

Policy, lived experience and research on career-long professional preparation for PE teachers in Wallonia

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Objectives of the presentation

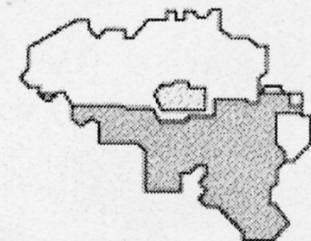
- ◆ Brief description of the landscape of the PETPD in Wallonia including details about the regulations
- ◆ Illustration of activities
- ◆ Research results

Basic information

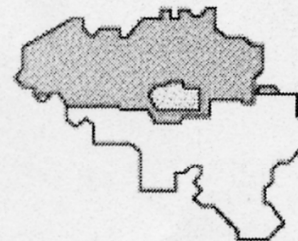
◆ Wallonia



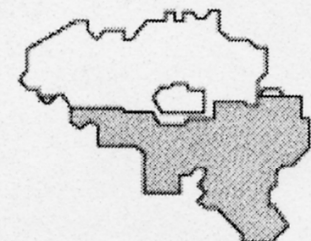
Belgique



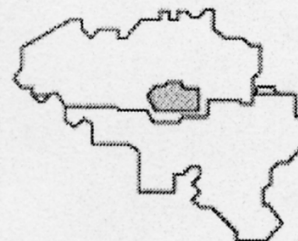
Communauté française



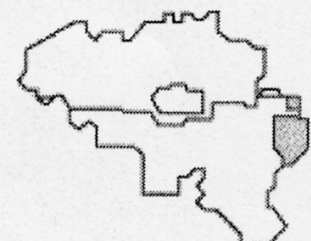
Région flamande



Région wallonne



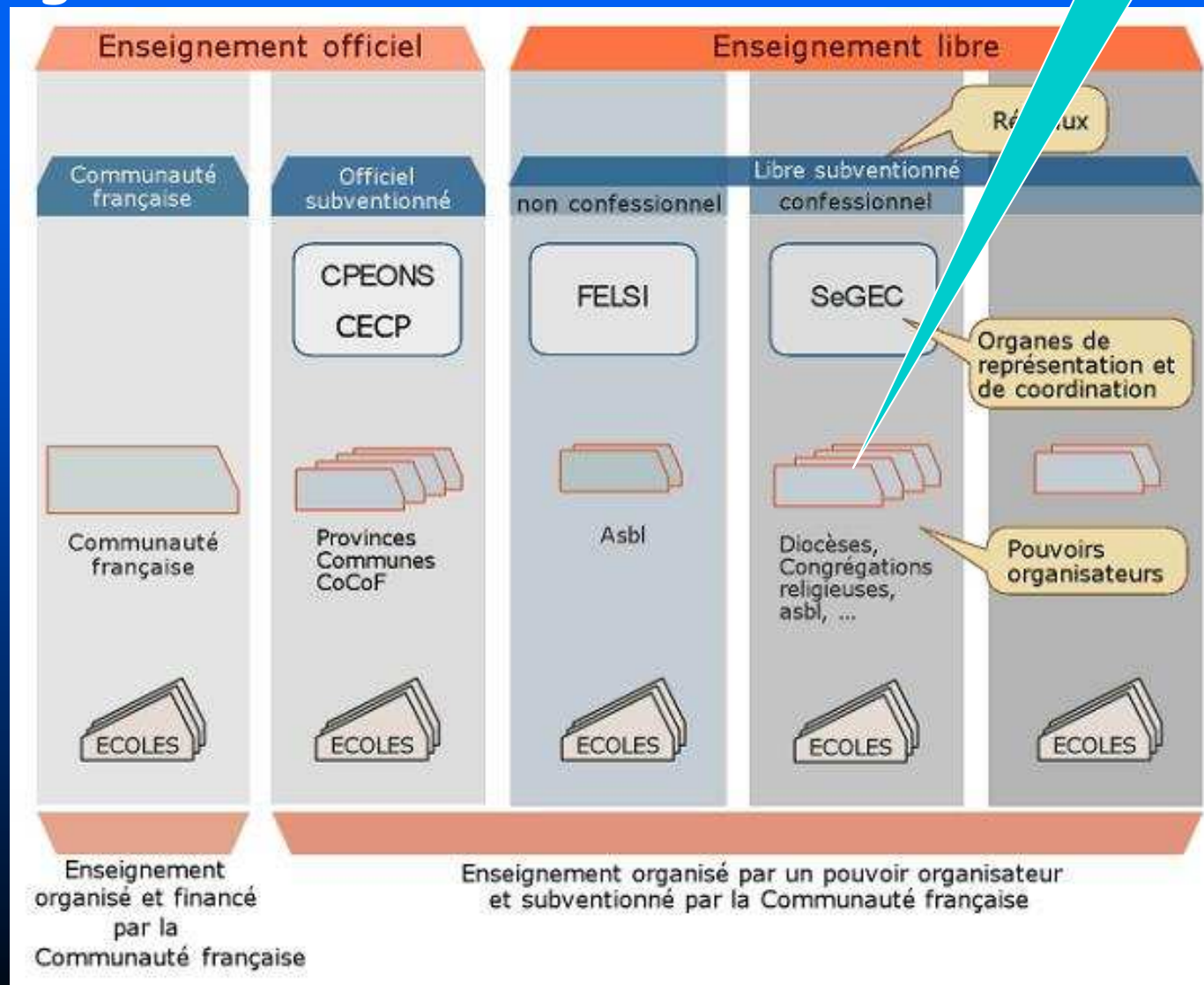
**Région Bruxelles-
Capitale**



**Communauté
germanophone**

Basic information

◆ Organisation of the education



Basic information

Teacher education: 13 competencies that teachers have to acquire

- 1) To mobilize knowledge in human sciences toward a right interpretation of the situations lived within and around the class and for a better adaptation to the school publics
- 2) To keep efficient partnership relationships with the institution, colleagues and students' parents

Basic information

13 competencies that teachers have to acquire

- 3) To be informed about ones' role within the school institution et carry on the profession as defined in official texts
- 4) To master specific scholarship that justify pedagogical action
- 5) To master specific didactics that guide pedagogical action
- 6) To demonstrate an important background to arouse students' interest to the cultural world

Basic information

13 competencies that teachers have to acquire

- 7) To develop relational competencies linked to the requirements of the profession
- 8) To measure the ethical stakes associated to ones' daily activity
- 8) To work in team within the school
- 9) To conceive teaching devices, to test, access and adapt them

Basic information

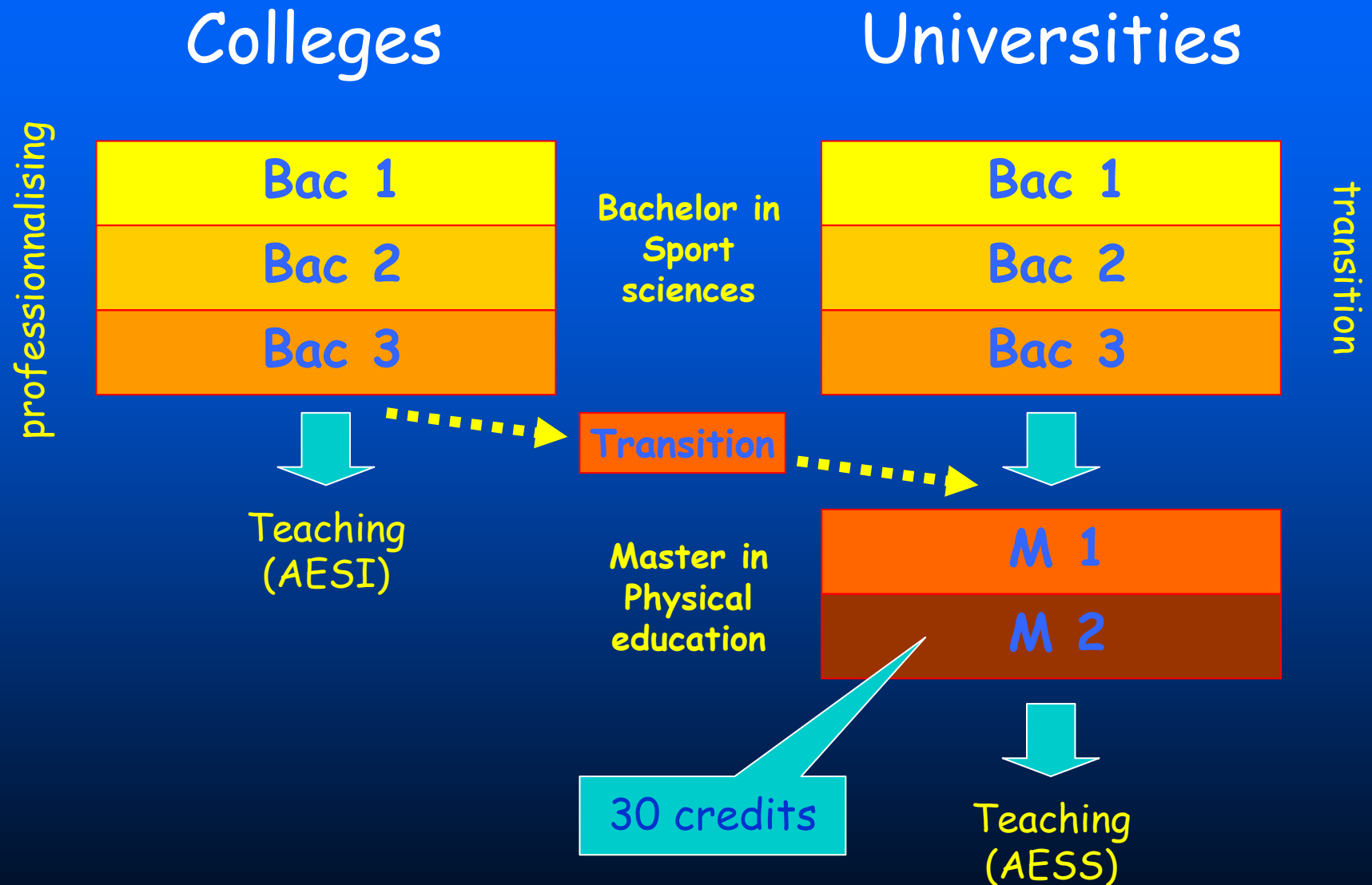
13 competencies that teachers have to acquire

- 11) To keep a critical and autonomous relation to the past and coming scientific scholarship
- 12) To plan, manage and access teaching situation
- 13) To bring a reflexive view to bear on ones practice and to organise ones career-long professional preparation

