



KNOWING & DOING ARE NOT THE SAME THING!

TACKLING THE PD TRANSFER PROBLEM

ResearchED DUBAI | GEMS WELLINGTON ACADEMY | SATURDAY 26th APRIL 2025

[walkthrus.co.uk](https://www.walkthrus.co.uk)

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TODAY'S PROGRAM

1

TRANSFER
THE PROBLEM OF
ENACTMENT

2

TRAINING
PEDAGOGIES THAT
SUPPORT
TRANSFER

3

COACHING
ATTACKING THE
TRANSFER
PROBLEM



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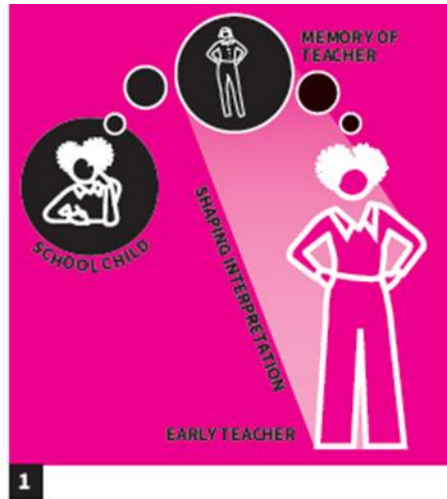
COACHING
ATTACKING THE
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The *problem of enactment*... a phenomenon in which teachers can learn and espouse one idea, **yet continue enacting a different idea**, out of habit, without even noticing the contradiction.



