics of "learning enriched schools", some of which are as follows;

- Collaborative goals at the building level,
- Positive attitudes of teachers,
- Principles supported teachers and removed barriers for them,
- Principles fostered collaboration as opposed to competition.

This support appears to be important, because, as Senge (1990) argues, learning can be difficult and even painful. With a shared vision, we are now likely to expose our ways of thinking, give up deeply held views, and recognize personal and organizational shortcomings" [p.209]. This vision, Beare *et al*, (1993:153) argue, "be sustained or institutionalized, with its meanings and values embedded in the culture of the school", so that it may give real meaning to the everyday activities of the school. According to Senge, continual learning is a key component of the learning organisation.

Continuing motivation and commitment appears a considerable key in learning schools where individual needs to hold responsibility both for their own learning and their pupils learning, in a way that, Beare *et al*, (1993: 155) assert, motivation "secures commitment among members of the organization".

It would be asserted that motivation is one of fundamental needs of teachers in attaching them to their work. Yet many would talk about extrinsic motivation in a way that teacher would be motivated for their development. However, creating conditions conducive to professional development within school may also be construed as both extrinsic and intrinsic motivation which is likely to have possibilities for teacher development. Quality of working conditions may affect teachers' commitment, motivation and their sense of efficacy towards teacher development. In his study on effects of teacher quality of work life, Louis (1998) has noted what one teacher said;

> I personally believe that what really satisfies a teacher is the opportunity to speak out… we speak out, we're free to critique something, we're free to give advice, to pat each other on the back (p.20).

Moreover, motivation, commitment and genuine sense of vision needs to be scattered among school staff, since, as Senge (1990: 218) asserts, "I can be thoroughly enrolled in your vision. I can genuinely want it to occur. Yet, it is still your vision. I will take action as need arises, but I do not spend my waking hours looking for what to do next". That vision will in all likelihood be alive, if whole staff is involved in decision-making within the school. Regarding shared vision, Nias *et al* (*op.cit*. p.72) observe and conclude;

> [T]he main impetus for their (teacher) learning come from the shared belief that existed in all the schools that practice could always be improved and hence that professional development was a never-ending process, a way of life.

Creating a collaborative culture (Hargreaves, 1994), among a teaching community not only in the schools where they currently work but also in the neighbouring schools tends to be more immediate not only desire but also needs in this time of change than before, with the goal of supporting learning and renewal under the name of professional learning community. The context of this culture requires more mutually respectful environment, close examination of beliefs, assumptions and preoccupations. For this may, Smylie (1994: 156) argues, "encourage free exchange of ideas that, in turn, promote critical reflection, creativity and innovation, and self-directed, proactive thinking and learning" . With reference to the above arguments, learning through inquiry, high-order reflection, learning through being critical might have opportunity to be enhanced by teachers who share authority, power and rely on mutual examination of individual teacher's ideas, beliefs, and classroom practices in school. Smylie (1995) contends that sharing power and authority among teachers may reduce positional status and may promote development, exchange and critical analysis of ideas, beliefs and practices. This argument seems, in general, in line with Stenhouse's (1975) point, that is, it is the business of education that makes us free, in that to me, every individual teacher in a collective working relationships might have an opportunity to state or express their ideas, and beliefs towards creating a more conducive atmosphere for development.

As the term "*Personal Development Profile"* proposed by Day (1997) calls for more than individual self-renewal, rather it might demand the creation of a learning culture in a school as a whole so that learning responsibilities are scattered among teachers as individually but are accumulated as a body of knowledge. Though every individual teacher is unique, they might have a lot in common such as experiencing similar difficulties or having concerns in the implementation of teaching strategies that are entirely new for them. Deprived of more productive, mutual respect and open discussion atmosphere among teachers are created, Fullan and Hargreaves (1992:19) argue, "good ideas and innovations developed by individual teachers are often inaccessible to others in the profession" may still be in place. In their study, Nias *et al*, (*op. cit*.) conclude that teacher "learning took place under favourable conditions… conditions for learning were favourable when they satisfied teachers' physical needs (for example, they were rested, relaxed), their affective needs (for example, emotional support) and took place in an appropriate context (for example, sufficient time, space, materials)'.