Basic information

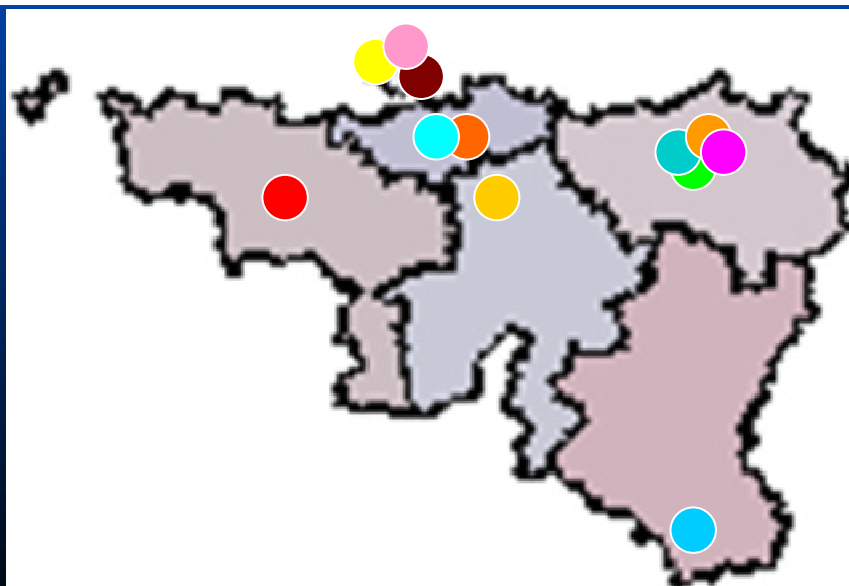
- ◆ Pre-service teacher education: 2 paths (organisation and content defined by decrees)
 - ❖ Colleges (3 years, focused on teacher education for grades 1-9, 480h of teaching practice + 300h of teaching exercises)
 - ❖ Universities (5 years, focused on scientific preparation, teacher education for grades 10-12, 70-200h of teaching practice + 50-100h of teaching exercises)

Teacher education paths

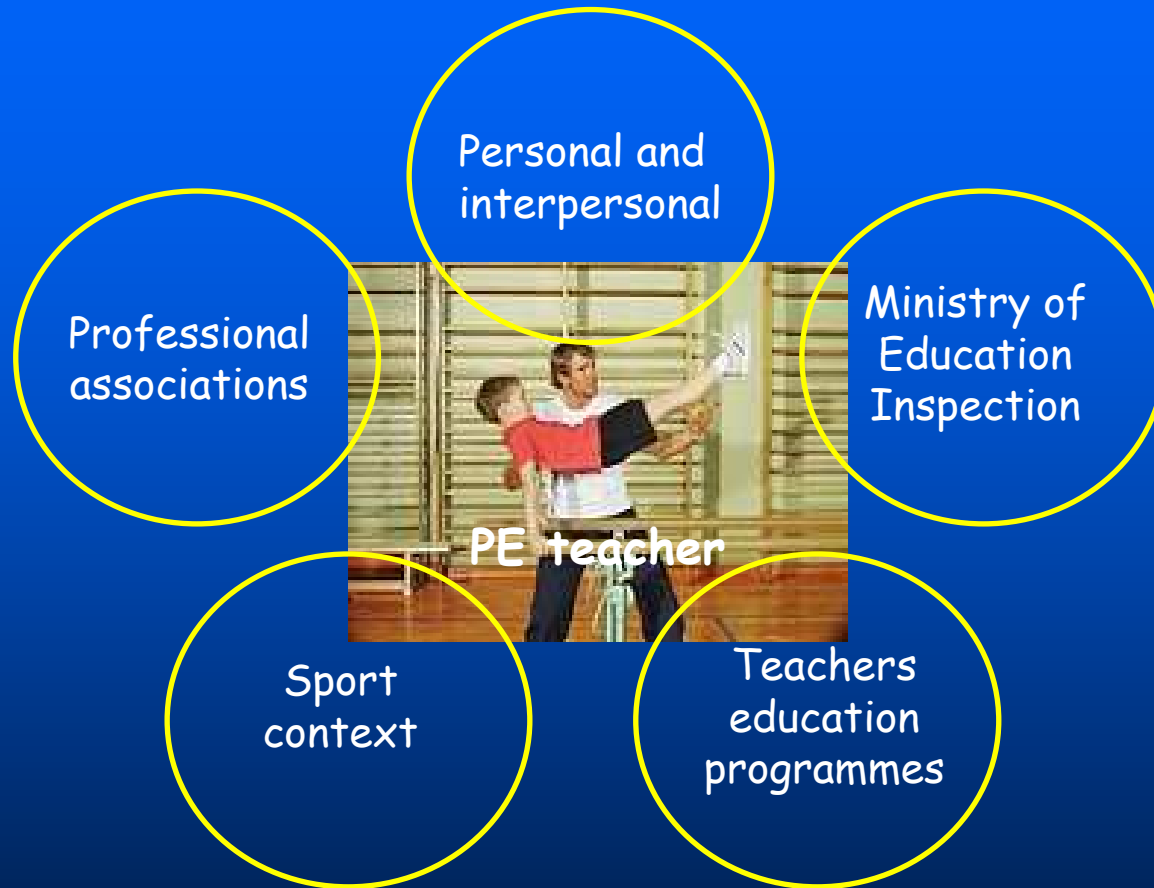


Teacher education paths

Communauté française	Libre catholique	Libre officiel
HE Charlemagne (Liège) ●	HE Léonard de Vinci (Bruxelles) ●	HE Fransisco Ferrer (Bruxelles) ●
HE Pol-Henri Spaak (Nivelles) ●	HE Namuroise Catholique (Namur) ●	HE André Vésale (Liège) ●
HE Schuman (Virton) ●	HE Mosane d'Enseignement supérieur (Liège) ●	HE Mons Borinage Centre (Morlanwez) ●
Université de Liège ●	Université Catholique de Louvain ●	Université Libre de Bruxelles ●



The PETPD in Wallonia



Professional associations

- ◆ FEP ("Physical Education Federation")
 - ❖ Founded in 2007
 - ❖ Publications
 - ❖ Camps
 - ⇒ Since 1969
 - ⇒ At the end of the school year
 - ⇒ 5 "school days"
 - ⇒ Content: mainly focused on personal practice
 - ⇒ Report documents
- ◆ Alumni
 - ❖ Very short activities
 - ❖ Out of school (teachers' free time)



Ministry of Education

- ◆ Inspection
 - ❖ One school day activities
 - ❖ Presentation of model lessons, seminars on curriculum modifications
 - ❖ Documents pédagogiques (manuals focused on teaching of specific sports prepared by expert teachers)
- ◆ School context
 - ❖ School days activities, team work on specific problems
- ◆ FCC (Formation en Cours de Carrière asbl)
 - ❖ School days activities, choice of the teacher
- ◆ IFC (Institut pour la Formation en Cours de Carrière)
 - ❖ Decree (2002)
 - ❖ Current umbrella for all teachers PD initiatives (official acknowledgement for activities' validation)
 - ❖ All teaching networks (state and private)

Ministry of Education

- ◆ IFC ("Institute of Professional Development")
 - ❖ Decree: Ministère de la Communauté française (2002)
 - ❖ 3 days/year (in + out the school)
 - ❖ School days activities, choice of the teacher (out of school)

The screenshot shows the website of the Institut de la Formation en cours de carrière (I.F.C.). The header includes the logo of the Communauté française de Belgique and navigation links for services, electronic services, search, and online news. The main content area features a sidebar with navigation options like 'Accueil', 'Programme 2007-2008', 'Recherche par fonctions-thèmes', 'Inscription', 'Fiche papier', 'Plans', 'Documents réf.', 'Liste des opérateurs', 'Nous contacter', 'Site Opérateurs', 'Marchés publics 2007-2008', 'Foire aux questions (F.A.Q.)', and 'Dernière mise à jour le 15/08/2007'. The main content area has a large 'nouveau' banner for the 'Programme des formations 2007-2008' and a section for 'Formations qui se tiennent pendant les vacances' listing various events like '45e Congrès pluraliste des Sciences', 'Université d'été du Cifen 2007', '34e Séminaire d'été du Cedooef', '33e congrès de la Société Belge des Professeurs de Mathématique d'expression française', 'Prévention et gestion des relations critiques en classe', 'Promouvoir une éducation non sexiste et ouverte à la diversité', and 'Immersion linguistique'. At the bottom, there is a note about PDF documents and a link to Adobe Reader.

<http://www.ifc.cfwb.be/>



Teachers education programmes

◆ UCL: CUFOCEP

- ❖ Private education
- ❖ Camp at the end of the school year
- ❖ Since 1982
- ❖ 1 session/year of 3-4 "school days" (15h)
- ❖ 1000 participants
- ❖ Content: mainly based on personal practice
- ❖ Report documents
- ❖ Regular scholars' analysis
- ❖ Internationally renowned

◆ ULg: Sport pedagogy unit

- ❖ All educational networks
- ❖ Since 2000 (university coordination since 2005 - FORCE)
- ❖ 2-4 sessions/year of 1-3 "school days"
- ❖ 15-30 participants at a time
- ❖ Content: mainly based on personal practice
- ❖ Report documents



UCL: CUFOCEP

- ◆ June 2007 : <http://www.cufocep.be/>
- ◆ 3 days
- ◆ 36 main activities (MA) and 21 complementary activities (CA)
 - ❖ Sport (how to teach basketball, badminton at school...)
 - ❖ Safety (initiation to self defence at school...)
 - ❖ Expression (dance for male teachers...)
 - ❖ Wellness (for a free and powerful voice...)
 - ❖ Outdoor (games and skill for climbing at school...)
- ◆ Each participant: 1 MA (9h) + 1 CA (4h) + poster session (2h)
- ◆ Foreigner educators



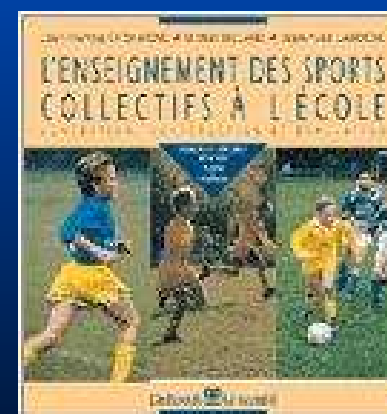
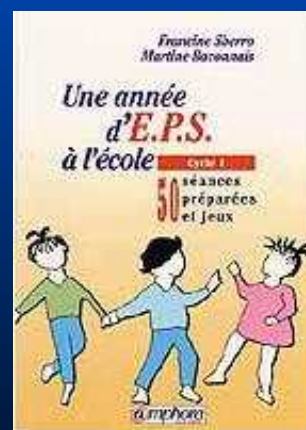
ULg: Sport pedagogy unit

- ❑ January 2007 - Presentation of a socio-constructivist approach
- ❑ 2 days (VB, step, ball games, swimming games, audacity, gymnastic, trampoline)
- ❑ 25 PE teachers from all Wallonia and educational networks



Personal and interpersonal

- ◆ Reviews and journals
 - ❖ Sport, Revue de l'Éducation Physique, Body Talk, Clés pour la forme, Revue EP.S
 - ❖ STAPS, Science et Motricité, eJRIEPS
- ◆ Books
 - ❖ Vigot, Revue EPS, Amphora
 - ❖ De Boeck ...



