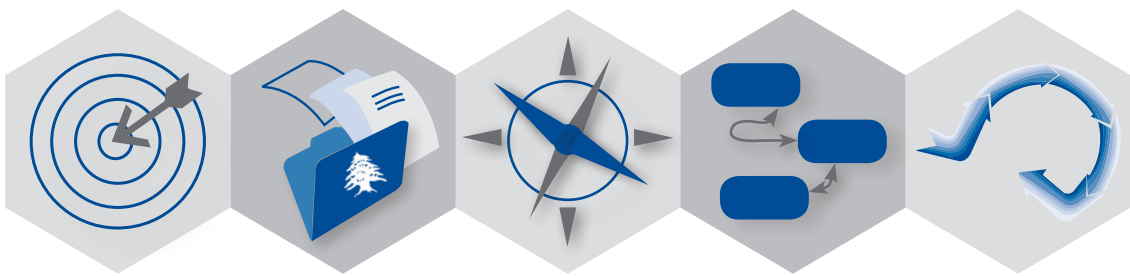


The Handbook of the Continuous Training

at the Center for Educational
Research and Development





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First Edition 2019



A word from Dr. Nada Oweijane, President of the Center for Educational Research and Development

The Center for Educational Research and Development (CRDP) was established in 1971, as a public institution having a juristic personality enjoying administrative and financial autonomy under the custody of the Minister of Education and Higher Education. CRDP was established in response to the need for a Lebanese official organization to be in charge of the formulation of educational policies, the improvement of the quality of education in Lebanon and to keep abreast of scientific progress and technological and cultural development worldwide.

The development of the CRDP Teacher Training Handbook was motivated by the desire of CRDP to further the evolution of the quality of teacher training. It is the collaborative work of a team of experts and the relevant Pre-service and In-service Training Bureau personnel within the frame of the UNICEF supported mission to enhance the quality of teacher training. It is the fruit of rigorous theoretical research and built on empirical studies of the Lebanese context. This publication was made possible through the support of UNICEF and the Government of Canada.

The CRDP teacher training handbook sets the theoretical background for teacher's professional development with a focus on the role of the continuous training. The handbook also explicates the new transformational teacher training curriculum design: The Teacher Training Curriculum Model (TTCM). The TTCM is built with the aim of transferring the competencies required by the Teachers' Competency Framework (CRDP & MEHE, 2017) to the classroom practices of teachers. Also included in the handbook is the induction curriculum of the novice public school teachers. It is designed along eight training paths that correspond to the diverse backgrounds of the incoming recruited teachers into the public system.

The handbook captures the essence of the CERD UNICEF mission to enhance the quality of training. This mission was anchored in the findings of the research on effective professional development, namely: (1) developing a global curriculum framework for teacher professional development including training, (2) encouraging teacher engagement in curriculum-focused training and collaborative learning activities, (3) developing strategies to monitor the quality of the training delivered to teachers and its impact on classroom practices in alignment with national standards, and (4) ensuring that teachers who have not completed initial training are exposed to high quality continuous training.

CRDP strongly believes in the teachers' impact on the learning process and the enhanced outcomes of learners. As such, CRDP brings to the educational forefront a full-fledged framework that can drive the conversation of the different stakeholders concerned with the teachers' professional development.

In education, we build together.

Dr. Nada Oweijane

A word from Ms. Rania Ghoussoub Mokled, Head of Pre-service and In-service Training Bureau

The Center for Educational Research and Development (CRDP) was established by Decree # 2356, dated December 10, 1971, as a public institution having a juristic personality enjoying administrative and financial autonomy. CRDP reports directly to the Minister of Education and Higher Education who acts as a custodial authority. In addition, the decree 3087 dated April 11, 1972 depicting the mandate of the Pre-service and In-service Training Bureau (PITB) stated that the bureau handles the pre-service training of all aspiring teacher candidates of the basic education, and the training of all practicing school teachers. The PITB conducted pre-service training and certification of teachers of all subjects between 1973 and 2002, graduating 13,111 teachers during this period.