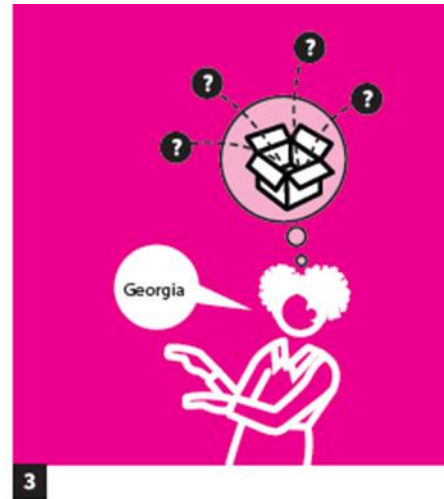
TRANSFER | THE PROBLEM OF ENACTMENT



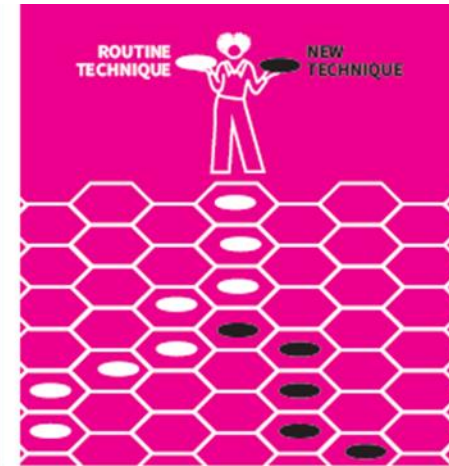
INITIAL FRAMES OF REFERENCES



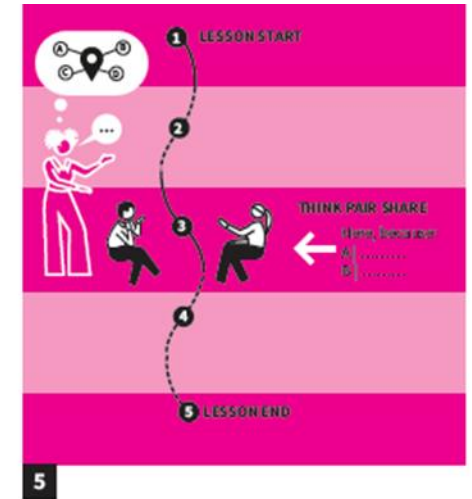
AMBIGUITY OF EDUCATIONAL LANGUAGE



ESPOUSED BELIEF v ENACTED PRACTICE



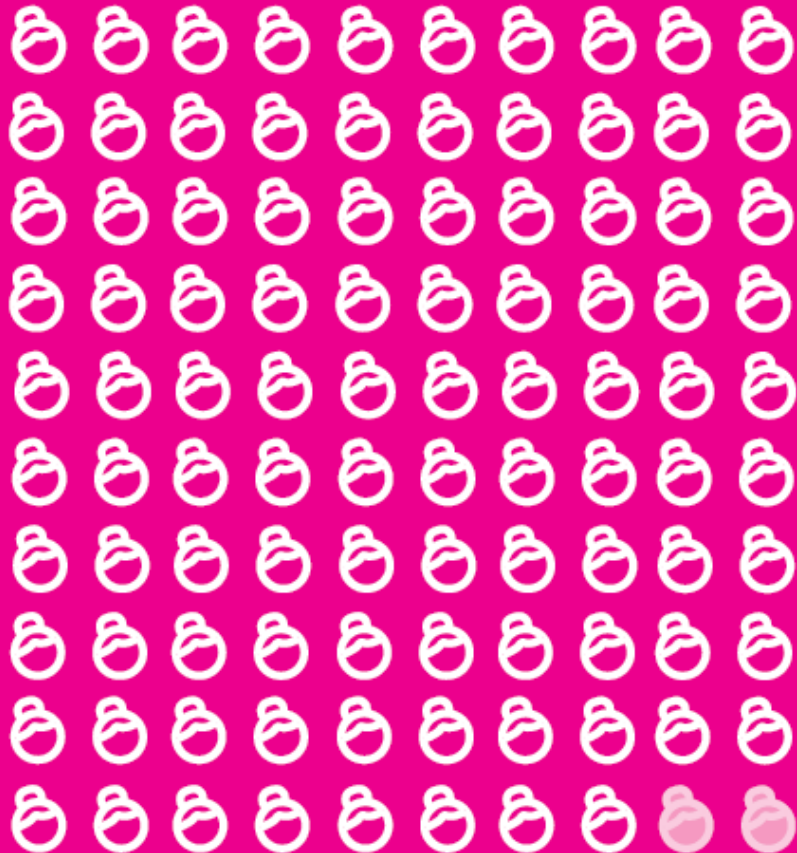
KNOWING WHEN TO ENACT NEW IDEAS



SITUATED KNOWLEDGE



TRANSFER | THE 98% PROBLEM



THE 98% PROBLEM

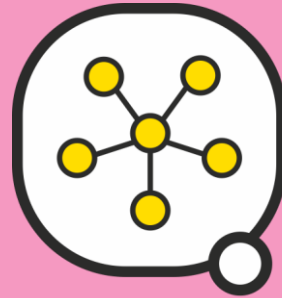
Teachers spend 98% of their time alone with students, making their own decisions, in the moment.

PD should give teachers **mental models** that help them to enact intentional changes to their practice.