It is an assumption that collaboration and collegiality (Hargreaves, 1994) may have a greater influences on both teachers development and in turn pupils' learning. In this collaborative culture, mutual classroom observation is likely to have a considerable impact upon teachers development, however, let me say that just as in most approaches have their own pros and cons, this point of view has too, if it is used as a taken for granted. From the findings of 'The Pathways to School Improvement Project', for instance, Harris (1996) notes that "the schools were organised in ways that encouraged teachers to develop coping strategies rather than self-sustaining professional development" [p.65]. Teacher development within the school context is, therefore, associated with exchanging ideas, beliefs, and assumptions in a way that creating an atmosphere which encourages discussions, not acceptance of whole ideas as a taken for granted, among teachers who have similar knowledge and experience. There is one crucial point to be borne in mind for this collegial environment is that teachers need to have something to discuss and to share with their colleagues prior to taking part into this setting, because as in their study, Bruce *et al,* (1989) conclude, for the least-prepared teachers the collegial setting seems to be least satisfying. Stenhouse (1984) argues that good teachers;

> are not professionally the dependents of researchers or superintendents, of innovators or supervisors. This does not mean that they do not welcome access to ideas created by other people at other places or in other times. Nor do they reject advice, consultancy or support [p.69].

That means to me that none of individual teachers can be regarded merely as a process to someone else's products. For, science deals with accumulative knowledge which we inherit from the past. It is not stable, rather it is still developing and improving in favour of humankind. Teaching as a professional occupation, to me, needs to be conceived in line with science in that every individual teacher needs to undertake a personal and professional responsibility for contributing to it, acknowledging the paradigm of "the teachers as researchers" (Stenhouse, 1975), "the teachers as action researchers" (Elliott, 1991), "the teachers as reflective practitioners" (Schön, 1983,1987), and "curriculum action research" (McKernan, 1996). This point brings the crucial issue of relationship between the teacher researcher and the university researcher in which a new form of collaboration comes to the light, and needs to be taken into account, which is suggested by Day (1991: 537), that is "effective, human-relating skills and qualities and, by implication, places the researcher into an *ethical* relationship with the research object which now becomes a research subject". Thus, collaboration seems to have become a crucial issue of teacher development, and the nature of that collaboration seems to based upon the notion of human-relating skills and ethical issues, that is to stipulate that it is not only a professional perspective, but also a personal perspective which encompasses teachers as subjects as well as objects. Besides, collaboration with university-based researchers and teachers confront us with the paradigm of the nature of knowledge, as such who generates it, for whom, who uses it, however, this is beyond the scope of this study. What all this does mean for pupils and their learning, the point which will be discussed next.

Pupils in These Changing Times

In this new millennium, it is time to reconsider the roles and responsibility of schooling in the education of pupils. The primary curriculum, Richards (1998) observes, not only in England but also in rest of the World has always emphasised the teaching of literacy and numaracy. This is also a case in the Turkish National Curriculum.

However, though scientific and technological breakthroughs which seem to be occurred on a daily basis, education seems not to change at the same speed as technology. In accordance with changes in society, through the way pupils learn seems to be changing (e.g. pupils in the schools are using software, virtual reality, making personal contacts with e-mail to access relevant data, even carrying out joint-project work through other pupils in other countries as well as within the country in which they live) basic requirements of education such as reading, writing and counting are still considerable determinants of today's schooling, and will presumably be the same in the future. What this means is that schools are durable institutions, in that teachers are important components in making differences in individual pupils' lives. Although fundamental purpose of the today's schools has been

the identical to the previous education of pupils, but its processes and nature tend to be changeable if school will be able to offer reliable, updated information, skills and "the ability of thinking" to its pupils.

These changing times bring the different array of new facts, actions and an infinite number of problems with them, and those are apt to force pupils to learn and act accordingly. To a greater extent those problematic situations require unique solutions to unique circumstances, and so it seems rather unrealistic to expect schooling to teach only necessary knowledge to its members, rather to acquire their clients necessary skills (transferable skills such as communication and information technology, working alone and with others and improving their own performance). This raises immediately the issue of the nature of learning which needs to be changed towards the new understanding of school learning.

