



Wednesday, 30th October 2013
1.00 - 2.00
MR 317

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**Understanding the Importance of Context for Teachers'
Professional Learning in Malta and Scotland**

The aim of this research inquiry is to understand how two particular groups of teachers, in two different national contexts, engaged in learning on an individual and collegial basis. The role and identity of these teachers as learners is explored in order to understand how these influence the way teachers engage in professional learning.

Both the current Maltese and Scottish educational contexts are characterised by changes which oblige teachers to radically transform the way they teach, highlighting the need for teachers to develop the necessary skills and knowledge to critically analyse their own professional role within the wider context of teaching and to take stock of their professional learning.

This research study aims to introduce a learner-focused perspective which considers the specific needs of the participants and situates learning within the specific social contexts of teachers' practice. This contrasts with the training-focused perspective which has traditionally characterised teacher professional learning in both Malta and Scotland. This inquiry examines schools as important contexts within which teachers learn and aims to identify some of the conditions which can facilitate this learning.

Semi-structured interviews, an online forum and questionnaires were used to collect data from teachers in Scotland and in Malta. A grounded theory method approach was used to analyse and interpret the data.



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