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
Basic information

- Organisation of the education

http://www.enseignement.be/gen/syst/structures/reseaux/resseaux00.asp
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

Ministère de la Communauté française (2001a,b)
Basic information

13 competencies that teachers have to acquire

3) To be informed about ones’ role within the school institution and 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

Ministère de la Communauté française (2001a,b)
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 one’s daily activity
8) To work in team within the school
9) To conceive teaching devices, to test, access and adapt them

Ministère de la Communauté française (2001a,b)
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

Ministère de la Communauté française (2001a,b)
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

Colleges

- Bac 1
- Bac 2
- Bac 3

Transition: Teaching (AESI)

Universities

- Bac 1
- Bac 2
- Bac 3

Transition: Bachelor in Sport sciences

- Master in Physical education

Transition: Teaching (AESS)

30 credits
## Teacher education paths

<table>
<thead>
<tr>
<th>Communauté française</th>
<th>Libre catholique</th>
<th>Libre officiel</th>
</tr>
</thead>
<tbody>
<tr>
<td>HE Charlemagne (Liège)</td>
<td>HE Léonard de Vinci (Bruxelles)</td>
<td>HE Fransisco Ferrer (Bruxelles)</td>
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<tr>
<td>HE Pol-Henri Spaak (Nivelles)</td>
<td>HE Namuroise Catholique (Namur)</td>
<td>HE André Vésale (Liège)</td>
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<td>HE Mosane d’Enseignement supérieur (Liège)</td>
<td>HE Mons Borinage Centre (Morlanwez)</td>
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<tr>
<td>Université de Liège</td>
<td>Université Catholique de Louvain</td>
<td>Université Libre de Bruxelles</td>
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</table>
The PETPD in Wallonia

- Personal and interpersonal
- Ministry of Education Inspection
- Professional associations
- Teachers education programmes
- PE teacher
- Sport context
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, teamwork 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)

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/](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)
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)
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).
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).

Cloes, Laraki & Piéron, 2004)
“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.

(Cloe, Laraki & Piéron, 2004)
What are the resources involved in the professional development?

Lecomte, Carlier & Renard (2002) “Not helpful at all” (1) to “Determinant” (6)

- Cufocep inservice activities
- Sport experience
- Initial teacher education programme
- Readings
- Observation of colleagues
- Seminars with colleagues
- School inservice activities
- Media
- Internet

“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)

- Stabilization
- Diversification
- Call in question
- Serenity
- Bitterness
- Fumbling
- Conservation
- Disengagement

Years of teaching:
- 0-5 years
- 5-10 years
- 10-15 years
- 15-20 years
- 20-25 years
- 25-30 years
- 30-35 years

Percentage:
- 6-10 teaching years: 32%
- 5-10 teaching years: Vocational > general
- 5-10 teaching years: Vocational > general

Lecomte, Carlier & Renard (2002)
Objectives of the in-service sessions

Méard (2004)

<table>
<thead>
<tr>
<th>The participant…</th>
<th>… hears a discourse on an activity, a method, a programme</th>
<th>… learns about experiences of peers</th>
<th>… analyses teaching practices</th>
<th>… does personally the activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>To acquire knowledge</td>
<td>To acquire knowledge on the activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>To adapt later the presented content to the own context</td>
<td>To acquire lived experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>To device learning situation from the principles</td>
<td>To adapt the lived experience to the own context</td>
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<tr>
<td></td>
<td></td>
<td>To find solutions to the own problems</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Participants’ expectations

<table>
<thead>
<tr>
<th>Serious and utilitarian</th>
<th>New activities (renewal-updating)</th>
<th>Hedonist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Known activities (strengthening)</td>
<td>For the fun (personal development)</td>
<td></td>
</tr>
</tbody>
</table>

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

Méard (2004)
Participants’ expectations

Lecomte, Carlier & Renard (2002)

- Innovations
- Ideas to create
- Improvement of content knowledge
- Source of personal motivation
- Movement
- Ready to use examples
- Principles to adapt
- Improvement of pedagogical competences
- Improvement of didactic competences
- Meeting others
- Improvement of pupils with learning difficulties
- Improvement of evaluation skills
- Opportunity to be out of the school
- Opportunity of self assessment
Participants' expectations

Analysis of 2007 IFC sessions proposed at the ULg (% of items)
## Participants' satisfactions

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

Analysis of 2007 IFC sessions proposed at the ULg (% of items)
Reinvestment according to experience

Lecomte, Carlier & Renard (2002)
Obstacles for the reinvestment

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

Lecomte, Carlier & Renard (2002)
Type of reinvestment

Lecomte, Carlier & Renard (2002)

- A learning task in an activity already taught
- A teaching strategy in an activity already taught
- A new activity
- A pedagogical attitude
- A teaching concept available to several activities
- Other
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

Paquay (2000a)
Impact

◆ Ideal model

Instructors' selection, preparation, recommendations
Philosophy of the programme

Instructor  Participants
Knowledge (declarative and procedural + attitudes)

Context = In-service programme

Self-image (need of change?)

Efforts

Risks (potential failure)

Time (reflection...)

Teacher  Students
Knowledge (declarative and procedural + attitudes)

Context = Schools

Paquay (2000a)
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 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

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

Paquay (2000b)
## Multidimensional analysis

<table>
<thead>
<tr>
<th>Forms, criteria and modalities</th>
<th>Classical, (on request)</th>
<th>Study days</th>
<th>Work or school</th>
<th>In service session (CUFOCEP)</th>
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<tr>
<td><strong>Offer</strong></td>
<td></td>
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<tr>
<td>♦ One opportunity</td>
<td>+</td>
<td>+</td>
<td>++</td>
<td>+</td>
</tr>
<tr>
<td>♦ One opportunity on request</td>
<td>+</td>
<td>+</td>
<td>++</td>
<td>+</td>
</tr>
<tr>
<td>♦ One opportunity adapted for the group’s needs</td>
<td></td>
<td></td>
<td>++</td>
<td>+</td>
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<tr>
<td>♦ “Evolutive” project</td>
<td></td>
<td></td>
<td>++</td>
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<tr>
<td><strong>Objectives</strong></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>♦ Transmission</td>
<td>++</td>
<td>++</td>
<td></td>
<td></td>
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<tr>
<td>♦ Application of new techniques</td>
<td>++</td>
<td>+</td>
<td>++</td>
<td></td>
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<tr>
<td>♦ Professional development according to lived school problems</td>
<td></td>
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<td>++</td>
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<tr>
<td>♦ Personal development</td>
<td>++</td>
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<tr>
<td>♦ Innovation projects</td>
<td></td>
<td></td>
<td>++</td>
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Paquay (2000b)
Thank you for your attention
References


Cloes, M., Laraki, N. & Piéron, M. (2004). PE teachers’ competencies: which ones are considered as the most important and where are they acquired? In, V. Klissouras, S. Kellis & I. Mouratidis (Eds.), Proceedings of the 2004 Pre-Olympic Congress. Sport Science through the Ages. Volume II - Posters. Thessaloniki: SYMVOLI. 143.