The Changing Nature of Learning

> Teaching, learning, and knowing are three different activities. Knowing – especially knowing how to learn – is one mark of the educated person. Teaching is simply a way to promote that outcome. (Charles Wright, quoted in Rose & Nicholl, 1997: 278).

The nature of schooling and its role is changing or at its best needs to be shifting towards becoming more adaptable to technological changes in that instead of concentrating, Galton (1998) argues, on *knowing what* too much, *knowing how* is approved to access and use information. Teachers of today's pupils have been expected to focus on pupils to take more active roles in their learning to work independently and collaboratively to construct a wealth of knowledge and understanding. Furthermore, they should take the idea of 'teaching children to think'(Fisher, 1995), and 'teaching children to learn'. It is acknowledged by some (e.g. Driver *et al.*, 1994), knowledge is over there. As a result, expecting pupils to see the things from multiple perspectives, using their own personal understanding and meaning, is most likely acceptable and convenient approach to today's education rather than focusing on narrow understanding of its complex nature.

In the past, "schools were more about moulding people and turning them into useful and productive citizens. Today's schools are more about nurturing, encouraging pupils to find and develop their skills, stressing self-respect and respect for others" (Singleton, 1993: 174). In approaching to understand the education of pupils, differences still exist between the past and today in developing and developed countries. For example, in the Turkish National Curriculum, trying to turn pupils into useful and productive citizens are still in place, and much has been devoted to that processes. However, the culture of schooling of today needs to shift from that traditional approach to more contemporary one, and the culture of learning needs to shift from entirely structured learning environments such as predefined curricula and text books to more open learning environments in which pupils are confronted with real situations that entail self-reflection, personal experience, and rely on individual decision. The idea for this is that every individual pupil has an individual and unique mind, as mentioned earlier. Based on this, '[g]ood learning is about constructing a view of the world' (Stenhouse, 1984: 71). It is about regulating their own learning.

'A predominance of systematic knowledge' (Posch, 1996), however, seems to be widespread in education of today curricula in that Posch argues "low priority given …. to personal experience and involvement" [p.65]. In a similar vein, in the schooling of today's pupils Whitaker (1997) asserts, "what really seems to count most is how children behave when they are tested, not how they think or feel, or what their ambitions in life are" [p.17]. In our rapidly increasing complex changing times and moving into more unpredictable new millennium, individual responsibility, competence, thinking might be acknowledged the key components of learning. In brief, focusing on "life-focused learning" (Whitaker, 1997) seems a most acceptable preoccupations of today's education by which he argues that "when we place life at the centre of our educational concerns, we see learning as a natural part of growth and development" [p.51]. This may require a more holistic view of education in providing alternative perspectives to education, tends to be seen more acceptable, and also it would necessitate the ability to identify pupils' own needs as well as the needs of society. Educating pupils to be more reasonable, rational, sociable by virtue of prompting them to have adequate skills and knowledge to

overcome the challenges of these changing times tends to be more acknowledge in the education of today.

The pupils are of great value to their own teaching whatever model of teaching and learning we are talking about. As they come to school, they already have life experiences (informal learning experiences). I believe that these life experiences may have an impact upon school learning (formal learning experiences). This is to say that, for instance, the two concepts of assimilation and accommodation proposed by Piaget have been seen as of crucial importance in understanding the development of pupils. Pupils' learning either informal or formal need to be integrated into rather than imported from the live. Transferable knowledge (knowledge learnt from one subject needs to be implied to another) and skills (working with and individual, communication and information technology, expressing ideas clearly) appear to be crucial, for the purpose of applying them to a wide range of contexts. Thus, using, even developing those skills, seems to have greater value in today's education of pupils.

It is also important to consider the social interaction which will in the approach of the new millennium probably be most dominant and desirable perspective to education in that pupil-teacher relationship needs to be revised as they are both learners. The psychological learning theories and principles behind today's education are still dominant and guide many teachers. However, complicated and rapidly changing times require more holistic, realistic and pragmatic approach to the education of pupils, not narrow approaches stemming from a single perspective. To me, the role of education is being gradually moved to outside of the school through social interaction. For children of yesterday might have had little to bring with them to the schools, whereas children of today have much prior to entering the school by virtue of media, communication technology and so forth.