Personal and interpersonal

◆ Internet

- ❖ www.enseignement.be
- ❖ Few professional sites and/or forum

◆ Informal communities of practice

- ❖ Within some schools

◆ Personal sport

- ❖ Fitness centre, health courses...
- ❖ Clubs and free participation



Sport context

◆ Coach education

- ❖ Ministry of Sports + sport federations
- ❖ Competitive sport oriented
- ❖ Considered during years as the best way to learn how to teach sports (lack of specific information during pre-service education)

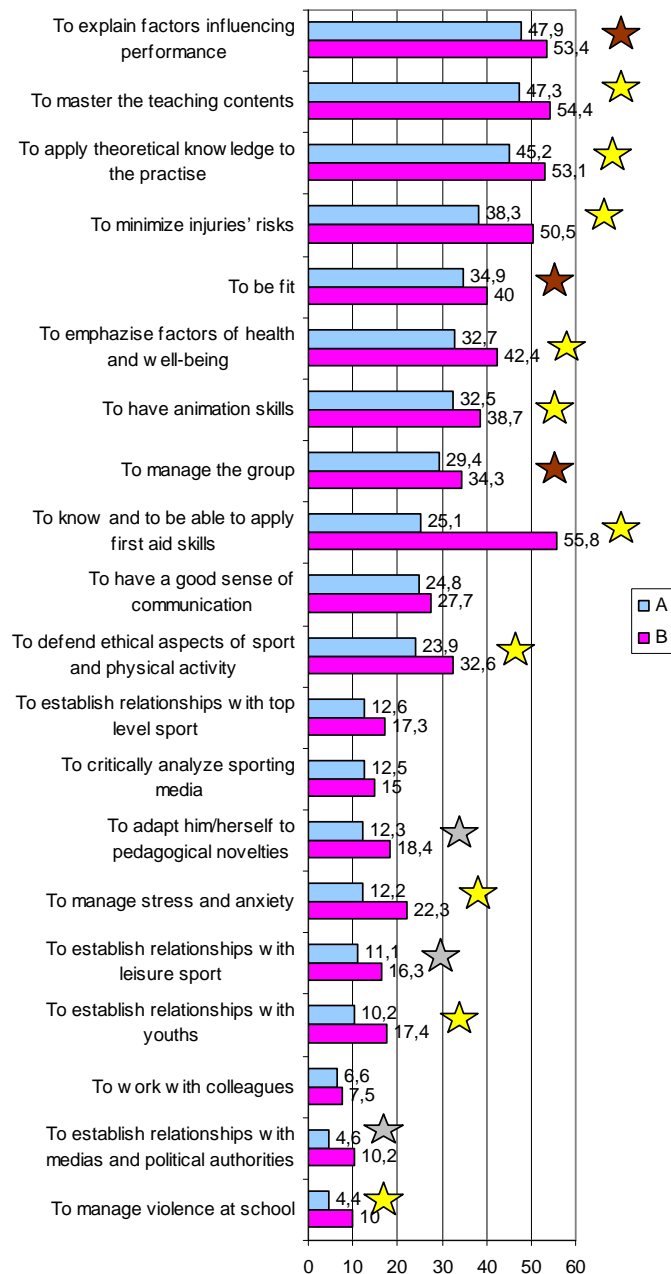


Where the PE teachers acquire their competences?

- ◆ Research project focusing on the PE graduates' preparation in Wallonia
- ◆ Questionnaire mailed to all the primary and secondary level schools
- ◆ 2,525 answers coming from 1,091 different schools (40.9 %)
- ◆ Comparison of two groups (188 teachers graduated in 84-86 Vs 156 teachers graduated in 92-94)
- ◆ Teachers had to determine in which context (pre-service preparation, in-service training, professional activity and other) they acquired each of 21 competences. They had to assess the proportional role of each context (%).

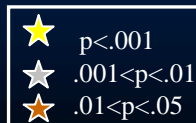
Cloes, Laraki & Piéron, 2004)

Role of pre-service teacher education in teaching competencies acquisition (%)



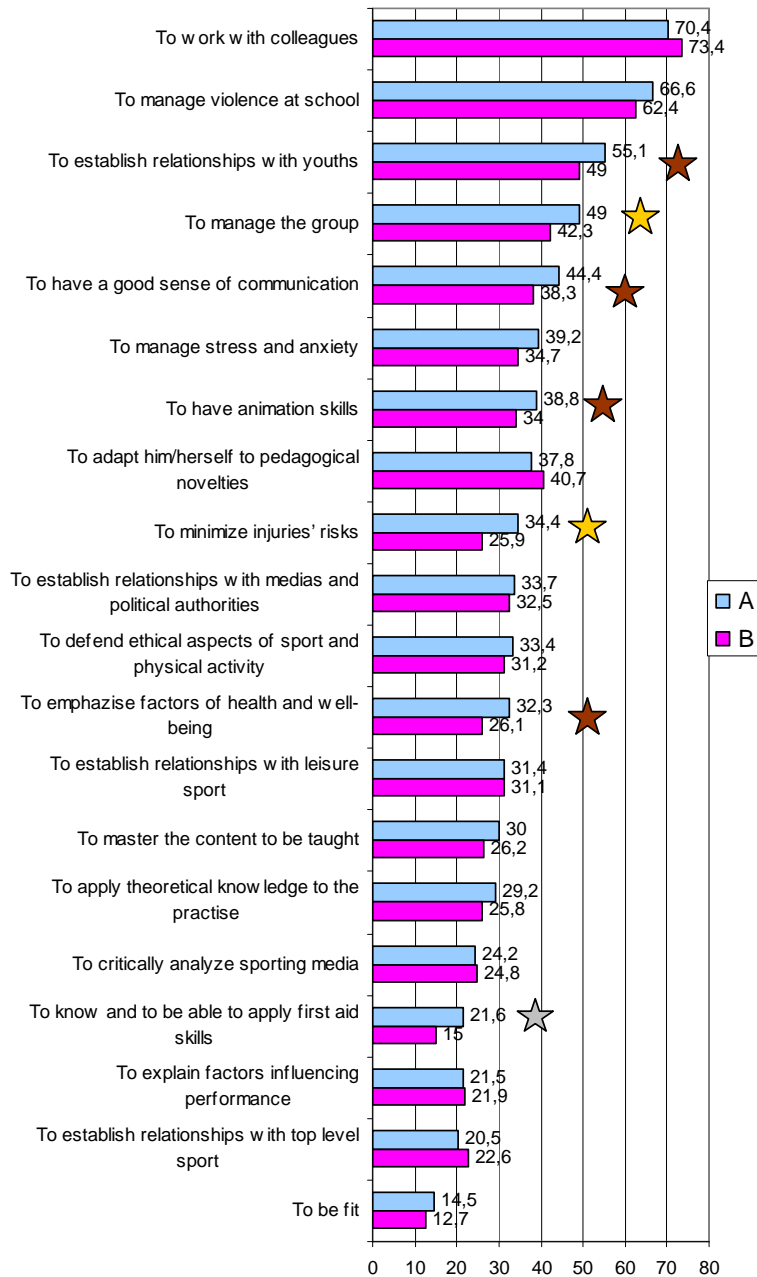
- ◆ Pre-service preparation was considered as fundamental for the acquisition of the contents to teach and to develop theoretical knowledge (Graber, 1995; Rovegno, 1995).
- ◆ Group B teachers gave greater credence to that period than their oldest colleagues as pointed out by significant higher ratios

◆ Improvement of PETE programmes by organizing more applied contents (first aid)
 ◆ Younger teachers would be less influenced by their professional experience



Cloes, Laraki & Piéron, 2004)

Role of professional experience in teaching competencies acquisition (%)



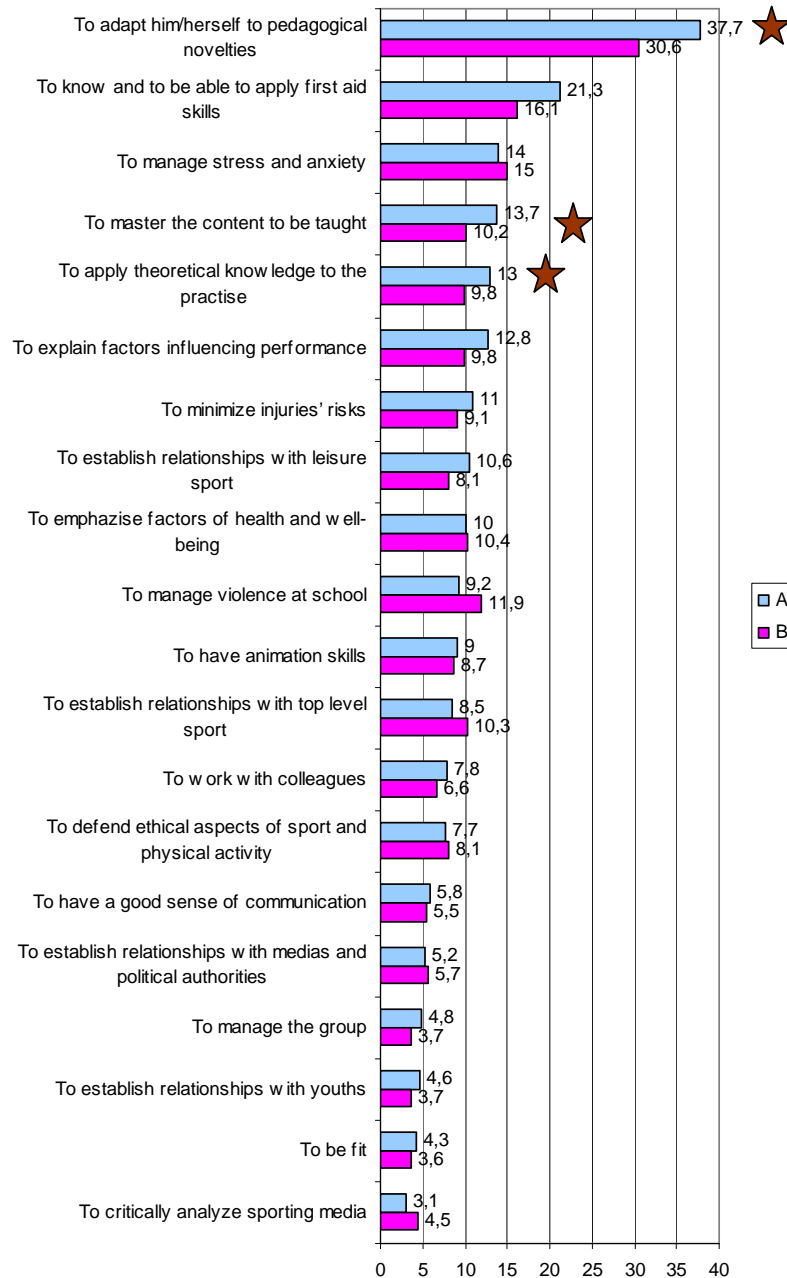
◆ Professional experience was seen as a determining factor for the acquisition of relational competencies.

◆ More similarity between both groups
 ◆ Group A teachers provided a largest place to their experience (they could have had less opportunity in their pre-service preparation than their youngest colleagues).