TRANSFER | SCHEMA & MENTAL MODELS

SCHEMA

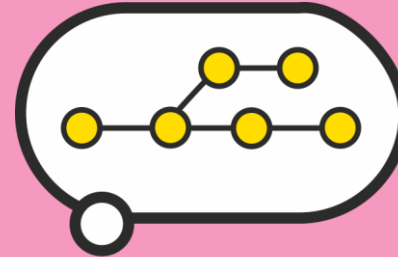


CONCEPTUAL

CONTENT

NON-LINEAR

STRUCTURED



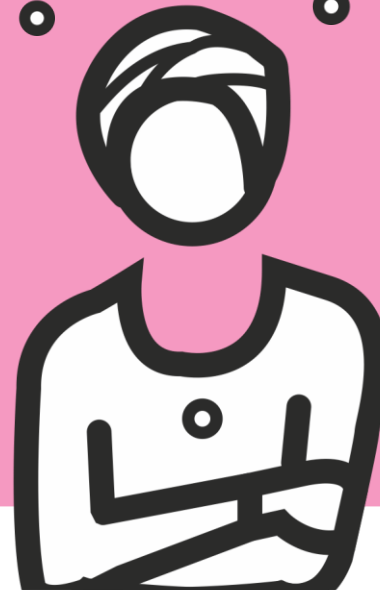
OPERATIONAL

PROCESS

LINEAR

FLEXIBLE

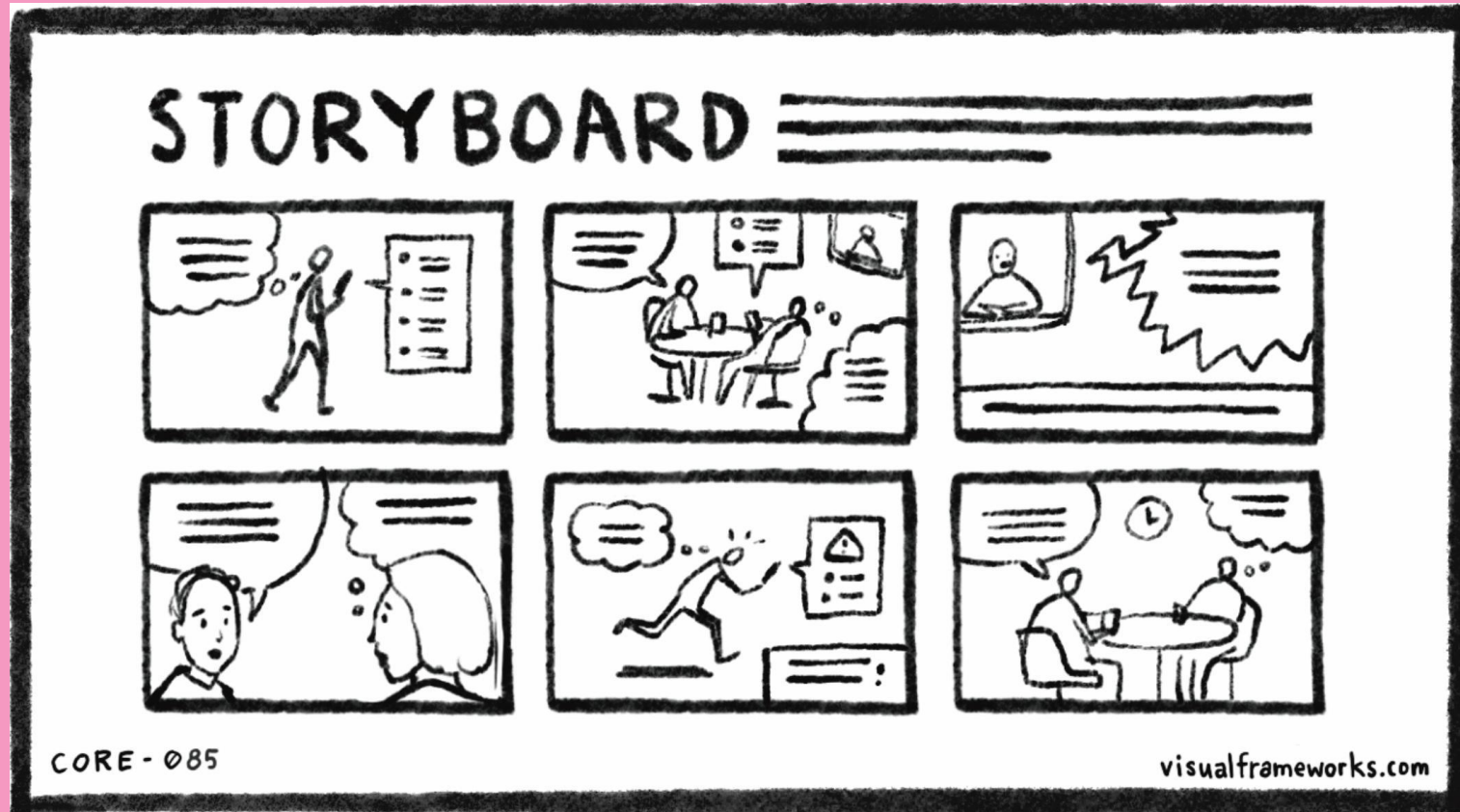
MENTAL MODEL



A MAP | A SCHEMA | *KNOWING*



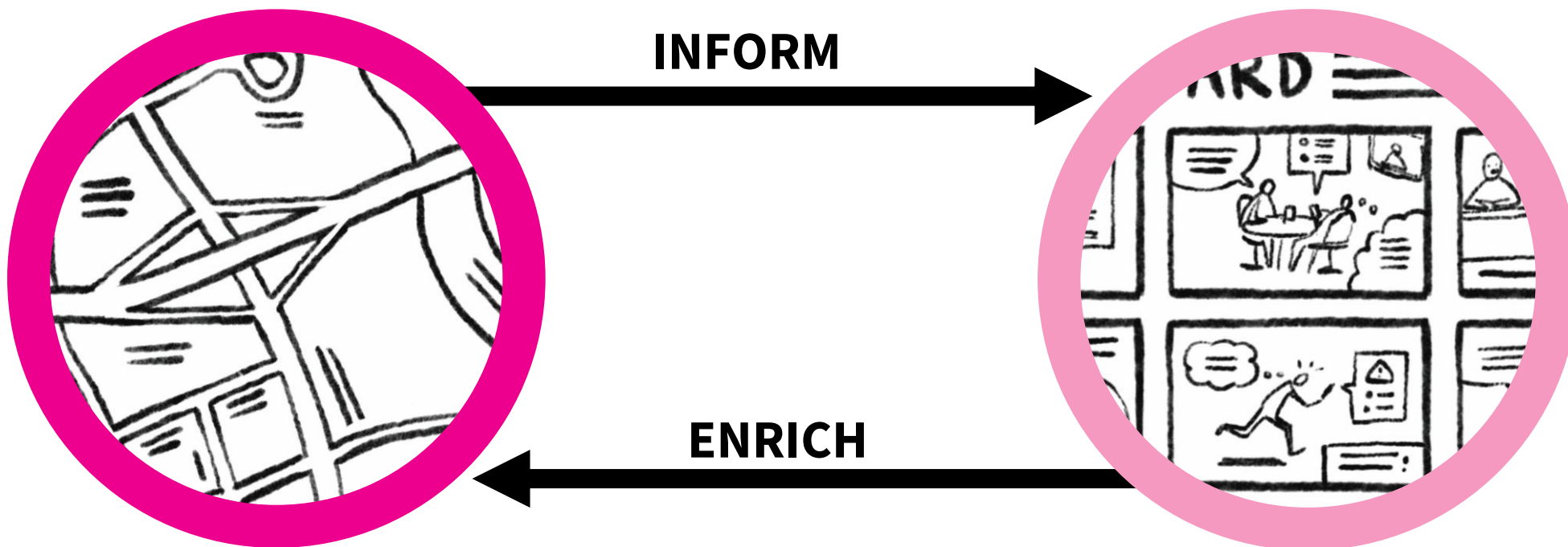
A STORYBOARD | A MENTAL MODEL | *DOING*



SCHEMA-MENTAL MODEL COUPLING | A FUNCTIONAL DYNAMIC

MAP | SCHEMA

STORYBOARD | MENTAL MODEL



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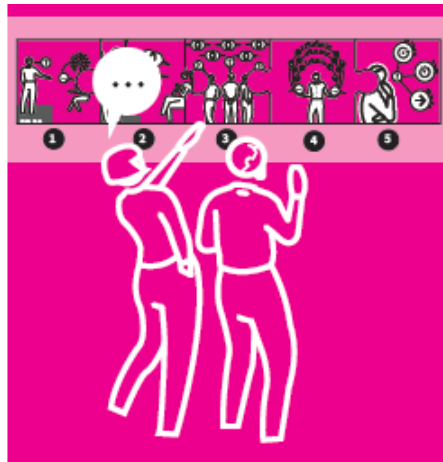


PEDAGOGIES TO SUPPORT TRANSFER | REPRESENTATION, DECOMPOSITION, APPROXIMATION



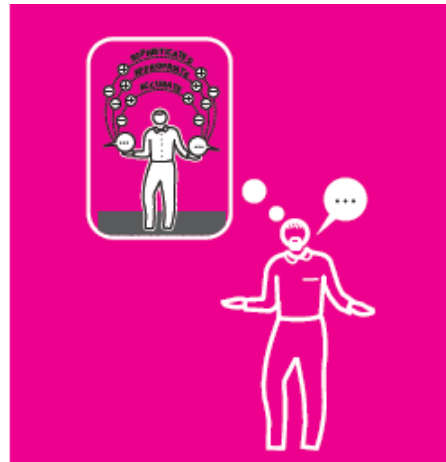
1

REPRESENTATION



2