As a result of the law 344 dated August 6, 2001 which stated in its 5th article that a university degree is a requirement for a tenured teacher contract, the pre-service training at the PITB came to a halt. Work started on the continuous training project early in the school year 2003-2004 within the frame of a joint agreement between the Lebanese and French governments. Six resource centers were established in the Lebanese governorates and the training services shifted into a continuity as opposed to the sporadic training on academic subjects that took place since the initiation of the PITB. The continuous training project covered, in addition to academic subjects, pedagogical, cultural and technological aspects of teaching and learning, as well as teaching methodologies. Training sessions were conducted by contractual trainers in PITB's 33 training centers across Lebanon.

CRDP PITB currently contracts around 200 trainers of various specializations. According to PITB statistics, on an average, around 25,000 teachers (58% of the teaching body) and educational personnel are trained per year on various academic, administrative, pedagogical and technological topics. Roughly, 2000 training sessions take place every year across the Lebanese territory.

A regional training catalog is issued on a yearly basis. The catalog proposes a calendar and description of all training sessions offered in every training center of a region. It is addressed primarily to all public schools to support teachers' and administrative staff selection and registration in the training sessions of their choices.

As of 2008, the PITB resorted to a regional training database to facilitate training data-handling and the issuance of forms and reports pertaining to the training such as the yearly training plan, participants' attendance sheets and attestations.

The absence of a national regulatory framework for teacher professional development, and the training calendar which is restricted to the months of schooling excluding summer months, are some of the major challenges that face the continuous training project. Added to that are the challenges resulting from the recruitment dynamic of contractual teachers who get paid according to the number of hours taught which negatively affects their motivation to attend training at the expense of their teaching hours and hence pay. The need to develop a continuum from pre-service education to in-service training, and the highly varied educational backgrounds of teachers and staff in the public school system also hinder the continuous training of teachers.



Early in 2017, and within the frame of the Ministry of Education and Higher Education's (MEHE) Reach All Children with Education (RACE II) plan under the pillar II: "Improved quality of educational services", CRDP PITB with the support of UNICEF engaged in a mission to enhance the quality of the training services. This undertaking took place in parallel to the development of a competency framework for teachers. As such, the CRDP-UNICEF mission aimed at enhancing the competencies of all public school teachers to deliver high quality instruction. The endeavor adopted a participatory co-construction approach between experts and CRDP personnel, with a view towards systemic change and sustainability. It had for purpose that teachers in public schools meet the requirements of the teachers' competency framework (CFT) to deliver high quality instruction and enhance the learning outcomes of public school children.

To achieve its goal of enhancing the quality of training services, the CRDP-UNICEF mission adopted a systemic lens to define its outcomes. Consequently, its outcomes were evidence-based and adapted to the reality of the Lebanese context. The outcomes were designed to: (1) Improve the quality of the training design to target the competency framework for teachers and transfer to classroom practices, to respond to the specific needs of teachers and address attitude towards cross-cutting themes in education (child protection, inclusion, learner centered instruction, gender issues, sustainable development, peace education); (2) Improve the capacity of the PITB to track and disseminate attainment of competency building per teacher and attitude change towards cross cutting educational themes; (3) Improve the quality of teacher training to address the specific needs of new teachers in the public school system; (4) Improve the competencies of trainers; (5) Improve the quality of training the training centers. To ensure the sustainability of the quality work undertaken, the mission sought to institutionalize its outcomes with the hope of creating a regulatory framework for teachers' professional development where every concerned stakeholder has a clearly defined role within a harmonious and coherent system.

Indeed, the mission was one of quality conducted with the highest degree of professionalism and commitment to purpose. Though words fail to describe the richness and the learning that took place in the process, I will attempt to pay credit to the work done by acknowledging the internal and external participants of every stage of this quality mission. Please confer page103.

Rania Ghossoub Mokled

Preamble

1. Background of the UNICEF Supported Mission to Enhance the Quality of Teacher Training at (CRDP) Pre-Service and In-Service Training Bureau (PITB)

The noteworthy positive correlations between teacher quality and learner achievement, as a significant within-school factor impacting performance, are consistently upheld by research¹. The quality and capacity of Lebanon public school teaching corps - around 40,000 teachers, around 40% of which are contractual teachers² - is on the decline due to several factors, among which: **(1)** The Ministry of Education and Higher Education (MEHE)'s restricted budget that can offer limited compensation, benefits and support infrastructure to professionally trained teachers, and **(2)** legislature passed in 1985 and 2002 that allowed the recruitment of "contractual teachers" in lieu of professional tenured teachers. This yielded an "over-supply of under-qualified teaching staff in public schools for basic education"³. Moreover, the skills and qualifications shortage in the teaching force negatively impacts the learning outcomes of children in the public school system with significant performance disparities amongst regions and nationalities. According to CRDP's statistical report, the delay rate of one year or more for children in the public schools can reach up to 50% in the third cycle of basic education. Delay rate translates as the number of children who outgrow their class level in age by one or more years. This is due to repetition and other factors such as delayed access to school, and temporary drop-out from school.

