

Teachers' mental health and peer reflective practice through cooperative development

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Outline

- Who we are
- What is CD
- Why CD
- How to CD
- Practice
- Final remarks

What is Cooperative Development?

A collaborative approach to **self-development talk**. (Mann & Walsh, 2017:185)

“a way of **working together** with someone in order to become a **better teacher** in your **own way**: two people **co-operate** for an agreed period in order to allow **one person** to work on his or her **(self-) development**” (Edge, 1992: 62)

“an **inquiry-based** approach to teacher development that foregrounds **non-judgmental discourse** in professional interactions”. (Edge & Attia, 2014:65)

What is Cooperative Development?

“It is not about a way of teaching but, rather, a **way of being a teacher**”

(Edge & Attia, 2014:65)

A way of being a colleague...

Why would I engage in CD?

Sink or swim



<https://radio.uchile.cl/wp-content/uploads/2021/06/estres-docente.jpg>

Why CD?

~~Sink or~~ **Swim...**



Why CD?

- Awareness of your own strengths and skills
- Appreciation of the strengths and skills of others
- Willingness to listen carefully to others
- Ability to interact positively with changes in your teaching environment
- Capacity to identify directions for your own continuing development
- Potential to facilitate the self-Development of others.

(Mann, 2017: 182)

Why CD?

“some of us have in common: a ***readiness*** to invest a little more of our time and energy than we are paid for. for. We do so in an effort to **develop a style of teaching**, and, more than that, of **being a teacher**, that is coherent with our sense of who we are and that is **satisfying for our students and for ourselves**” (Edge. 2002:5)

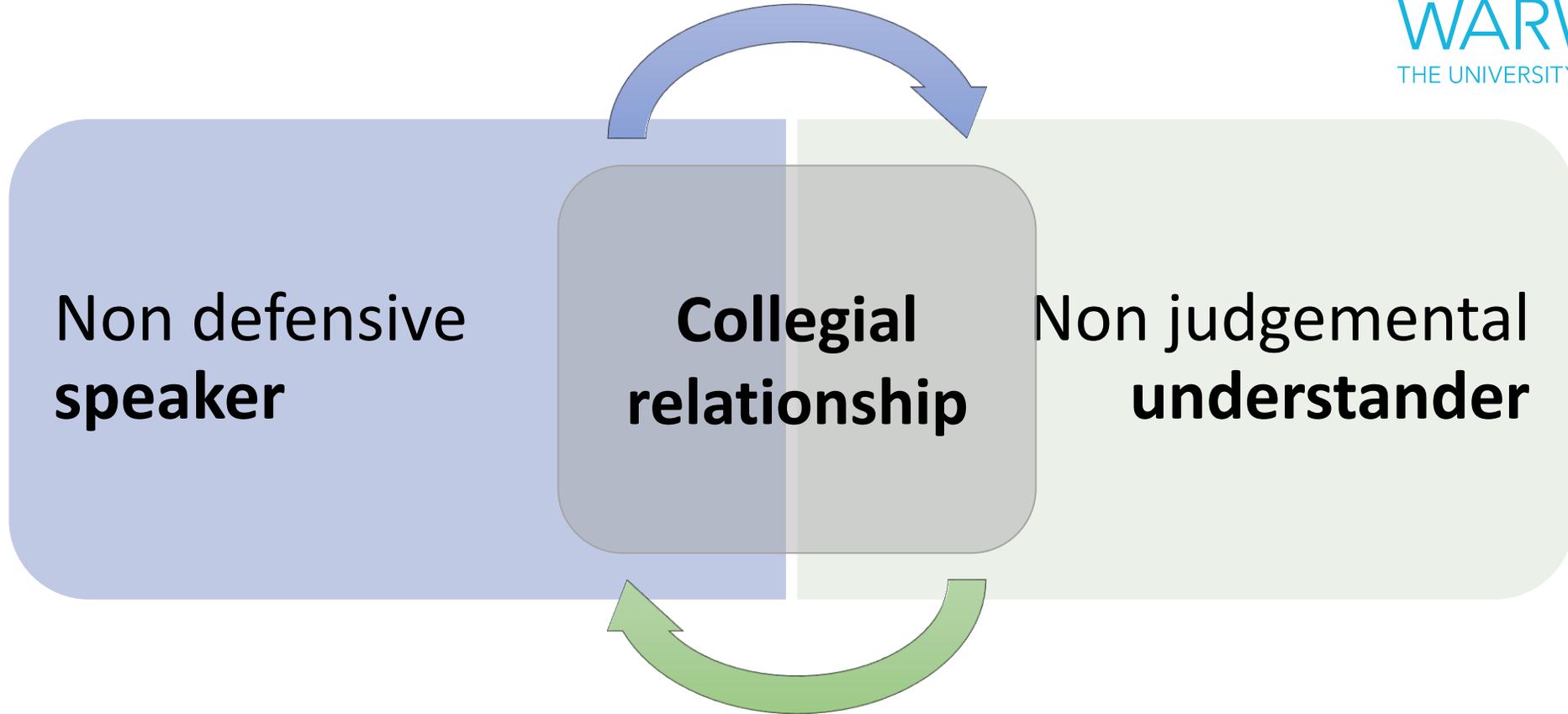
“Everyone ***has experience***. No everyone **learns** very much of it” (Edge, 2002:15)