However, it is not only the matter of widespread communication technology and its common use but also the matter of human relationship. Creating social-psychological resources between teacher and pupils, Young (1985) notes, has more importance than physical resources. The knowledge the pupils already have and the learning activities within the schools need to be integrated. The role of schools in pupils' learning is to create an adequate environment in which knowledge is shared through being critical with both pupils alongside their peers and their teachers. Becoming critical pupils is dependent a teacher who is critical. As Woods (1996: 128) argues, "critical students require critical teachers". The positive social relationship between teachers-pupils and pupils-peers may enable an opportunity to create "critical events" (Woods, 1993) in that pupils may become more critical for their own learning. As a consequence, learning gained through social interaction within school may be of more relevance to the real world. To me, much learning takes the form through shared understanding, and that learning is crucial which has a meaning for pupils. Learning, Smylie (1994) notes, "begins with ambiguous situations that present a dilemma, problem, or perceived difficulty for the individual" [p.155]. Assumed knowledge, beliefs, and assumptions presented by others, unless creating any dilemma and ambiguous in learning situation, therefore, may have little relevance to the outside life of the school. According to experiential learning theorists, such as Dewey and Piaget, learning is more effective particularly when it begins with problematic experience.

The question of "whether pupils find school learning meaningful for their outside life or not" inevitably arises. In essence, I am not in a position to speculate on it, but I might be in a position to suggest that we need to ask this and similar questions on a regular basis, and need to reconsider teacher development accordingly.

Conclusion

The changing times bring a number of issues together in this chapter and thus would provide an appropriate conclusion to the chapter. The cost of changing times may seem intimidating and may confront teachers with a new role that they have to undertake, say a new form of professionalism. If these above assumptions are taken into consideration, then we should stop thinking of teachers just in terms of professional development and start thinking of them as whole people; and we should stop thinking of pupils as clients to whom merely knowledge is given in schools and start thinking of them as whole people who need to be developed to acquire the necessary skills and awareness of world in which they are in order to construct the meaning of their own world.

Professional learning is unlike professional development in that it comprises subconscious learning. It may take place as a result of years of teaching, and may construct practical knowledge which may have tacit influences on teachers' teaching. This tacit knowledge held by the teachers, particularly experienced ones, is likely to have an opportunity become an explicit one if it is under critical scrutiny, working along with others, with the whole heart to commitment to and ownership of development.

Viewing teacher development as a whole is not desirable in the times of change, rather it seems necessary. This means that not only teachers regard themselves as responsible for their own development as a total, but also commentators studying teacher professional development ought to take complexities of teaching [e.g. technical- (planning, classroom organisation etc.) - creative (innovating new teaching strategies, applying combination of those to the diversity of pupils etc.) - emotional (caring children) - social (interacting with pupils, colleagues and outsiders)] and teacher development (e.g. personal development, moral and professional development) into consideration. Teaching is one of the most demanding jobs in terms of responsibility. Teachers are increasingly becoming responsible for the education of pupils to themselves in the first place, to their pupils, parents, schools, colleagues, heads, inspectors, and society, on the one hand, they are human beings, and have their own private lives. Many of us may not bring our job related businesses to home, is this point relevant to teachers as well?

Teaching has also an emotional dimension, the sense of caring of and sacrificing oneself for children. Although, for instance, teaching has very low social and economic status in Turkey, many teachers point out that they love teaching and children, and thus this gives them happiness. The emotion is a crucial element in the way that teachers themselves may construe the nature of their jobs. As a result, the enhancement of understanding of teacher development may be dependent upon recognising the complexity and diversity of nature of teaching.

