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

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A. GENERAL BACKGROUND INFORMATION
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** (2 consecutives 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 an in-service training that would be addressed to various content teachers ...

Avoid the tricky matter of teaching methods
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

<table>
<thead>
<tr>
<th>Phase</th>
<th>Collaboration</th>
<th>Product</th>
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<tbody>
<tr>
<td>Phase 2</td>
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<tr>
<td>Translation, national</td>
<td>Teacher training colleges</td>
<td>Design for a joint certificate in CAL</td>
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<td>adaptations</td>
<td>/University of Liège (Adpe)</td>
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<td>Phase 4</td>
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<td>First Implementation trial</td>
<td>Professional Learning Community (blended learning), heterogeneous public</td>
<td>Certification in CAL</td>
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<td></td>
<td>(experimented/recently qualified; disciplinary content ?)</td>
<td>Ex. : 5 modules valued at 11 crédits</td>
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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 execute 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 identify a possible direction for action that would bring activity closer to the curriculum (prescribed)