DECOMPOSITION



3

APPROXIMATION



4

INTEGRATION



5

REVISIT AS PART OF ONGOING SUPPORT

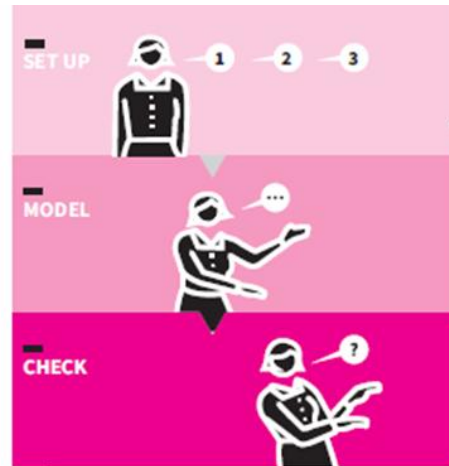


BUILD SCHEMA

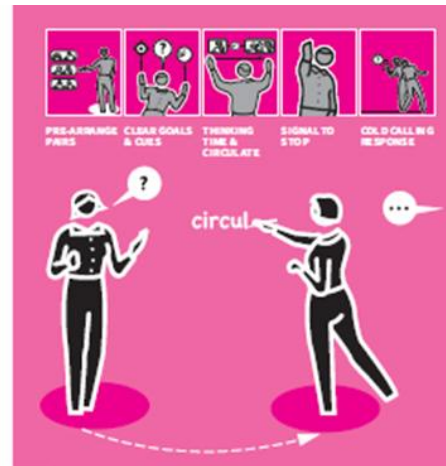
BUILD MENTAL MODELS



1 THEORY



2 SEE IT



3 NAME IT



4 DO IT



5 INCLUDE ALL ELEMENTS



THEORY. SEE IT. NAME IT. DO IT. | STRUCTURE

(25%)

Convince participants of the importance of the work. Use:

- The Learning Model
- A-B scenarios
- Head-on misconceptions

(25%)

Practice & rehearse the steps to build lesson-readiness. Use:

- Out-of-class practice
- In-class practice
- Rollouts



(25%)

Explore and deconstruct models. Use:

- Demonstrations
- Video models
- Scripts & transcripts

(25%)

Explore constituent components. Use:

