

SHARING GOOD TEACHING PRACTICES

by:

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The concept of "sharing good practice" in educational settings has gained traction in recent years. However, the practical implementation of this concept proves to be more complex than it initially appears. Ideally, sharing good practices should lead to a consistent standard of teaching across departments or entire schools. Yet, we observe significant variations in teaching quality and value-added metrics among educators. Despite investments in various mechanisms to facilitate the sharing of good practices, the desired uniformity in teaching standards remains elusive.

To delve deeper into the factors influencing the effective sharing of good practice, we need to examine several key elements. First and foremost is the importance of relationships and trust among teachers. Trust is the cornerstone of social learning; without it, teachers may feel hesitant to share their practices or seek feedback openly. Building a culture of trust requires a supportive environment where teachers feel safe to express their ideas, successes, and challenges without fear of judgment.

The second element is the teacher and institutional identity, which plays a crucial role in establishing conditions conducive to trust. When teachers identify with their institution and feel aligned with their values and goals, they are more likely to engage in collaborative practices. Institutional identity also involves recognizing and valuing the unique contributions of individual teachers, fostering a sense of belonging and mutual respect.

Teacher engagement is another critical factor. For the sharing of good practices to be effective, teachers must be willing to experiment, take risks, and learn from their

experiences. This engagement is often driven by intrinsic motivation and a passion for teaching. Encouraging a culture of continuous professional development, where teachers are supported in trying out new approaches and reflecting on their outcomes, can enhance engagement and innovation.

Understanding the role of time is equally important. The process of sharing and implementing good practices is not instantaneous; it requires time for teachers to observe, reflect, adapt, and integrate new strategies into their teaching. Schools must acknowledge this and allocate sufficient time for professional development, collaboration, and reflection. Rushing the process can lead to superficial adoption of practices without a deep understanding of their underlying principles.

In summary, while the concept of "sharing good practice" holds great promise, its successful implementation requires attention to social and cultural conditions. By fostering trust, engagement, and an understanding of time, schools can create an environment where teachers are empowered to innovate and collaborate. Through deliberate and sustained efforts, the sharing of good practice can lead to improved teaching and learning outcomes across the educational landscape.

References:

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