Why CD?

“another way of learning for me is to state my own uncertainties, to try to clarify my puzzlements, and thus get closer to the meaning that my experience actually seems to have” (C. Rogers, 1958a)

Eradicate the idea that schools are “individual classrooms linked by a common parking lot” (Little, 1990, In Feinman-Nemser, 2012:158)

How to do CD?



The role of the Understander in Co-operative Development is to help the Speaker develop the Speaker's own ideas as the Speaker clarifies them and discovers where they lead. (Edge, 1992:62)

How to...

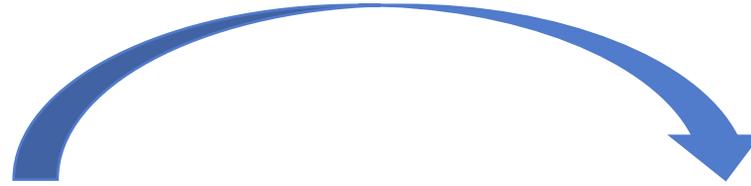
Articulation (speaker)

- Voicing what is partially formed
- Formulating and shaping experiential knowledge
- Articulating what is confused or partially formed

(Mann, 2002:198-202)

Attending (understander)

- Full attention
- Observing through the speaker's eyes: empathising
- Non-evaluative listening



How to...

Articulation (speaker)

Attending (understander)

