IMPLEMENTING INNOVATIONS IN TEACHERS´PD :
OPPORTUNITIES AND OBSTACLES IN THE FEDERATION WALLONIE-BRUXELLES

ISIT Final Workshop , February 2015
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ISIT
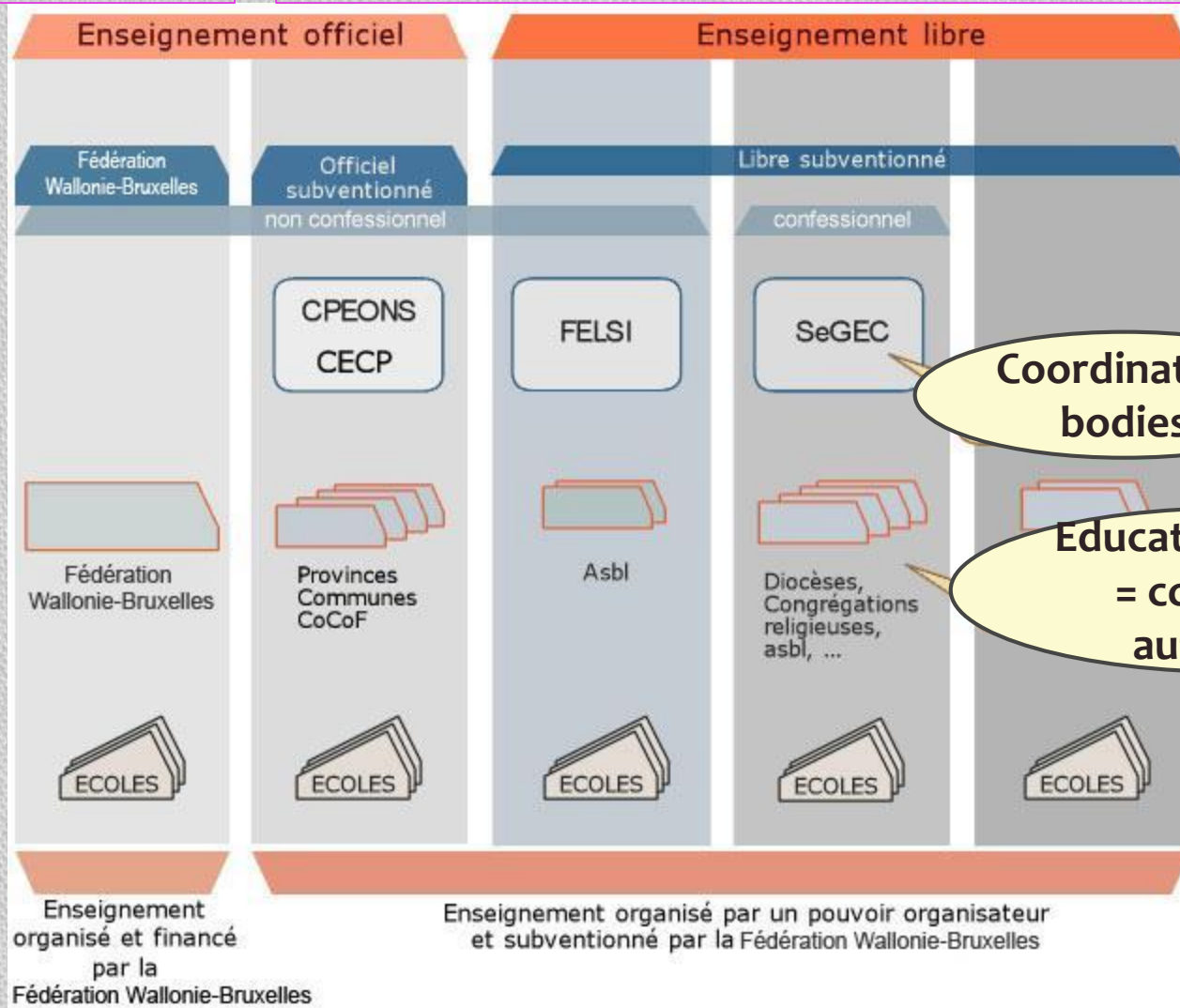Implementation Strategies for Innovations
in Teachers´ Professional Development