- The books
- The slides
- ADAPT



TRAINING | RUNNING THE ROOM | EVERY TEACHER THINKING



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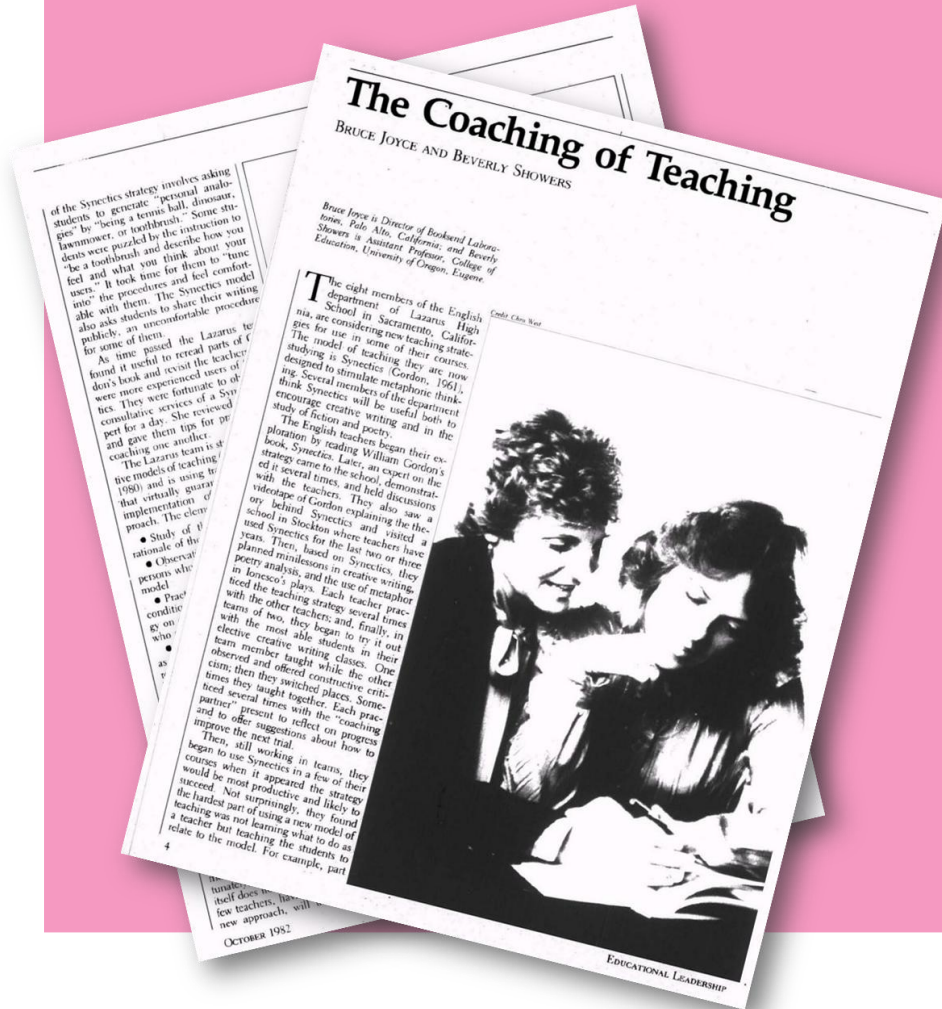
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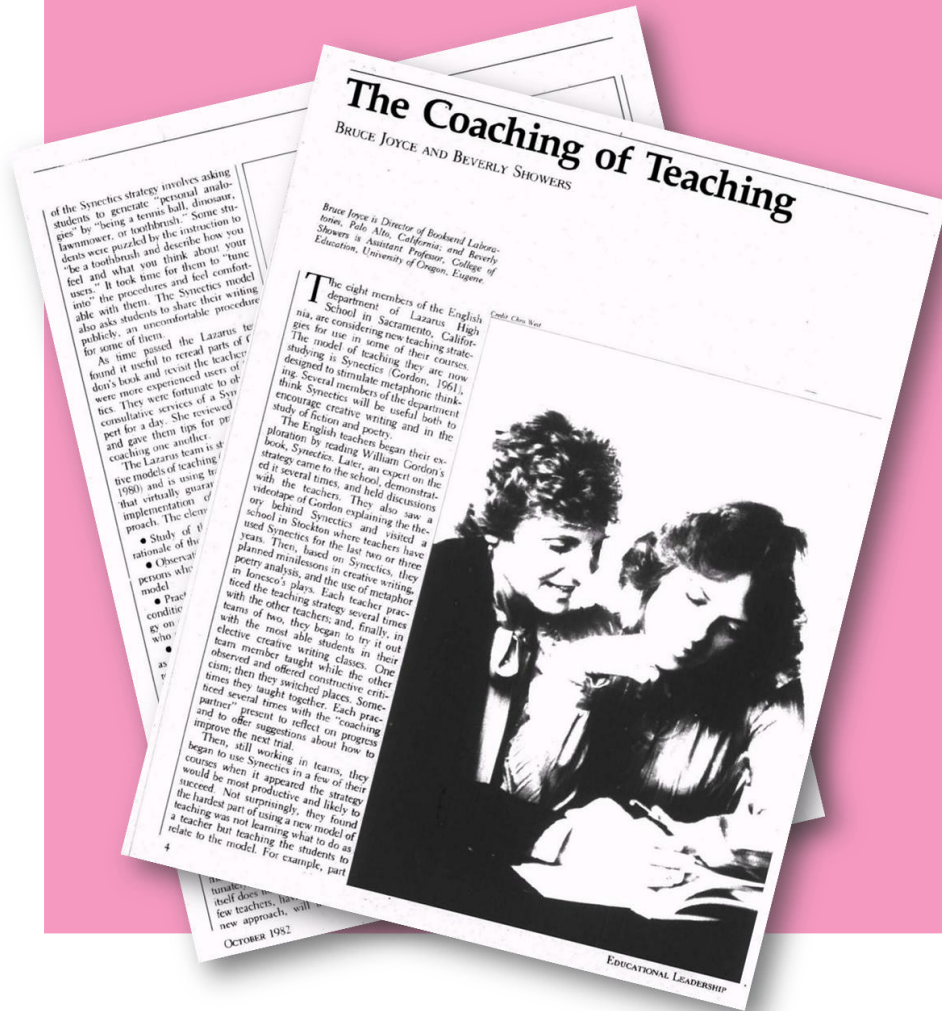
THE TRANSFER PROBLEM | JOYCE & SHOWERS, 1982



