

What is the background and evidence for this model?

Joyce and Showers studied 200 In-Service Education and Training programmes for teachers and trainers, each of which was designed with the specific aim of changing classroom practice. The research findings revealed that, even though teachers and trainers were often very enthusiastic about the training they received, they rarely applied it in a sustained way that led to long-term change in practice.

Joyce and Showers concluded that, for training to be truly effective, it needs to include the following five components or stages.

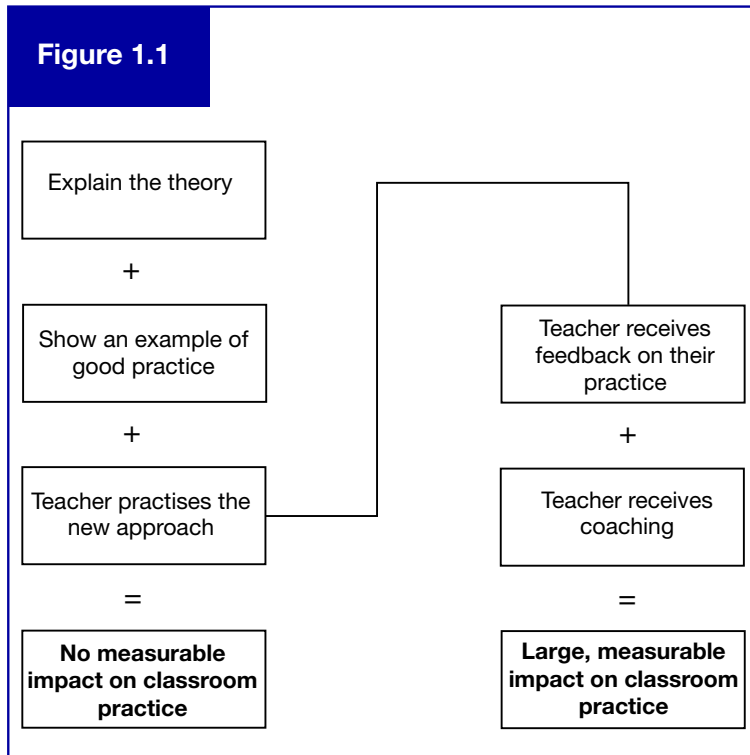
- **Theory** – where the new approach is explained and justified.
- **Demonstration** – to give a model of how this can be put into practice.
- **Practice** – so that the teacher can try out the new approach.
- **Feedback** on how well the new approach is working.
- **Coaching** – to help the teacher discuss the teaching in a supportive environment and consider how it might be improved.

Their research¹ shows that, without the opportunity to receive feedback and coaching, there is no measurable impact on classroom practice. However, once these two components are added, in particular the final coaching stage, there is a large and measurable impact on practice. Figure 1.1 offers a diagrammatic representation of the model.

The feedback might be provided by a colleague who observes the session. Alternatively, the teacher delivering the lesson might simply describe to colleagues what they did and what happened as a result, including things that went well and things that did not. Coaching goes one step further. It provides an opportunity for the teacher to reflect on the lesson and consider, in a supportive climate, why an approach did or did not work and how it might be changed or refined.

¹ Joyce, B.R. and Showers, B., *Student Achievement through Staff Development*, 3rd edition, 2002, Association for Supervision and Curriculum Development.

Figure 1.1



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