# A. GENERAL BACKGROUND INFORMATIONS

fully granted and managed

grant-aided and managed by provincial/municipal/private authorities

Enseignement officiel

Enseignement libre

Fédération Wallonie-Bruxelles

Officiel subventionné
non confessionnel

Libre subventionné

confessionnel

CPEONS
CECP

FELSI

SeGEC

Coordinatory bodies

Fédération Wallonie-Bruxelles

Provinces
Communes
CoCoF

Asbl

Diocèses,
Congrégations
religieuses,
asbl, ...

Education network = controlling authorities

ECOLES

ECOLES

ECOLES

ECOLES

ECOLES

Enseignement organisé et financé par la Fédération Wallonie-Bruxelles

Enseignement organisé par un pouvoir organisateur et subventionné par la Fédération Wallonie-Bruxelles

Core skills

=> **Different types of schools**

- Provided schools comply with laws, decrees and orders, controlling authorities enjoy fairly **extensive autonomy**, particularly with regard to **methods of education** and **assessment**.

- Each controlling authorities may decide its own curriculum as long as it concur with the Decree on the Missions of Schools (1997): Core Skills (common output)
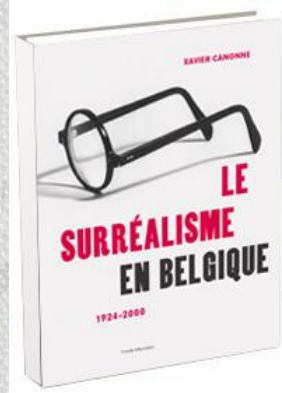
In-service teacher training ☹

- Two decrees dated 11 July 2002 have made in-service training **compulsory** for teachers in ordinary or specialized pre-secondary and secondary education.

- In-service training is compulsory on the basis of
6 half-days a year (2consecutives training days)

- Voluntary in-service training is **limited to 10 half-days** a year if it takes place during the teacher's working hours.

The organization of in-service teacher training

- Organized by a specially created *Institute for In-service Training* (**also** at the *education network* level or at the school level)
- The Institute for In-Service Training does not directly train the teachers, but makes use of **training operators** (Higher schools , universities, teachers' associations, continuing education agencies, etc.).
- **Universities** also organize some master degrees in Sciences of Education (ULg, UCL, ULB, ….)

Obstacles to collaboration

- *If CAL modules in Content area literacy were to be implemented in FW-B it could be supervised by the Institute for In-service Teacher Training.*

- *The operator who would bid for the training could be researchers or/and pre-service teacher trainers involved in the adaptation phase of the BaCuLit modules to the context of FW-B.*

- *However, this would imply to split the modules into different independent training sessions in order to fit with the organizational structure of the Institute.*