Like athletes, teachers will put newly learned skills to use – ***if they are coached.***



THE TRANSFER PROBLEM | JOYCE & SHOWERS, 1982

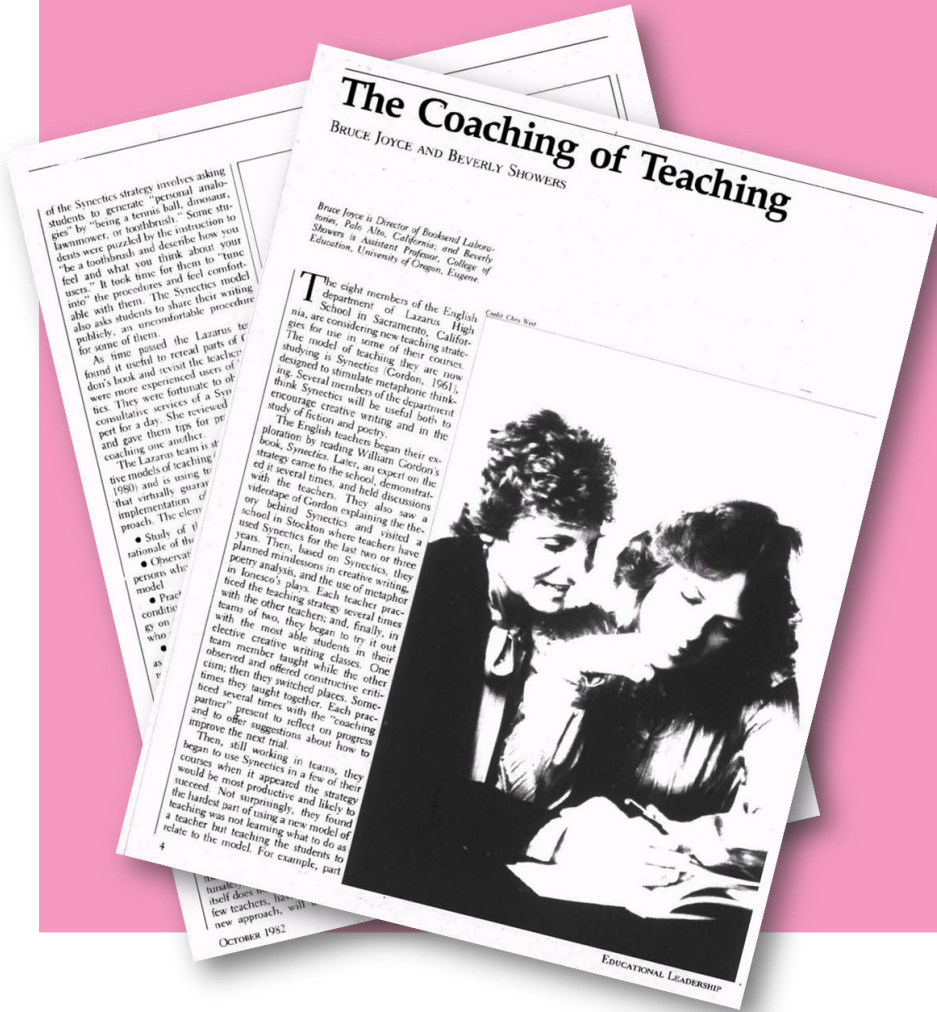


The study of **theory**, the **observation of demonstrations**, and **practice with feedback** - provided they are of high quality - are sufficient to enable most teachers to use the model fluidly and appropriately. **Unfortunately, the development of skill by itself does not ensure transfer.**

However, when the coaching component is added and implemented effectively, **most (probably nearly all) teachers will begin to transfer the new model into their active repertoire.**



THE TRANSFER PROBLEM | JOYCE & SHOWERS, 1982



Study of theoretical basis

Understanding the rationale behind the teaching model.