The importance of silence

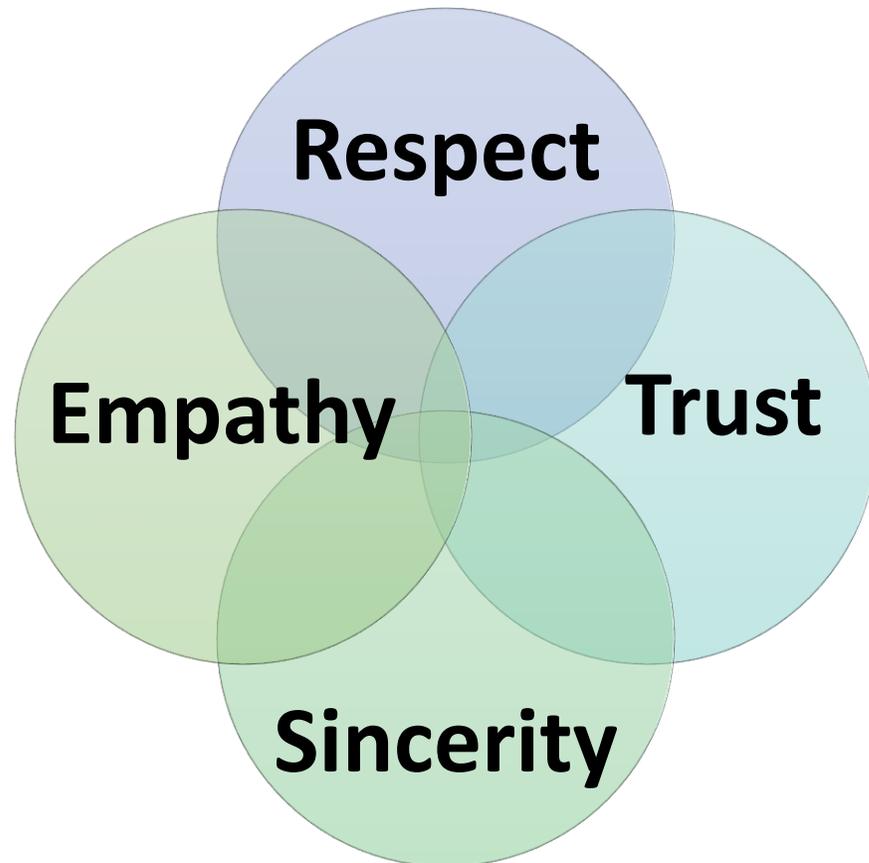
Shhh....



I'M
THINKING

How to do CD?

Underlying attitudes



- **Empathic** understanding,
- **positive effective attitude**,
- **genuine** interest,
- **respectful** of the individuality of (the self) and of the other

(C. Rogers, 1958b)

How to do CD

In pairs

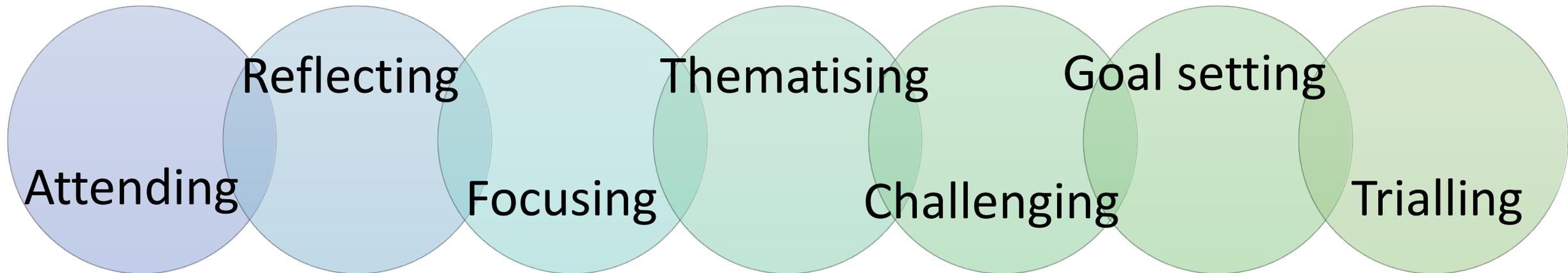
In writing

Face-to-face

Small groups

How to engage in CD

Understander's moves (skills)



Not necessarily in this order

How to...

Attending

Reflecting

Mirror. Hear back.

Focusing

Concentrate on one point at a time.

Thematising

Ideas with a common link.

Challenging

Demonstrating possible links between different ideas.

Goal setting

Action-oriented talk.

Trialling

What needs to be done to realize that goal.