Core skills 😊

Legitimize a in-service training that would be addressed to various content teachers …
Avoid the tricky matter of teaching methods
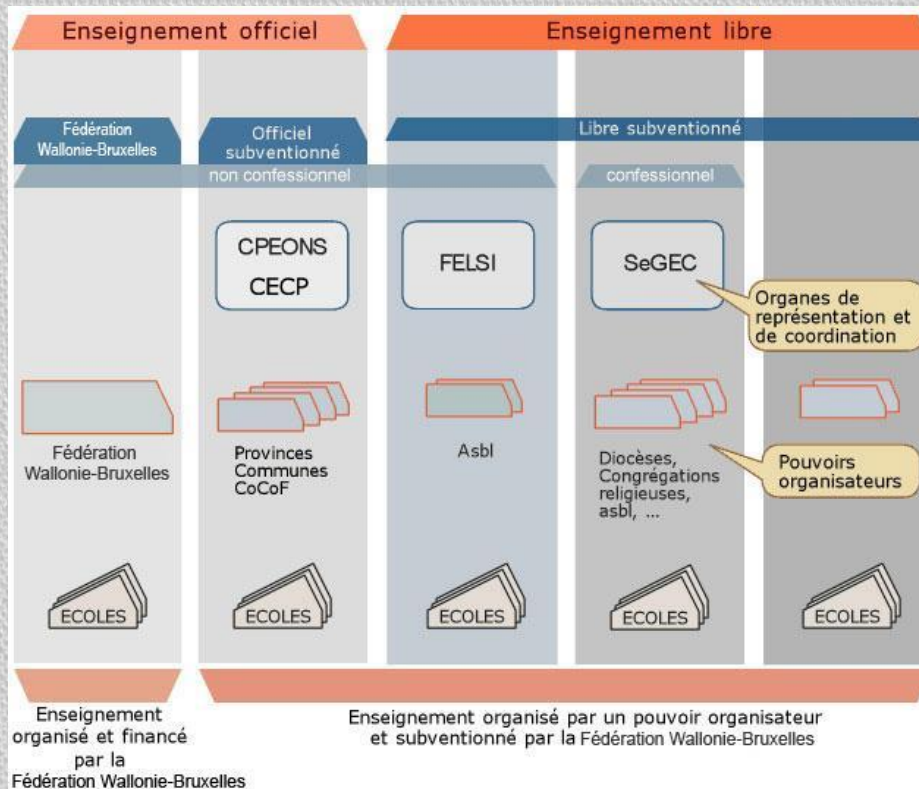
C o r e   s k i l l s

History and geography

1. *General principles*
2. *The know how common to the two disciplines*
   - 2.1. Asking (yourself) questions
   - 2.2. Building an investigative approach
   - 2.3. Searching for information
   - 2.4. Exploiting the information and checking its relevance according to the search undertaken
   - 2.5. Structuring the results of the research, validating the approach to the research
   - 2.6. Communicating
   - 2.7. Transferring to new situations
   - 2.8. Acting and reacting

Close to reading to learn !!

A. NEEDS ANALYSIS REGARDING CAL IN PD

Teacher education specific to reading ?

- No specific education dedicated to reading per se

- At the lower secondary level reading is part of the regular curriculum => integrated into French language didactics

- At the primary level teachers teach all subjects =not prepared to teach reading strategies

A rising need for clarification of the "competencies" approach

- **Ability to implement** an organized set of knowledge, of processes and attitudes that enable the students to succeed a number of tasks (Décret "Missions" du 24 juillet 1997, article 5, p. 3)

- In response to a tendency of" **inert knowledge**"

- **Misconception** of the concept of competencies = tendency to develop processes (savoir-faire) instead of knowledge

- Rising critical context towards the skills approach, some would like to come back to knowledge

  =>CAL can be seen as an **opportunity** to bring back together the theoretical and practical sides of knowledge