Observation of demonstrations

Watching expert practitioners model the approach.

Practice and feedback in protected conditions

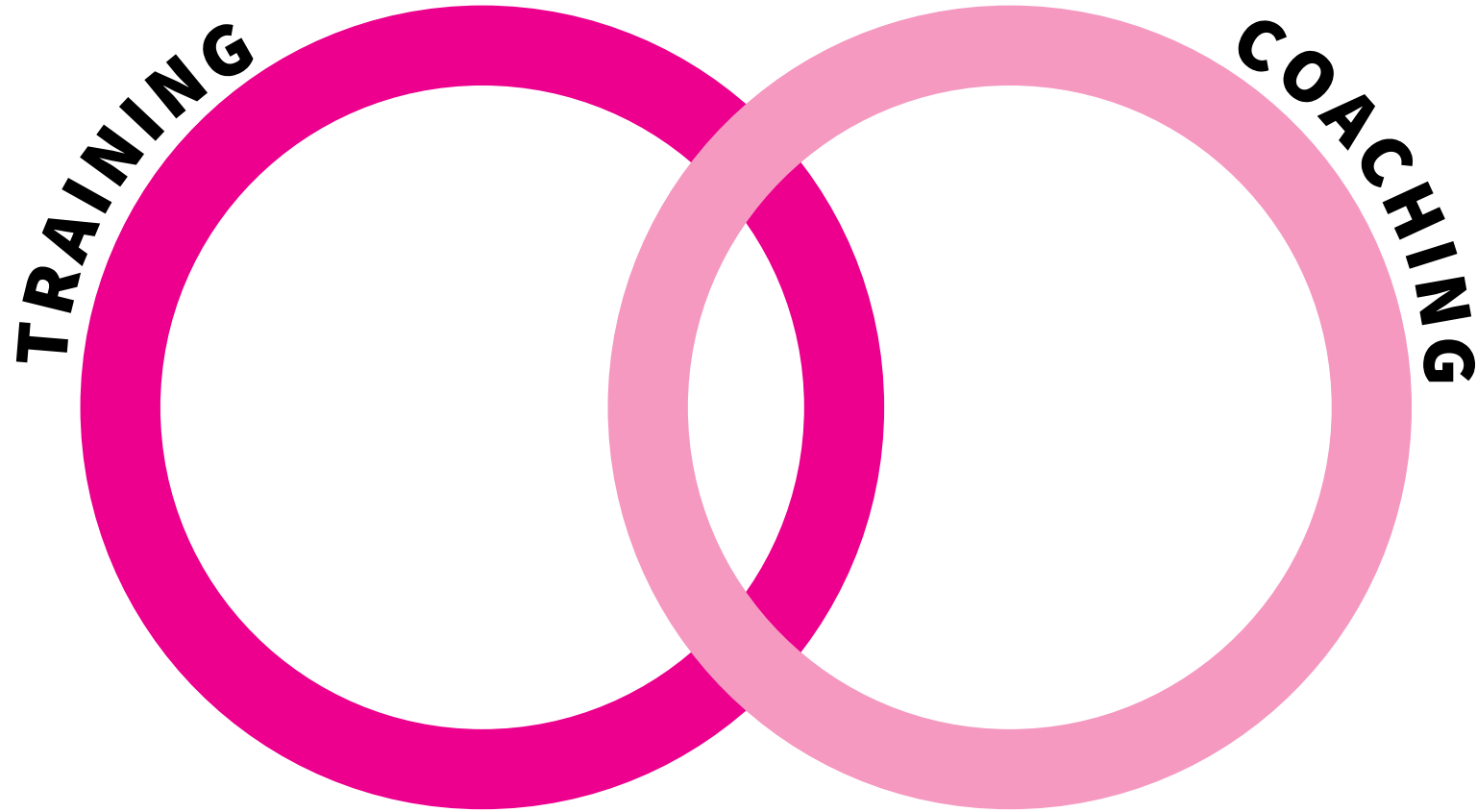
Rehearsing the strategy in low-stakes settings.

Coaching

Supporting each other to apply the model in real classrooms through collaboration, feedback, and shared problem-solving.