★ p<.001
 ☆ .001<p<.01
 ☆ .01<p<.05

Cloes, Laraki & Piéron, 2004)

Role of in-service training in teaching competencies acquisition (%)



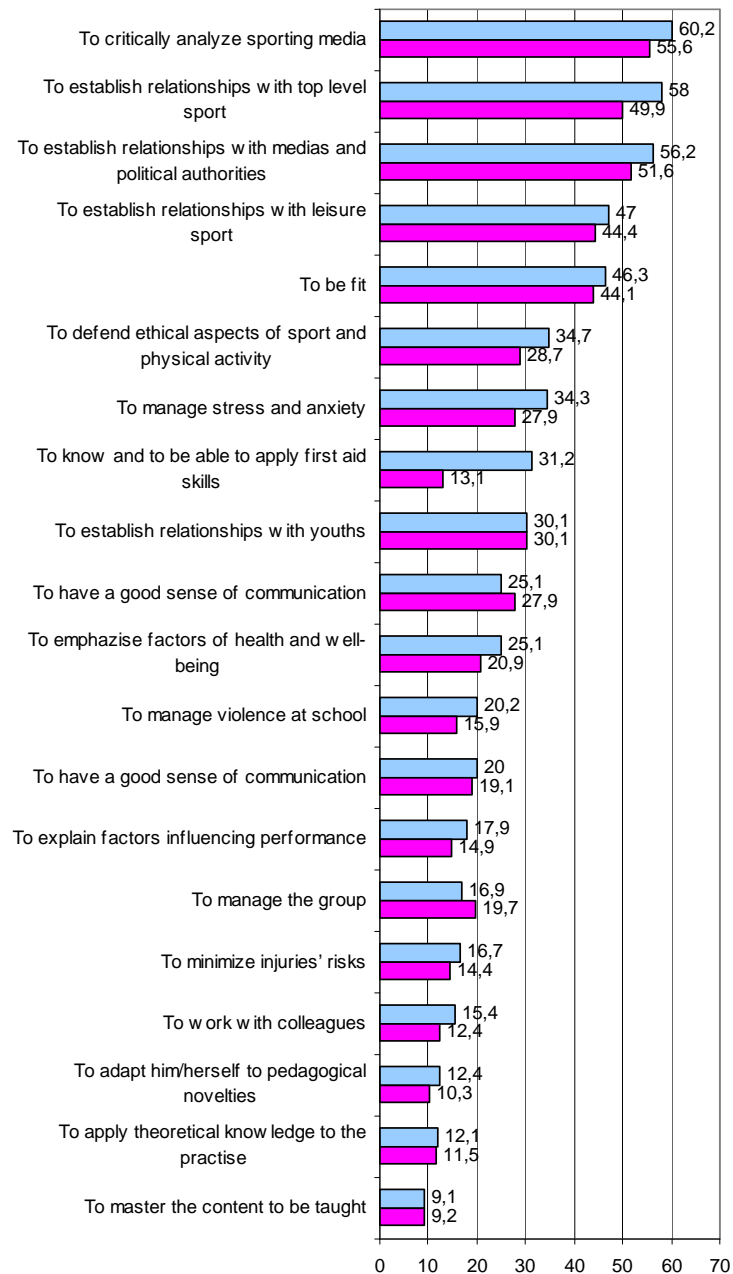
◆ Except for the adaptation to teaching innovations, in-service training took a **limited place**

- ◆ Very short in-service preparation sessions were (1 to 3 days/ year)
- ◆ Most official in-service sessions concern the implementation of new programme instructions
- ◆ Group A teachers paid more attention to in-service training (younger teachers could have received a more practical field preparation)

★ p<.001
 ☆ .001<p<.01
 ☆ .01<p<.05

Cloes, Laraki & Piéron, 2004)

Role of other contexts in teaching competencies acquisition (%)



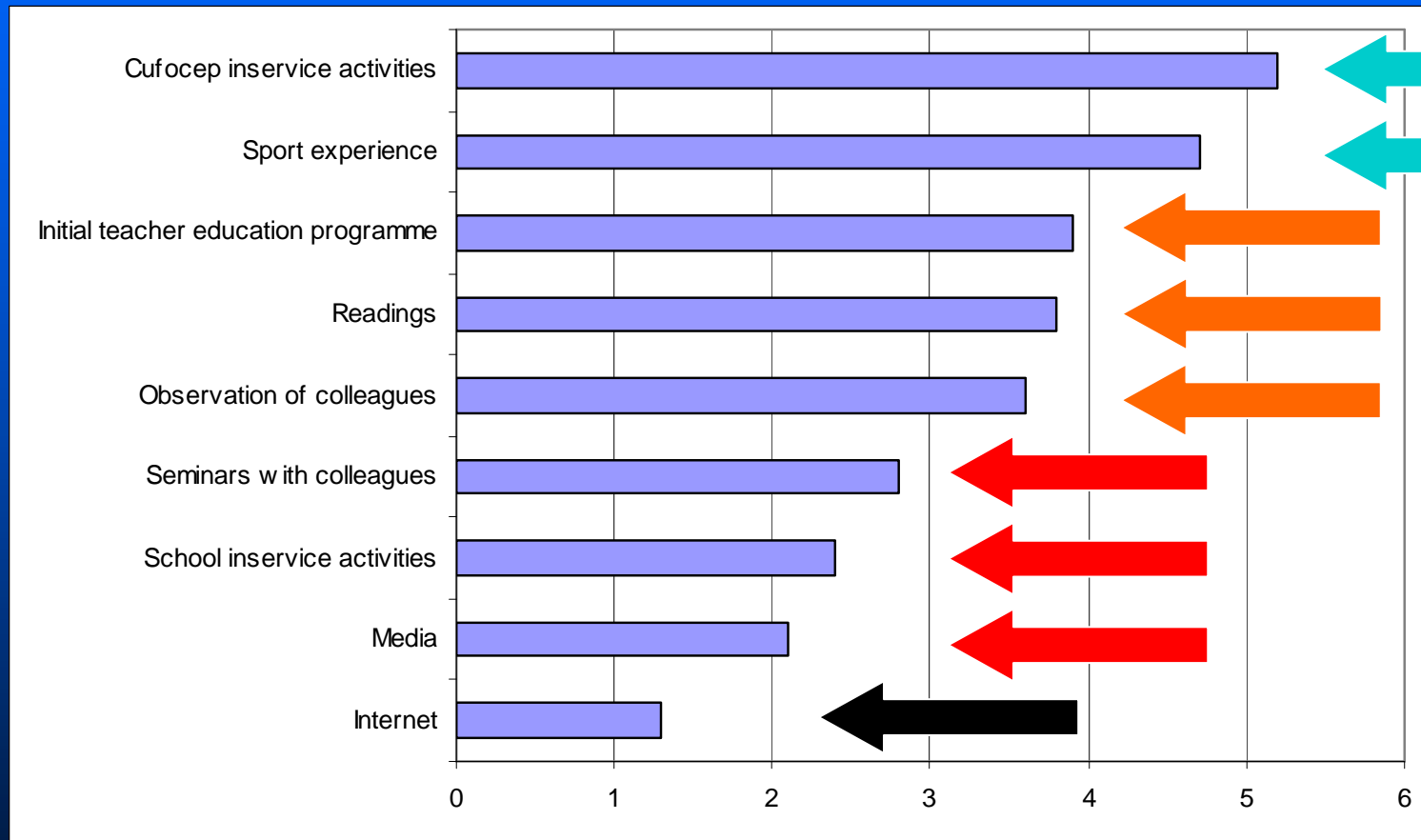
◆ "Others contents" (personal practice, for example) was mainly identified as contributing to the citizenship action of the teacher and its involvement in the society

◆ PE teachers find a concrete part of their competencies in their personal life

Cloes, Laraki & Piéron, 2004)

- ★ p<.001
- ★ .001<p<.01
- ★ .01<p<.05

What are the resources involved in the professional development?



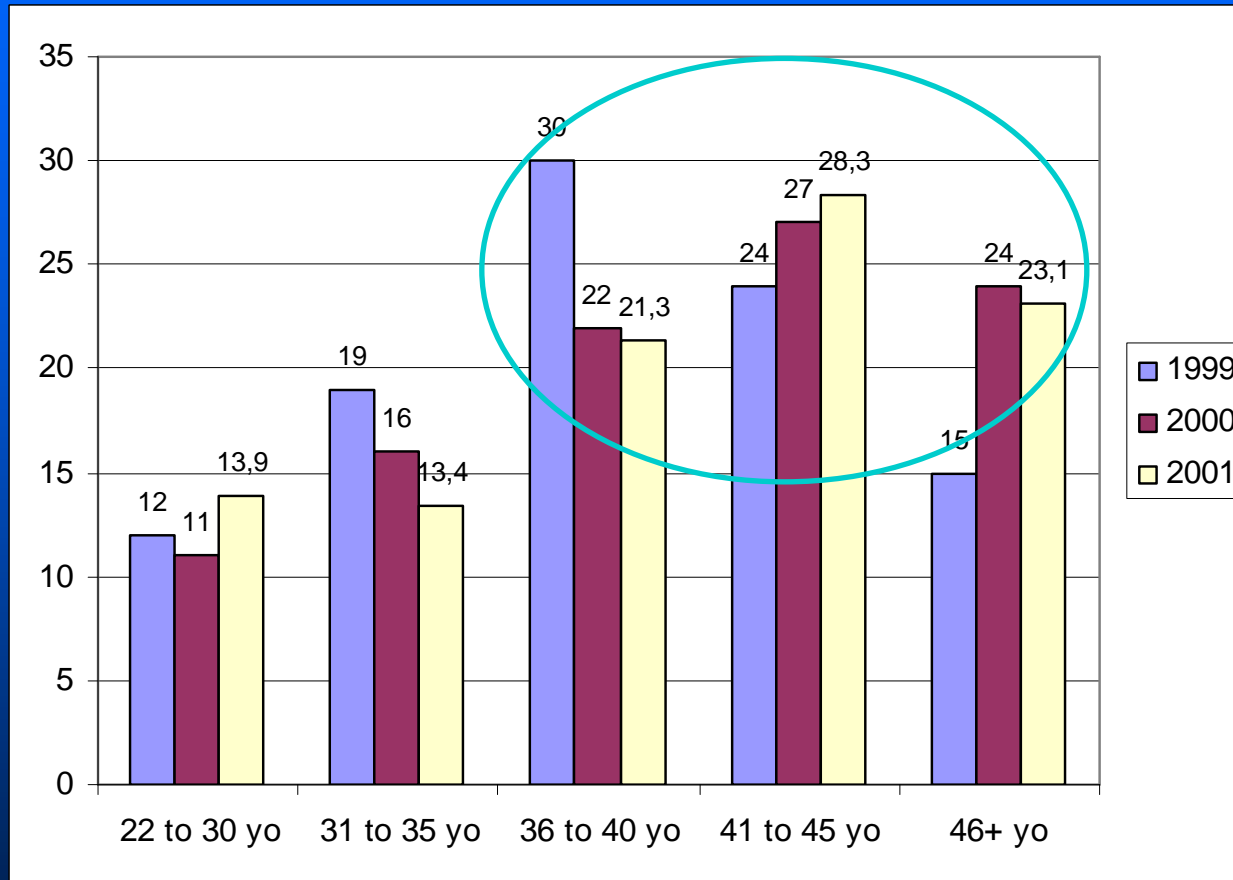
"Not helpful at all" (1) to "Determinant" (6)