Moves (skills)

Moves / skills	Description	Examples (always in relation to the speaker)
Attending	<ul style="list-style-type: none"> - listen fully and carefully. Listen to understand. 	
Reflecting	<ul style="list-style-type: none"> - Mirror, to reflect back the speakers' ideas - Reflecting "hear back" 	<ul style="list-style-type: none"> • 'OK, so if I've got this right, what you're saying is. . .' • 'Just let me see if I'm with you so far, . . .' • 'Right, so your position at the moment is . . .'
Focusing	<ul style="list-style-type: none"> - Concentrate on one point at a time - select something from what the speaker that she/he/they would like to develop in more detail; - Deal with specifics as part of a move toward action. As action must be specific 	<ul style="list-style-type: none"> • You have spoken about X, Y and Z so far, is that right?' (Pause for confirmation) • 'Would it be useful at this point to Focus on one of them in more depth?'
Thematising	<ul style="list-style-type: none"> - There may be various ideas with a common link 	<ul style="list-style-type: none"> • I wonder if these ideas are connected for you?
Challenging	<ul style="list-style-type: none"> - Bring together statements the speaker has said. - Without judging with the speaker's idea - Challenges may not be resolved immediately: It's an opportunity for reflection. 	<ul style="list-style-type: none"> • 'A few minutes ago, you said X, didn't you? And now you're saying Y. Are these at all connected for you?'
Goal setting	<ul style="list-style-type: none"> - What kinds of actions can be implemented and evaluated - Learning through conscious experience 	<ul style="list-style-type: none"> • 'Do you see a clear goal for yourself arising from what you have said so far?' or • 'Am I right in thinking, then, that the goal you see now is X?'
Trialling	<ul style="list-style-type: none"> - What will be necessary to before actually engaging into action. - Support the careful and flexible preparation 	<ul style="list-style-type: none"> • Are you sure about the timing? • How do these groups work together?

(Adapted from Edge, 2002; Edge, 2006; Edge & Attia, 2014)

An example:

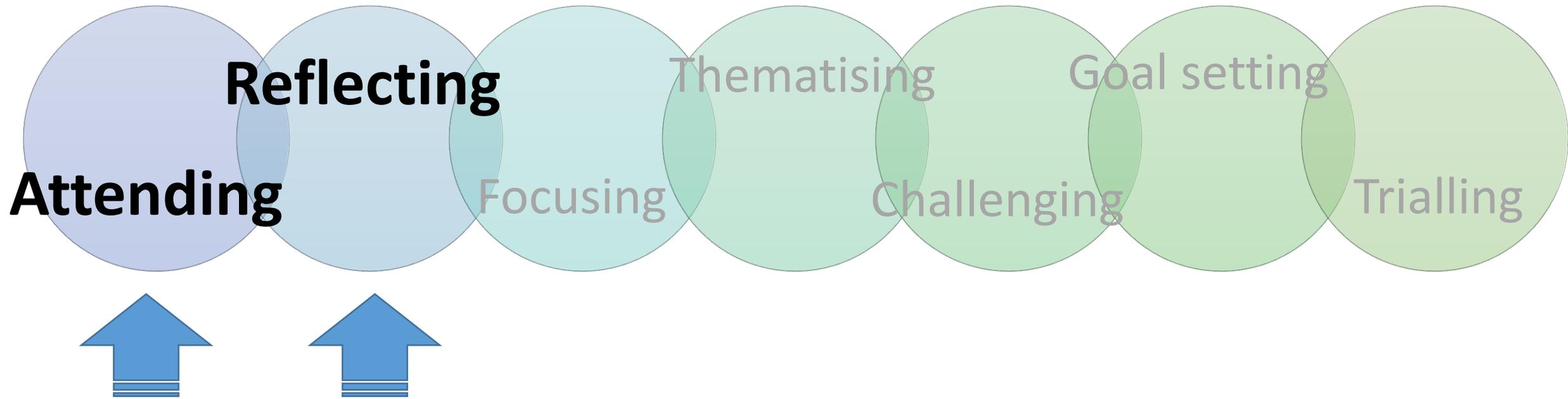
What does the **understander** say/do?

- Video
- Two teachers
- Online
- Check the subtitles.