- Skills approach fail to define the **procedural knowledge** that students need to master some disciplinary skills such as vocabulary or disciplinary concepts.
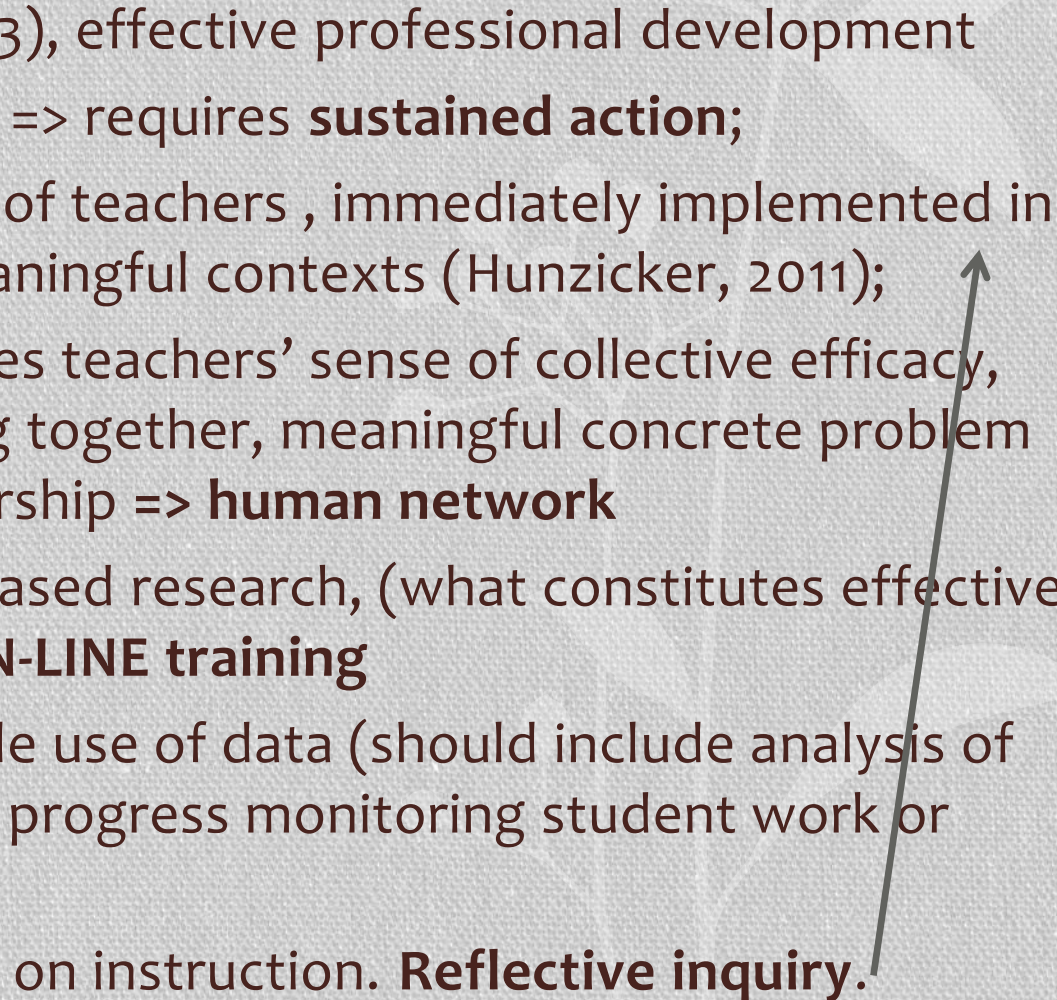
C. OUTLINE OF A STRATEGIC PLAN FOR IMPLEMENTATION

