



UNSW
AUSTRALIA

Professor John Loughran

Dean of Education – Monash University

Understanding Teachers' Professional Knowledge

Never Stand Still

Faculty of Arts & Social Sciences

School of Education

Lecture Abstract

In the actions teachers take to facilitate student learning, they are continually developing their professional knowledge of practice. Quality teaching requires skills, knowledge and abilities that need to be recognized, developed and cultivated. Articulating the professional knowledge at the heart of quality practice depends on a shared language from which genuine meaning, application and value to teaching might be derived. This presentation will consider how capturing and portraying accomplished teachers' practice is central to better valuing teachers and teaching and illustrate how articulating teachers' professional knowledge of practice is crucial to developing richer understandings of teaching and teacher education.

Short biography

John Loughran was a high school science teacher for ten years before moving into science teacher education at Monash University. His research and teaching interests are based on the development of teachers' knowledge and the way that this is influenced and developed through teacher preparation, beginning teaching and professional development. His research has spanned science education and the related fields of professional knowledge and reflective practice. John was the Director of Teacher Education at Monash for 5 years through which his interest in teacher preparation was further developed. Consequently, he has spent considerable time researching learning to teach and has been invited to work with teachers and researchers across Australia and internationally in Hong Kong, Sweden, U.K., U.S.A., Canada, Belgium, South Africa, Norway and New Zealand. John supervises a range of doctoral students across the science, reflective practice/self-study, teaching and learning fields. He continues to be involved with schools through a range of projects and through professional development and in-service roles. John has been involved in a number of research projects (Faculty funded through to Large ARC funding) including: Beginning teachers; Learning about teaching in Pre-service education; science teaching and learning; pedagogical content knowledge; PAVOT project and Science teacher research. John was the co-founding editor of *Studying Teacher Education* and is an executive editor of *Teachers and Teaching: Theory and Practice*. He is also a member of a number of editorial boards (*Research in Science Education*; *International Journal of Reflective Practice*, *Teacher Education Quarterly* and, *Asia Pacific Forum on Science Learning and Teaching*) and is a reviewer for a number of other journals. John has had numerous Research Grants pertaining to Science teacher education and teacher as researcher.



Date: 8 October 2013

Time: 4.00pm – 5.30pm

Cost: Free (light refreshments included)

Location: Theatre B, Robert Webster Building, UNSW Kensington

Campus map: [view](#)

Registration: Required

Map reference: G15

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