Lecomte, Carlier & Renard (2002)

Analysis of the in-service process

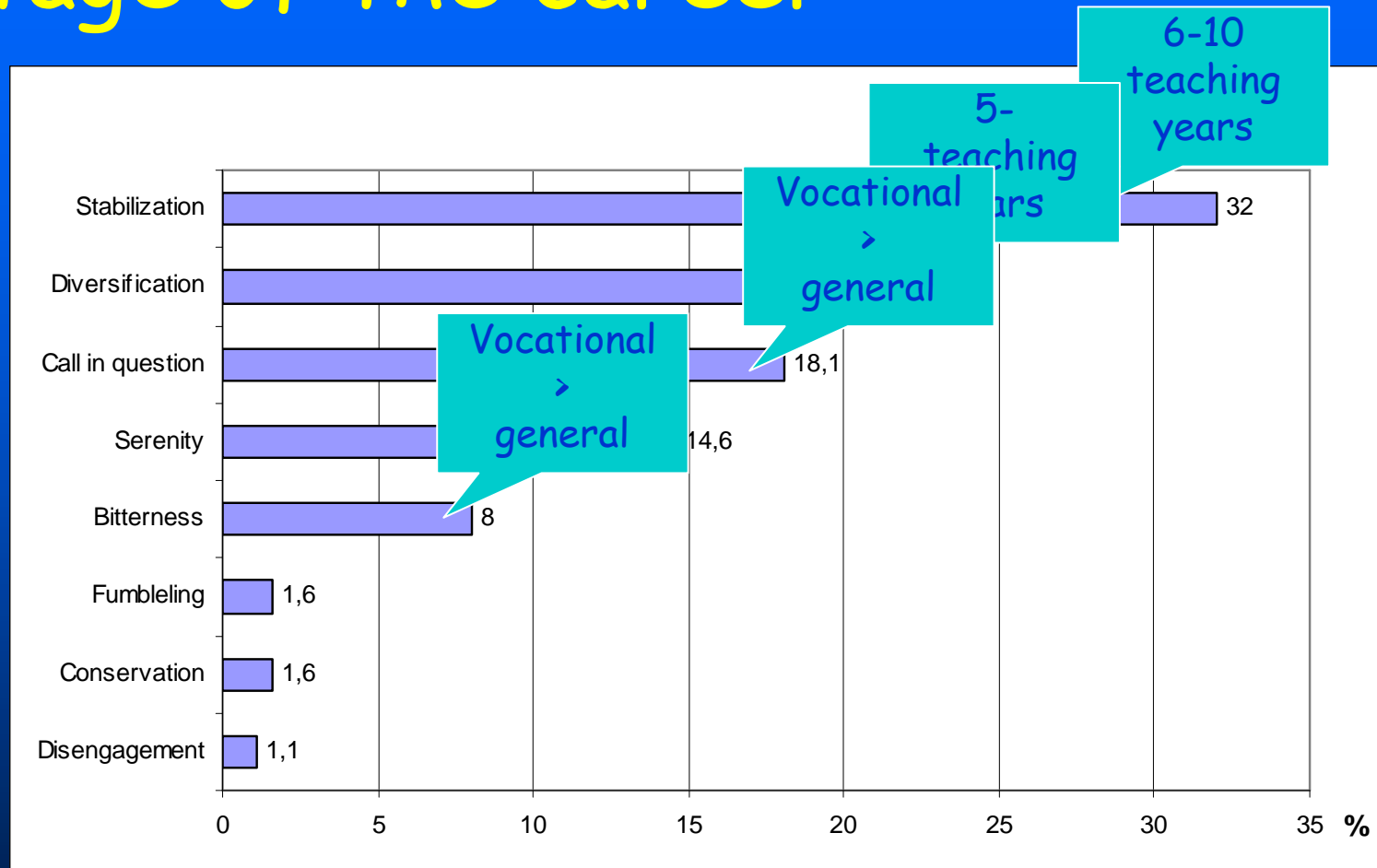
- ◆ CUFOCEP
- ◆ Scholars invited to have a look on the sessions according to their research interests
- ◆ Several publications
 - ❖ Carlier & Renard (2000)
 - ❖ Carlier, Renard & Paquay (2000)
 - ❖ Carlier, Gérard, Obsomer & Renard (2002)
 - ❖ Carlier & Renard (2004)
 - ❖ Lecomte, Carlier & Renard (2002)
- ◆ Selected results
 - ❖ Descriptive analysis
- ◆ Some results from ULg

Age of the participants



Lecomte, Carlier & Renard (2002)

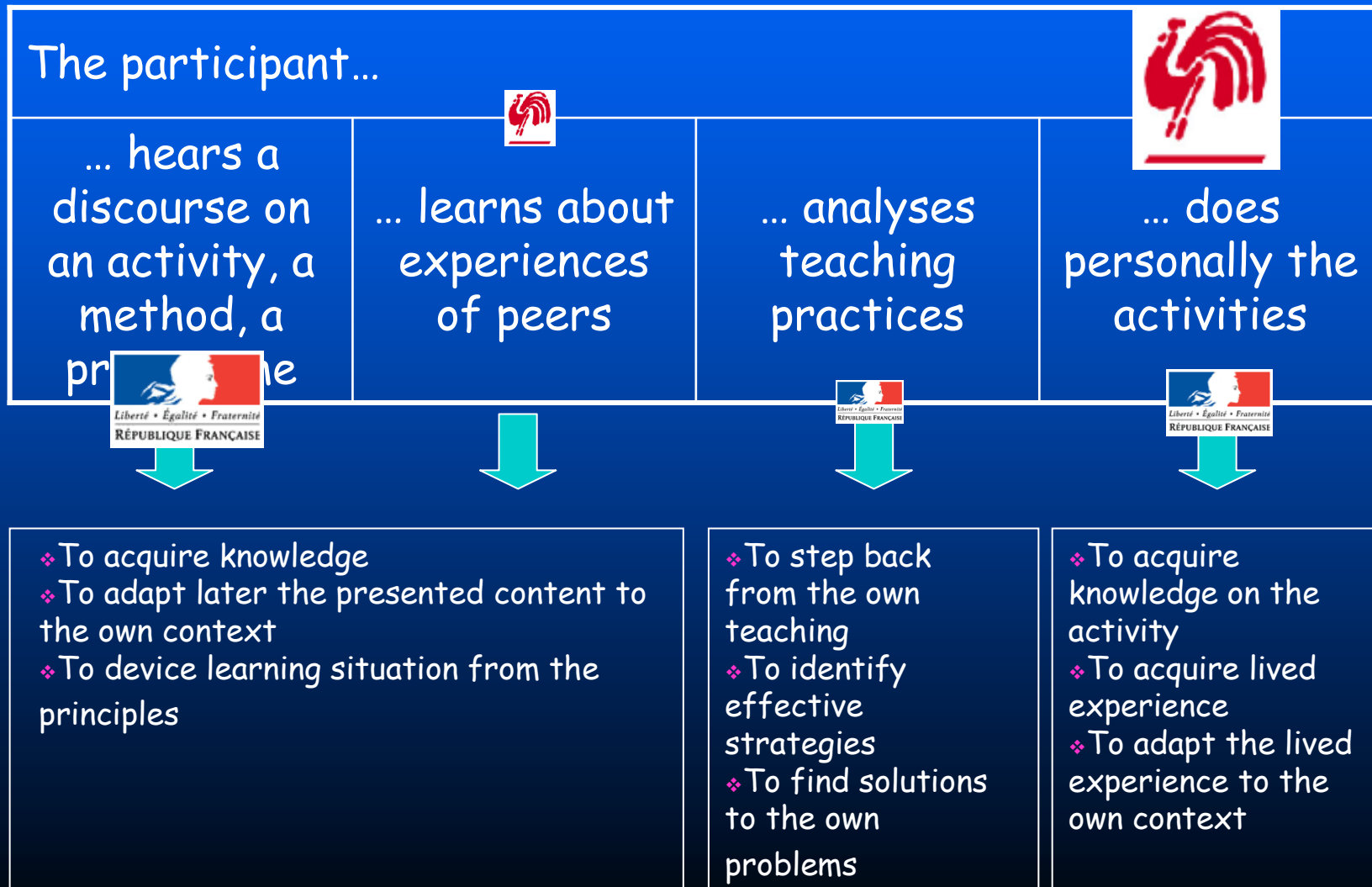
Stage of the career



Lecomte, Carlier & Renard (2002)

Objectives of the in-service sessions

Méard (2004)



Participants' expectations

Méard (2004)