THE TRANSFER PROBLEM | TRAINING & COACHING



THE COACHING PROCESS | CORE COMPONENTS

- 1 Provision of companionship** | Reflect, share and normalise challenges of implementation
- 2 Giving of technical feedback** | Specific, non-evaluative feedback on elements of the teaching model
- 3 Analysis of application** | Understand when and why to use the teaching model
- 4 Adaptation to students** | Read student responses and adjust the model to better suit needs
- 5 Personal facilitation** | Boost confidence, reduce isolation, maintain motivation

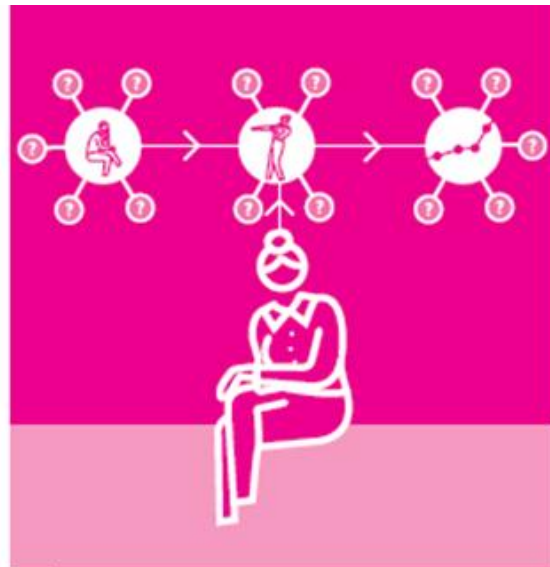


THE TRANSFER PROBLEM | MEANINGFUL COACHING



2

PERSONAL



3

COGNITIVE



4

TECHNICAL

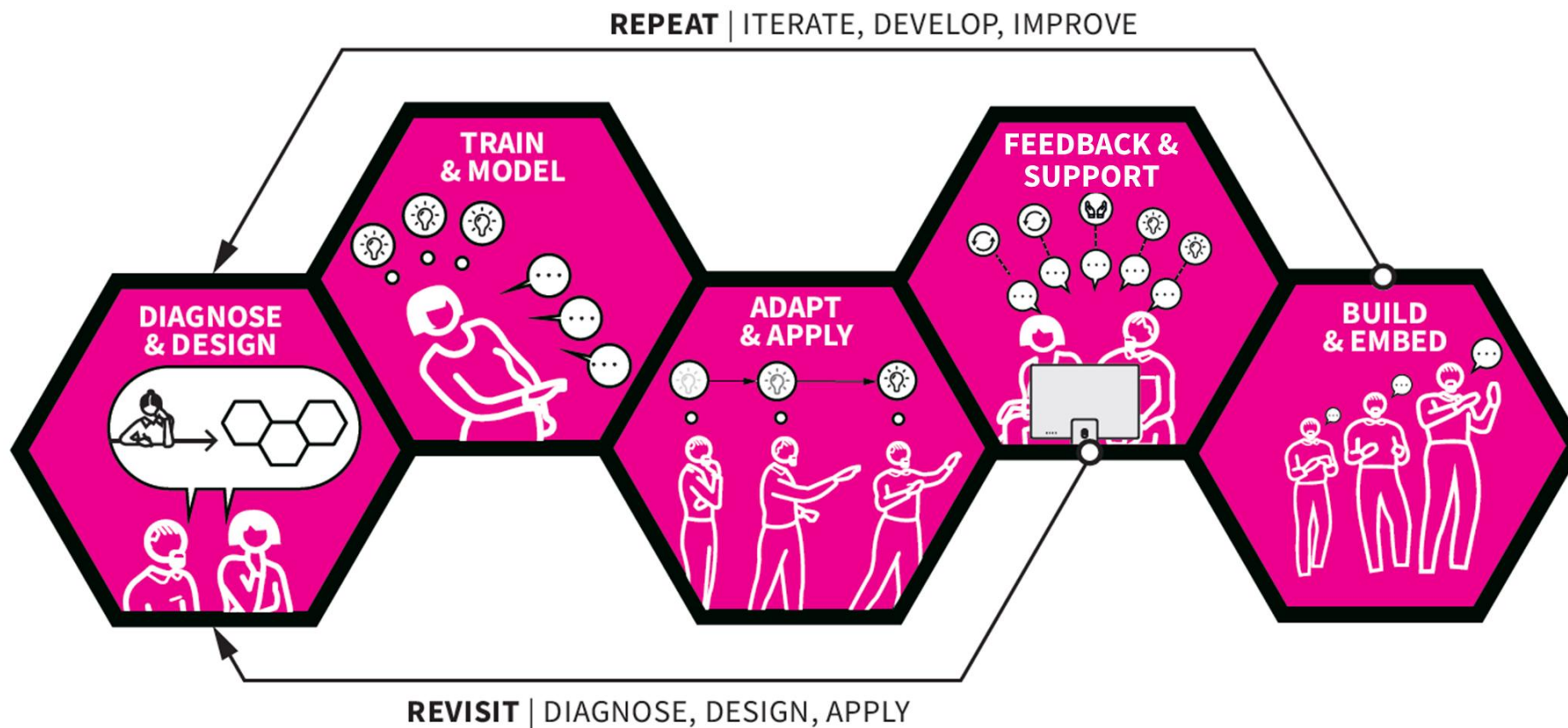


5

THE SWEET SPOT



THE TRANSFER PROBLEM | MEANINGFUL COACHING



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Thank you for listening!