If the preparation of teachers for teaching somehow has not been convincing (Joyce & Showers, 1995), and staff development activities the extent to which treat teachers as if they were all the same (Stoll & Fink, 1996), then a new perspective comes in mind; professional development and personal development (whole teacher development) needs to be regarded as something going hand-in-hand. One without the other is unlikely to be sufficient. Each of perspectives (e.g. INSET, workshops) attempting to create an opportunity for the teacher professional development seems to identify an important set of variables relating to that development, but each may give only a partial picture of total process, because it is too complicated, it is more like, metaphorically, striving to get a clear and broad picture of football mach by using just one camera. Substantially, development is multidimensional and, in most cases, unpredictable, it may stem from both professional environment created deliberately by someone else and from the sense of personal satisfaction, value, and self respect. The idea of WTD embraces intrinsic motivation as well as extrinsic one, ownership, commitment and desire to pupils, teaching and development.

If we want to increase pupils' learning through teacher development, then we need to keep in mind that schools are places in which both pupils and teachers need to feel secure and safe, and accordingly meaningfulness of teachers' work needs to be created. This is because, teachers' images of their school and their perceptions of its environment is of great value in their development. The environment in which teachers work may have a greater influence on their developments. Creating supportive culture in school, exchanging ideas, mutual observation among teachers may seem to have an importance for development by taking values, norms of individual teachers into consideration. In many cases, factors such as individual teachers' values, norms, ways of seeing, sub-culture may have strong effects on shaping, and directing their development, since individual teachers tend to construct their own concept of reality. Positive attitudes to these factors are of crucial, and may lead to teacher satisfaction (e.g. you and your idea, feelings, thoughts are meanings for me, and important). This would also result in meeting the uniqueness of individual teachers' requirements, because of the fact that things are done *with* and *by* them rather than *to* them. Some teachers the extent to which resist change, this would be in part because, either they might not believe in its usefulness, or may not believe in a way that it should be done.

The accelerating speed of change requires accelerated learning in that using established teaching principles and methods as a taken-for-granted is likely to be dysfunctional. The implication is that holistic teaching approaches either gained by personal initiative or professional efforts as a basis of

effective teaching are needed to meet the needs of diversity of pupils. The use a variety of teaching and learning strategies/methods are more likely to provide a climate or an opportunity to meet the differences of pupils. Therefore, teaching requires constantly new techniques and methods based on concrete experience of classroom practice to acquire new knowledge, skills and new ways of understanding phenomena in that ongoing reflective practice, critical reflection, inquiry, mastery and being skilful (or combination of all) tend to be key elements of teaching as a professional vocation, rather than viewing teaching as technician.

What we expect of our teachers seems conducive to expect of our pupils, in that pupils need to be seen as their researchers, seekers of knowledge just as teachers are seen. Creating optimal conditions or climates which promote opportunities for self-reflections, critical events and challenges, and facilitating pupils' learning are more acceptable approach to the schooling of today. For today we have come to understand the new paradigm which reveals, in many findings of research of pupils' learning, every individual pupils has a unique mind and these minds have distinctive working functions. We may be sure that effective teaching the extent to which in the classroom takes place, and yet may not grantee that effective learning occurs for pupils, so that creating conditions conducive to them, and their learning is of great value. Learning is not like a formula, two plus two equal four, but it is rather complicated process. Teaching strategies working in one situation may not work in another.

Contributing to pupils' intellectual development through self and collaborative inquiry appears a desirable process, for the purpose of creating an opportunity for pupils to construct a view of world by themselves. As Dryden and Vos (1994:390) note, "children learn best when they are helped to discover the underlying principles for themselves". In order for pupils' learning, the "knowing that" and "knowing how" are seen as both important, but taking precedence over the latter seems sufficient, life-focus learning respectively. Effective teaching, in this sense, seems to moving to more interactive-information technology. Thus, school learning and outside learning needs to be integrated in that given the importance transferable skills and flexible-knowledge are of substantial in education of pupils. Here, the role, and maybe responsibilities, of teachers are knowledge-mediators, rather than knowledge-deliverers. As a common knowledge and a pragmatist approach, as Dewey (1929) pointed out, the school is not preparation of life, but rather it is life by itself. Dewey's view could be widely accepted by many, but it is open now and will probably be in the future for every kind of research, discussions, speculations and considerations.

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