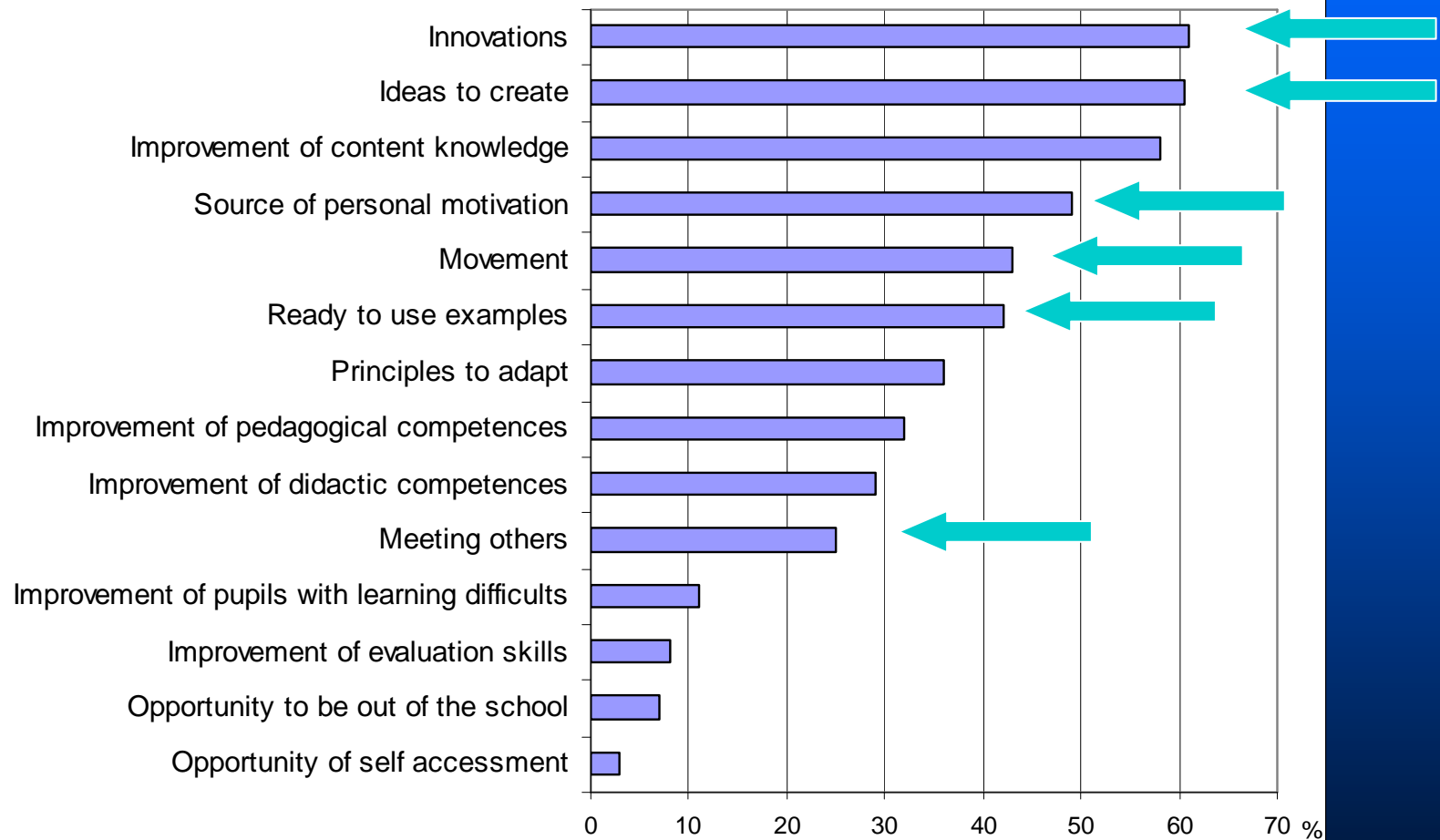


The organisers have to:

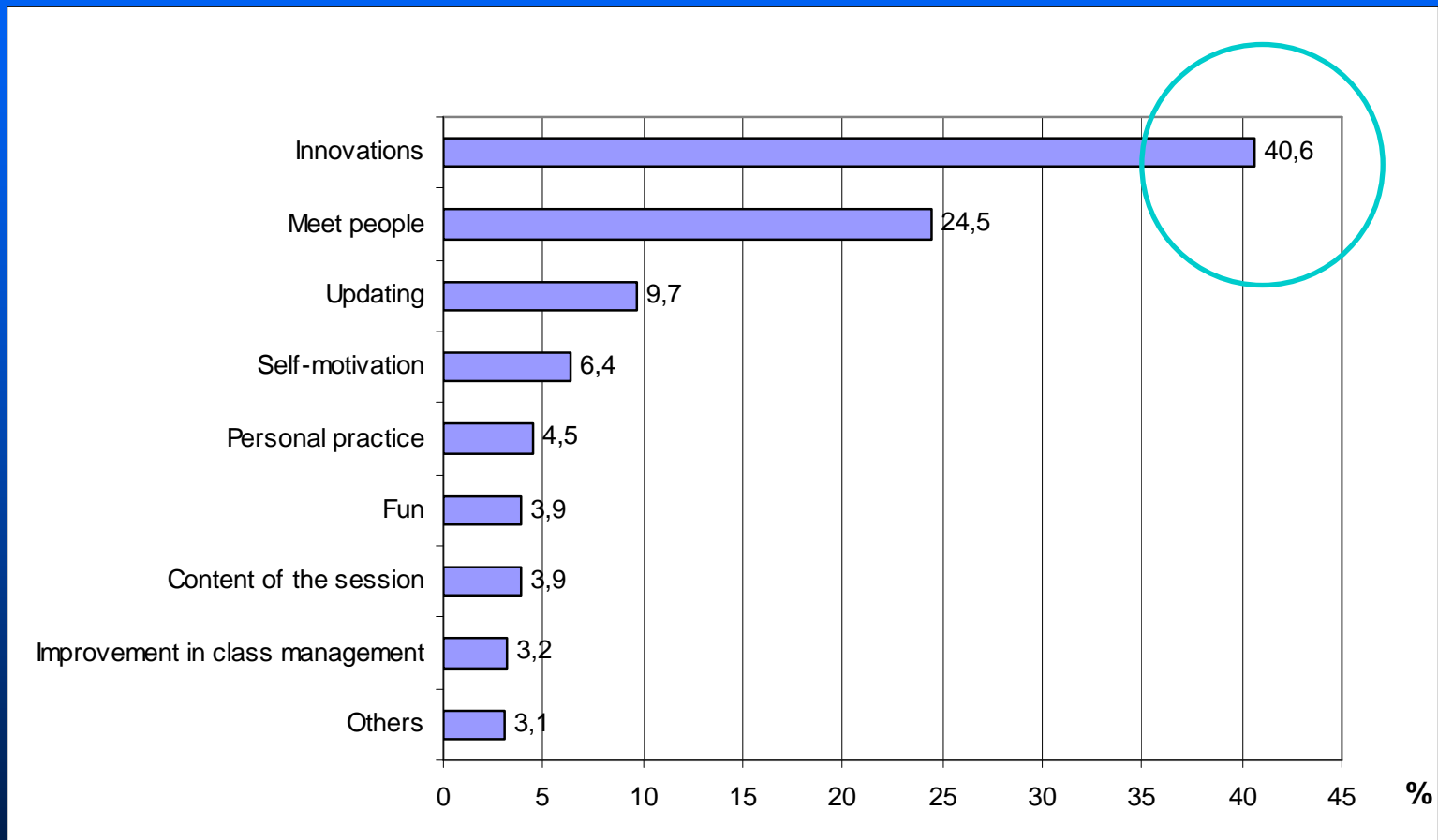
- ❖ Negotiate with the participants who refuse any « instrumentalisation » and favour a return to the learner status as well as applicable topics
- ❖ Take into account the institutional requirements as well as financial constraints

Participants' expectations

Lecomte, Carlier & Renard (2002)



Participants' expectations



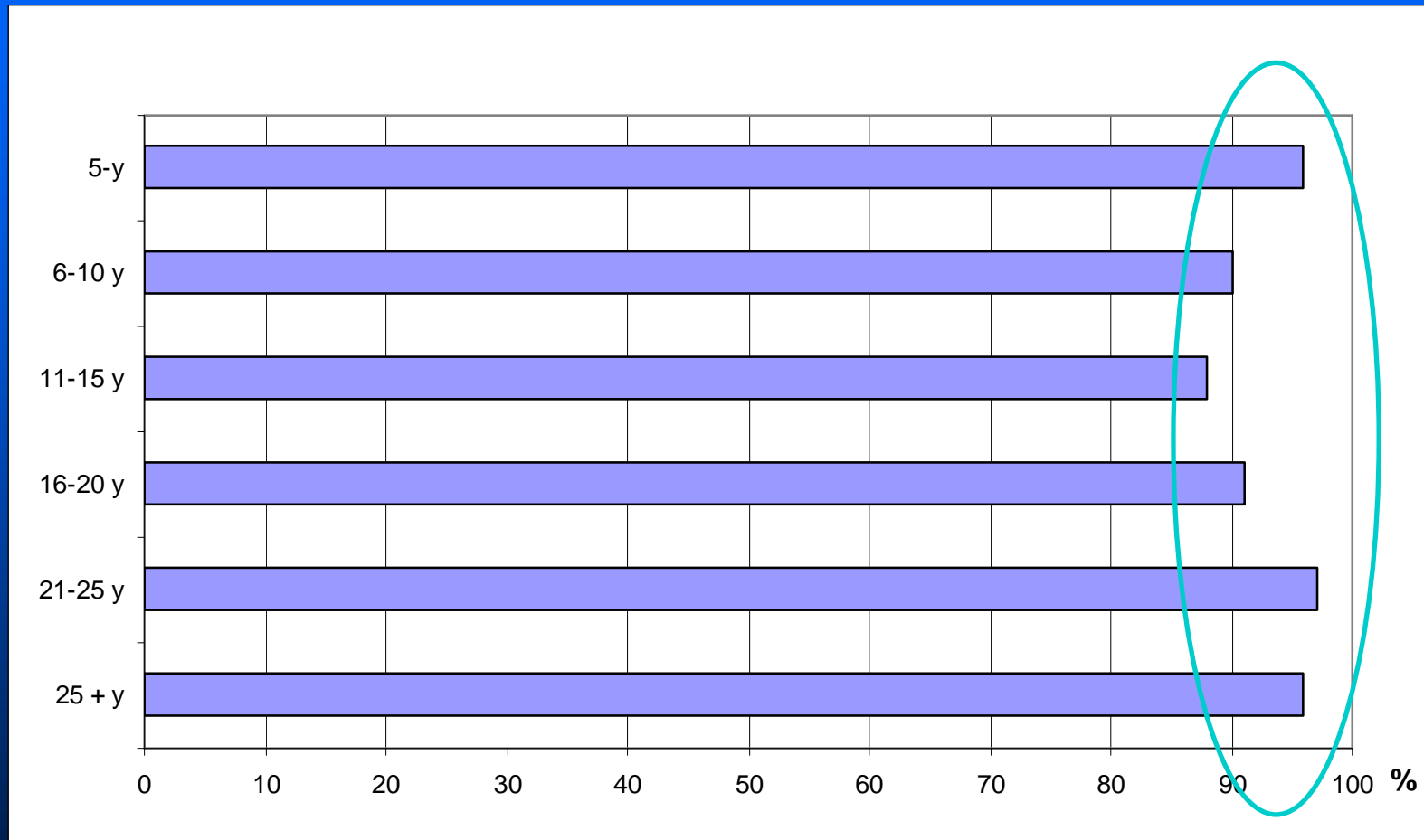
Analysis of 2007 IFC sessions proposed at the ULg (% of items)

Participants' satisfactions

Categories	Items	Examples
Utility (62.5 %)	Applicability	«I'll be able to apply it»
	Testing	«In step, I already tried the method »
New experiences (12.5 %)	New ideas	«Learning of new strategies»
Relations (12.5 %)	Colleagues	«Teaching that activity with colleagues»
Implications (12.5 %)		«Pleasure of work»