A certificate jointly organized by University/teacher training colleges

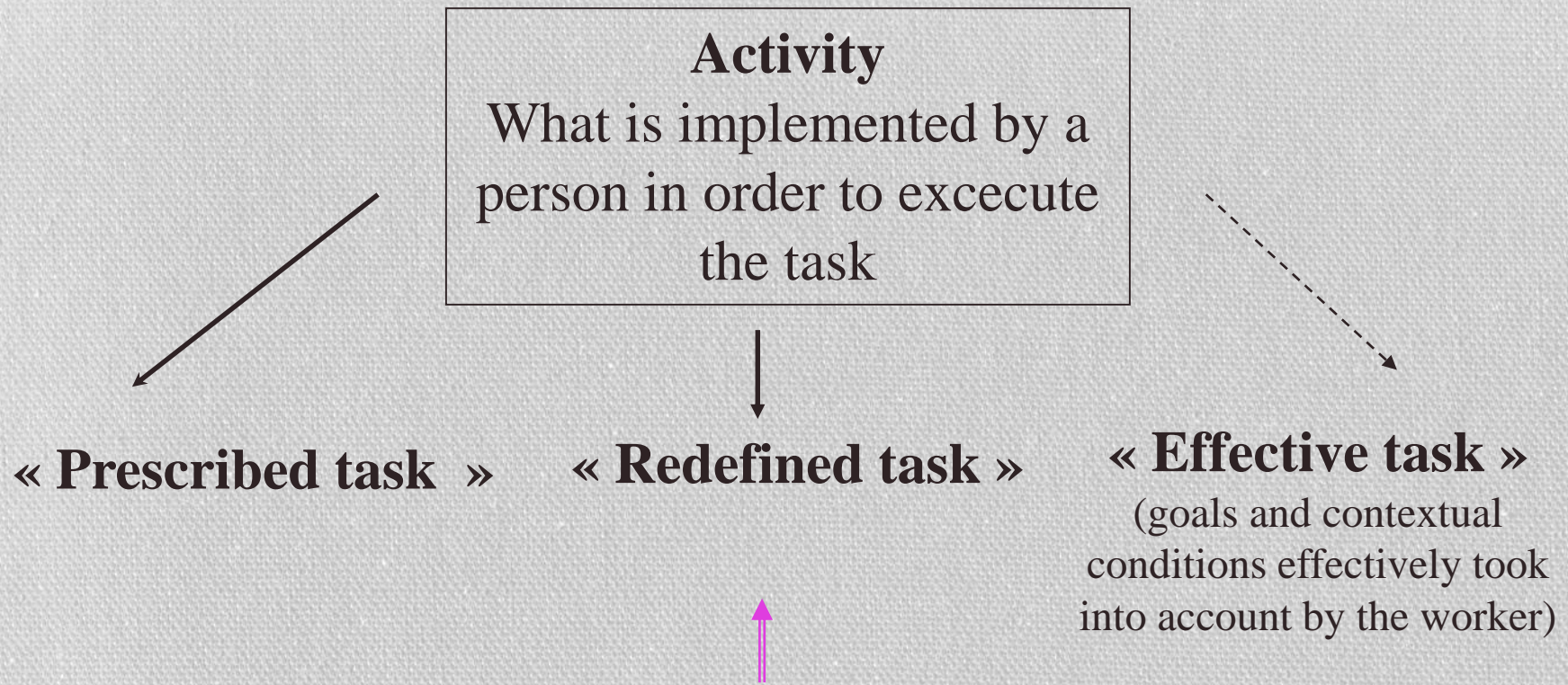| Phase	Collaboration	Product
Phase 2		
Translation, national adaptations	**Teacher training colleges /University of Liège (Adpe)**	**Design for a joint cerfificate in CAL**
Phase 4		
First Implementation trial	**Professional Learning Community (blended learning), heterogeneous public (experimented/ recently qualified; disciplinary content ?)**	**Certification in CAL Ex. : 5 modules valued at 11 crédits**

Professional Learning Communities

According to Peterson (2013), effective professional development

- involves ongoing learning => requires **sustained action**;
- is embedded in daily lives of teachers , immediately implemented in **every day practice**, in meaningful contexts (Hunzicker, 2011);
- is collaborative: it enhances teachers' sense of collective efficacy, empowerment of working together, meaningful concrete problem solving, sharing the leadership **=> human network**
- is informed by evidence-based research, (what constitutes effective reading instruction) => **ON-LINE training**
- is informed by the principle use of data (should include analysis of student assessment data, progress monitoring student work or teacher observation);
- is supportive of reflection on instruction. **Reflective inquiry**.

Some basic concepts from cognitive ergonomy (Leplat, 1992-1997)

Activity
What is implemented by a person in order to excecute the task

« Prescribed task »   **« Redefined task »**   **« Effective task »**
(goals and contextual conditions effectively took into account by the worker)

Opportunities of join reflexion about activity based on observation and traces , « clinique de l'activité » (Clot, 2005)
⇒*Teacher trainers get into the teacher's interpretative system*
⇒*Teacher becomes aware and expresses the tensions between what is asked to him, what he would like to and what he manages to do*
⇒*Both teacher and teacher trainer can identifie a possible direction for action that would bring activity closer to the curriculum (prescribed)*