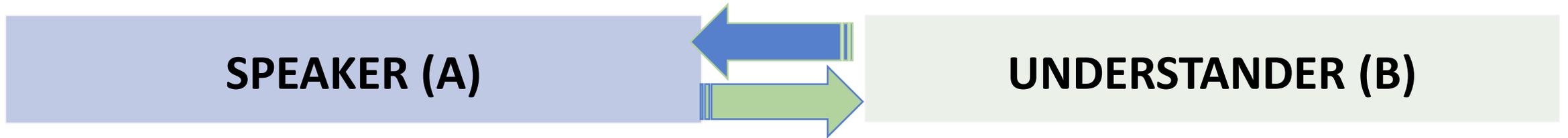
Cooperative Development:
Reflective practice between colleagues

Video recorded by K. Shaffie
Edited by C. Bustos

Practice



Practice 1



- Go into Breakout rooms
- In pairs (or triads)
- Agree on: speaker, understander(s)
- 10 min

Practice

SPEAKER

- Think about a memorable teaching situation you've had. (as a teacher or student)

- Think briefly about what made it memorable.

- **There was one time when I truly felt...**
- **There was one time when I felt as though....**

UNDERSTANDER:

- Make the speaker feel listened to

- Non verbal communication (nod, smile, "mmm")

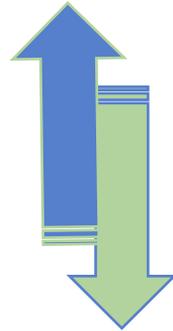
Over to you

UNDERSTANDER:

- Just a minute, let me see if I've got this right . . .
- Okay, what I hear you saying is this: . . .
- All right! That's a lot to remember! Let me be sure that I'm with you here . . .
- Can I just check something with you? . . .
- So, if I'm understanding you properly . . .
- Okay then, this is the message I'm getting . . .
- Right, so it looks like this: . . .

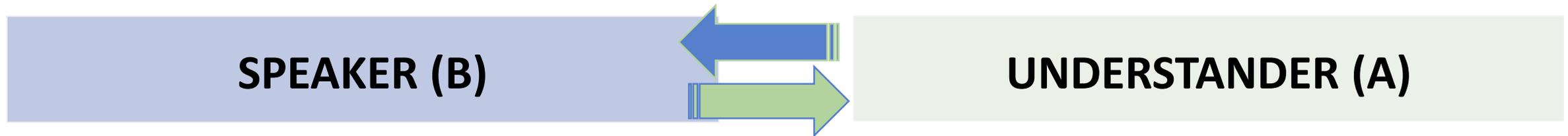
Practice 1: how did you feel?

Challenges of being an understander?



Challenges of being the speaker?

Practice 2



- Exchange roles.
- Same as before: 1 speaker, 1 or 2 understander(s)
- 10 min.

Over to you

UNDERSTANDER:

- Just a minute, let me see if I've got this right . . .
- Okay, what I hear you saying is this: . . .
- All right! That's a lot to remember! Let me be sure that I'm with you here . . .
- Can I just check something with you? . . .
- So, if I'm understanding you properly . . .
- Okay then, this is the message I'm getting . . .
- Right, so it looks like this: . . .

Practice 2: how did you feel?

- Did the Speaker...
 - feel well Understood? What was this feeling like?
 - understand his or her own ideas better after having expressed them?
- Did the Speaker's ideas develop at all as they were being expressed?
- How did the Understander feel while trying to Reflect without revealing his or her own opinions?
- How does the Speaker feel about not having heard the opinions of the Understander and Observer?

Final remarks

Where do I go from here?



- Finding time

- Find a colleague (colleagues)

- Journaling (logbooks, voice notes)

- Being systematic

Final remarks

- Disagreements are expected.

- Some people don't like it.

- Some people don't feel it's worth their while



References (and useful links)

<https://cooperative-development.com/>

http://cooperative-development.com/?page_id=78

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Thank you



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