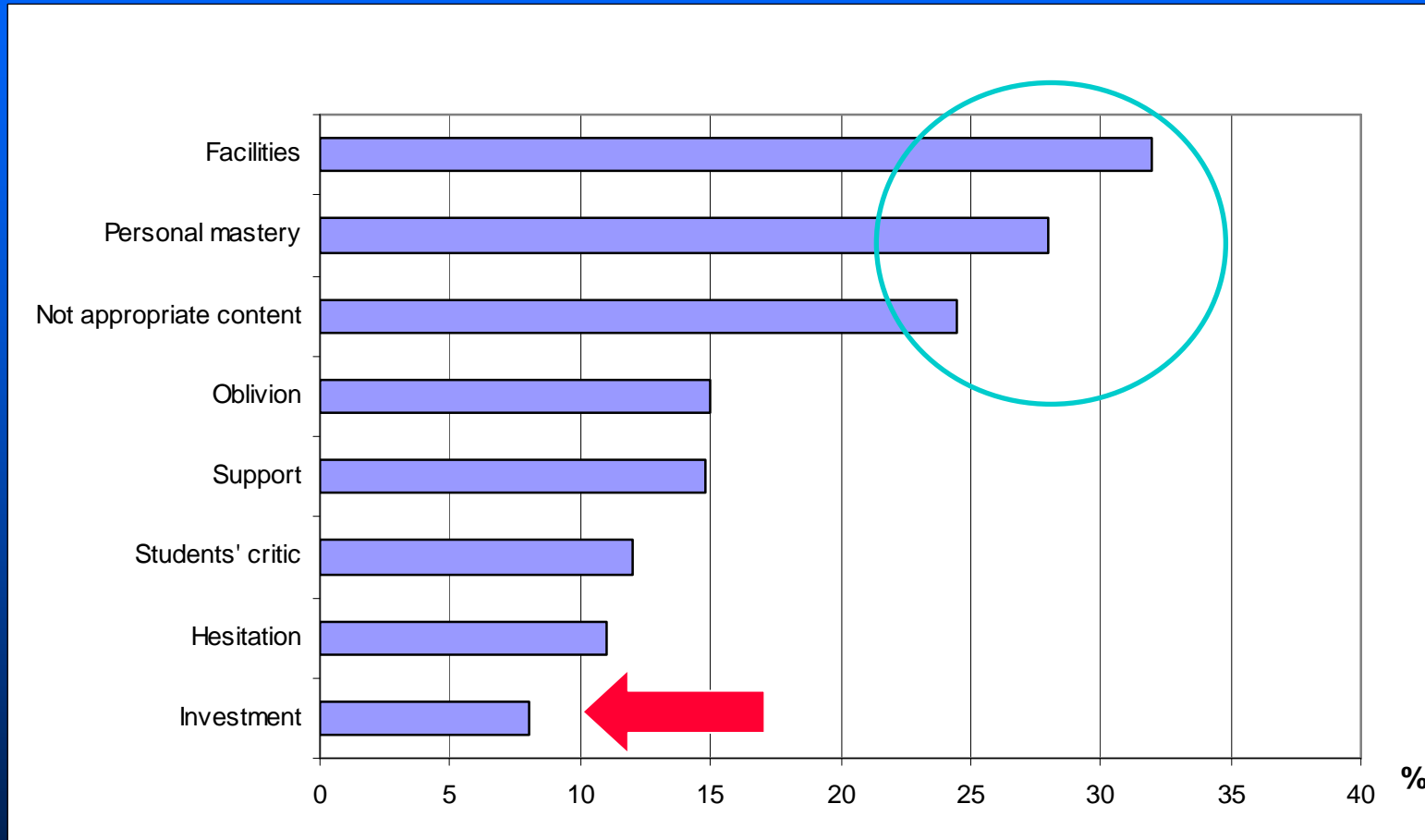
Analysis of 2007 IFC sessions proposed at the ULg (% of items)

Reinvestment according to experience



Lecomte, Carlier & Renard (2002)

Obstacles for the reinvestment

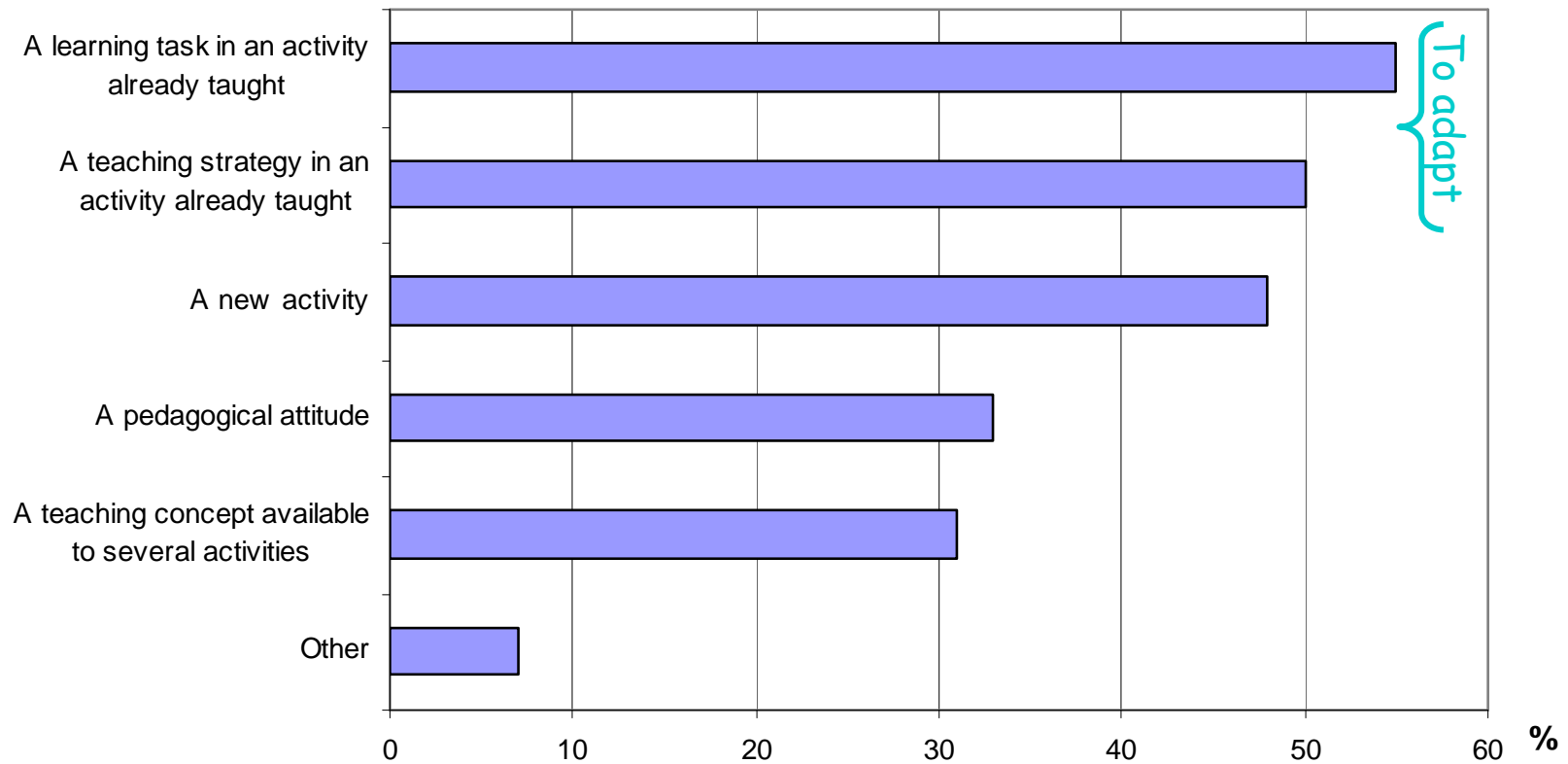


Lecomte, Carlier & Renard (2002)

In fact: reinvestment lays on a cost-benefit analysis
(to change needs efforts)

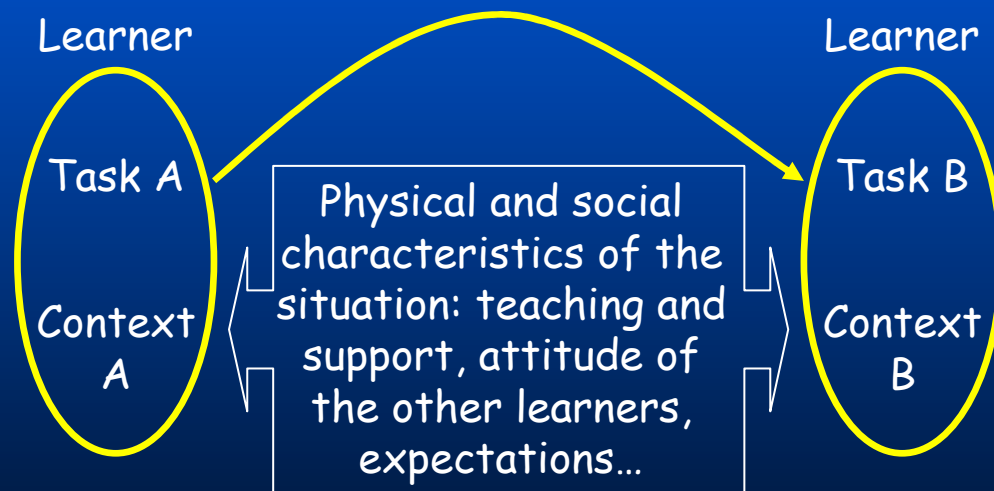
Type of reinvestment

Lecomte, Carlier & Renard (2002)



What impact ?

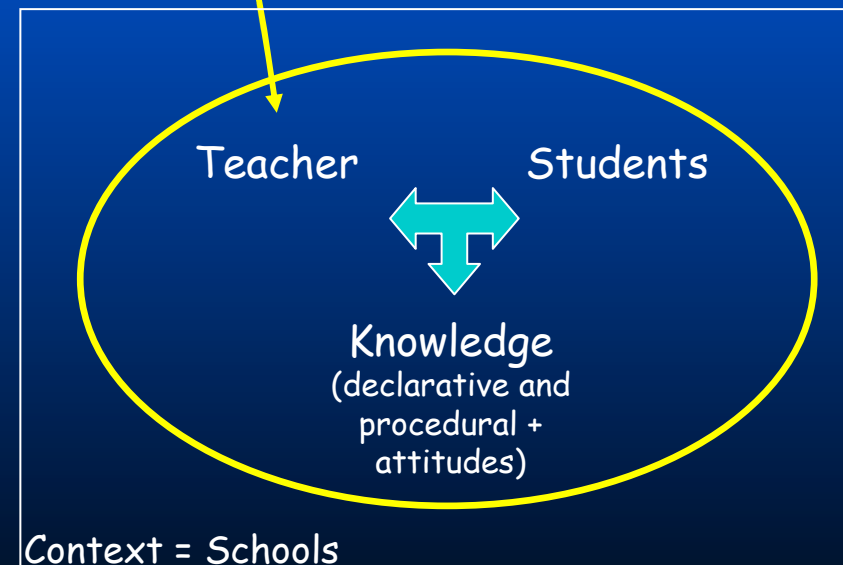
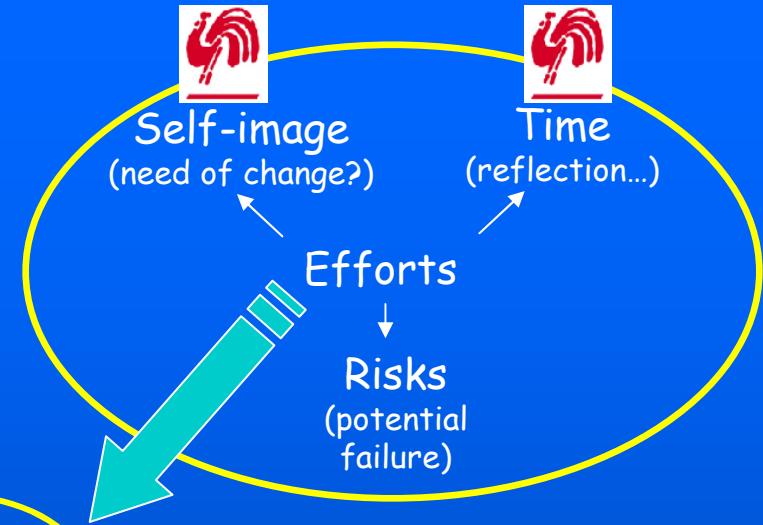
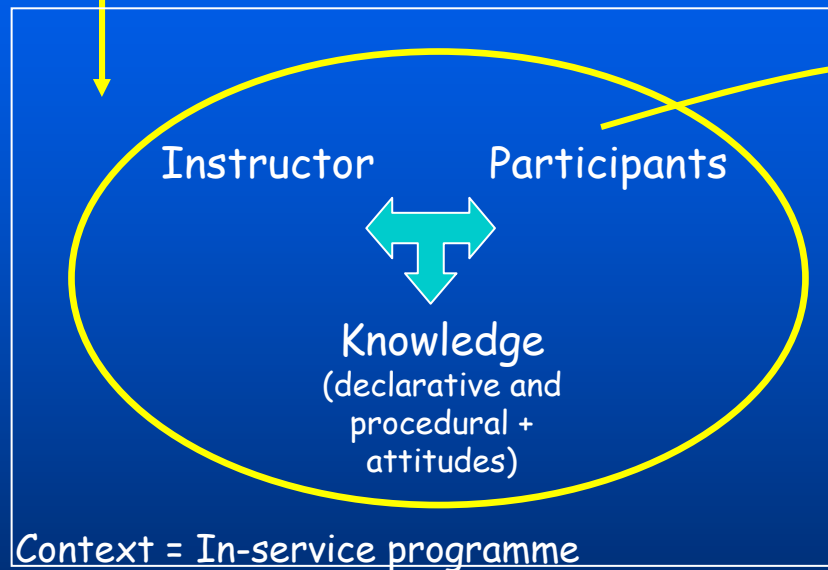
- ◆ The effectiveness of the in-service sessions is based on the "transposition" (transfer)
- ◆ To be able to mobilize new knowledge in the own context



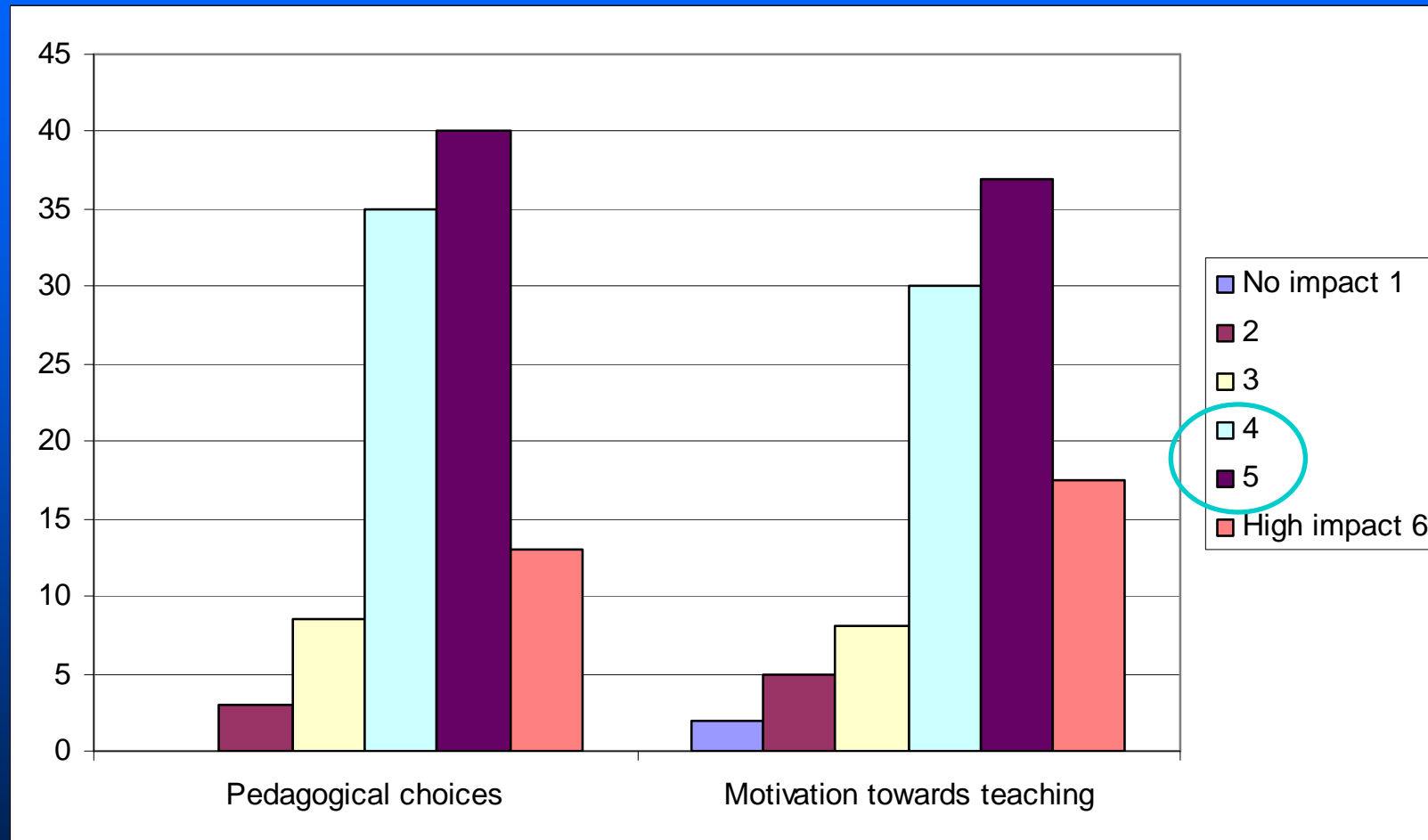
Impact

◆ Ideal model

Instructors' selection,
preparation, recommendations
Philosophy of the programme



Impact (participants' point of view)



Lecomte, Carlier & Renard (2002)

Impact (participants' point of view)

- ◆ Large diversity
 - ❖ Some participants say that they are not preoccupied by the reinvestment of the proposed contents
 - ❖ Some chose the activities according to educative objectives, in the perspective to apply new strategies in their own classes
 - ❖ Some do not have pre determined opinion and will see later
- ◆ Usually, the reinvestment exists but it is not planned

Durand (2000)

Impact (action of the organisers)

- ◆ To increase the investment, Lecomte, Carlier & Renard (2000) proposed to:
 - ❖ Develop of a partnership with volunteer teachers
 - ❖ The subjects would plan in their classes two teaching units focused on activities followed during the in-service session
 - ❖ They would complete a diary (content taught, report of each lesson, questionnaire proposed to the students...)



Are the teachers ready to modify their routines?

- ◆ 25 + 15 teachers involved in 2 session (ULg)
 - ❖ 9 answered to a questionnaire (2 pages) while all promised to fulfil it
 - ❖ 1 accepted the potential visit of the staff aiming to attend to a lesson during which the strategies illustrated during the in-service session would be experienced
 - ❖ The same teacher alone was ready to work with the staff to develop adaptations of the programme content



How do the teachers use the information proposed during in-service sessions?

- ◆ Fischbach & Cloes (2005) tried to:
 - ❖ Verify how teachers reinvest contents taught during one in-service session focused on juggling
 - ❖ Determine how students perceive the activity despite teacher's lack of experience
- ◆ Two steps:
 - ❖ Organisation of 3 in-service sessions of 3 hours (n=6, 6, 30)
 - ❖ 3 juggling units (6:17yo girls, 4:14yo girls, 5:15yo boys)
 - ❖ Observation, interview (T), questionnaire (S)

How do the teachers use the information proposed during in-service sessions?

- ◆ Different approaches were proposed = teachers' personal adaptation of the content according to their "teaching style"
- ◆ Teachers were able to manage the unit but they lacked specific skills to make profitable students' skill
- ◆ Students' overall presented a positive opinion
- ◆ Students' learning and interest were higher to the teachers' expectations

Conclusion

- ◆ There exists many ways of professional development
- ◆ Some teachers consider that they do not need career-long education ("I know already")
- ◆ Teachers are officially incited to follow organised and recognized in-service activities (obligation = reject)
- ◆ They consider often that the proposed contents does not correspond to their specific needs
- ◆ Teachers' reinvestment objectives are not always clearly settled
- ◆ The major difficulty deals with the effort needed to transfer content taught to their own context

Challenges

- ◆ Creation of an observatory of PE professional development
 - ❖ Carlier (2000) underlined the existence of research questions
 - ❖ To observe to transform + to transform to observe
 - ❖ Collaboration between research paradigms + practitioners
 - ❖ Production of innovations + refreshing of teaching legends
- ◆ To make the teachers aware about the need of professional development
 - ❖ To develop reflexive analysis of one's teaching/overtaking the self satisfaction
 - ❖ To develop motivation/will of improvement
- ◆ To propose in-service activities underlining benefits and transfer opportunities
- ◆ To create a need of experiment

Challenges

- ◆ To bring the teacher to accept the efforts needed to change
 - ❖ On one's own: to accept that what one does might not be the best way to work (self-perception)
 - ❖ On the time: to learn takes time
 - ❖ On the risks: to leave the safety and accept a potential failure
- ◆ AIESEP's role
 - ❖ Scientific support
 - ❖ Development of resources (examples of good practices, recommended literature...)
 - ❖ Recommendations to administrators and practitioners

Multidimensional analysis

Forms, criteria and modalities	Classical, (on request)	Study days	Work at school	In-service session
Location				
◆ In the school		+	+++	
◆ In the region	+	+	+	
◆ In an university centre	+++	++	++	+++
◆ In a specific centre	+			+
Duration and frequency				
◆ Meeting and half days			+++	
◆ One day	+	+++	+	
◆ One session of several days in the time	+++			
◆ One session of several days at the same time				
◆ A long programme	+			+++
Size of the group				
◆ Individual			+	
◆ Very small group			+++	
◆ Group of 15 participants	+++	+	+	++
◆ Very large group	+	+++		++

Paquay (2000b)

Multidimensional analysis

Forms, criteria and modalities	Classical, (on request)	Study days	Work or school	In service session (CUFOCEP)
Offer				
◆One opportunity	+	+		
◆One opportunity on request	+++	++		++
◆One opportunity adapted for the group's needs			++	+
◆"Evolutive" project			+++	
Objectives				
◆Transmission	++	++		
◆Application of new techniques	++	+		++
◆Professional development according to lived school problems				
◆Personal development	++	+	++	+
◆Innovation projects	+		+	
			++	

Paquay (2000b)

**Thank you for
your attention**

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