Evidence from the Organization for Economic Cooperation and Development (OECD) Teaching and the Teaching and Learning International Survey (TALIS)⁴ 2013 and educational literature suggest that policies for consideration in designing a high quality teachers' professional development strategy include: **(1)** developing an overall curriculum framework for teacher professional development including training, **(2)** encouraging teacher engagement in curriculum-focused training and collaborative learning activities, **(3)** developing strategies to monitor the quality of the training delivered to teachers and its impact on classroom practices in alignment with national standards, and **(4)** ensuring that teachers who have not completed initial training are exposed to high quality continuous training. The underlying enabling factor behind these recommendations is that teacher professional development needs to have a solid organizational support structure.

In Lebanon, the Lebanese University is the only public university providing Pre-service Learning (training)

for teachers. CRDP, particularly the In-Service Training Division, is the body mandated by MEHE for teachers' In-service training. According to RACE II (2017), "CRDP's technical and human resources capacity has been significantly underfunded over the years". Also, the procedures and policies governing the work structure of the In-service Training Division remain to a large extent a work in progress, with policy proposals yet to be validated and institutionalized. The "Département d'Orientation Pédagogique Scolaire (DOPS) MEHE's department under the General Directorate which is mandated to monitor and coach teachers during instruction. CRDP PITB and MEHE DOPS, given their mandate, are designated as key players in many of the interventions under the RACE 2 Pillar II Improved quality of educational services.

2. UNICEF-CRDP Intervention Supported by the Government of Canada

UNICEF, within the joint annual work plan for the years 2017 and 2018, provided support to CRDP to conduct a mission to enhance the quality of teacher training. The Terms of Reference of this mission included desk and literature review components to inform the design of its quality outputs. In addition to the desk review of CRDP's PITB reference documents, empirical and research studies were conducted as such: **(1)** Literature review on effective professional development and the role of training therein (Chapter III), **(2)** Short literature review of adult learning theories (Chapter III), **(3)** Exploratory qualitative field study around trainers' strategies to enhance training effectiveness (Chapter III), **(4)** Theoretical background for a teacher training induction curriculum including empirically collected categories of novice teachers and training content entry points (Chapter V), **(5)** Theoretical background for a trainers' training induction curriculum including empirically collected categories of trainers and training content entry points, and **(6)** Research on quality standards to yield an assessment rubric and a general building overview instrument.

The studies re-asserted the general orientation of the UNICEF-CRDP quality mission and its outputs were designed around: **(1) The Teacher Training Curriculum Model (TTCM)** (Chapter IV): a transformational training design based on conceptual understanding with an emphasis on transfer of competencies into professional practice through authentic performance tasks. The TTCM is designed to build the competencies of teachers in alignment with the requirements of the national standards for teachers' performance: The Competency Framework for Teachers (MEHE & CRDP, 2017); **(2) The**

¹ Angrist & Lavy, 2001; Darling-Hammond et al., 2005; Rivkin, Hanushek, Kain, 2005; Rockoff, 2004 as quoted in: Literature review Quality in Teachers' continuing professional development, European Commission (Caena, 2011)

² CRDP statistics 2016

³ RACE II Narrative (MEHE, 2016)

⁴ Barrera-Pedemonte, F. (2016), "High-Quality Teacher Professional Development and Classroom Teaching

Practices: Evidence from Talis 2013", OECD Education Working Papers, No. 141, OECD Publishing, Paris. <http://dx.doi.org/10.1787/5jlpzw26rvd-en>.

Training Management System (TMS): a software solution to support the TTCM design and its “learning over-time and through construction of meaning” paradigm. The training portfolio per teacher hosted on the TMS fosters the tracking of teachers’ and school personnel’s continuous construction of competencies and supports the shift from the “drive-by” training workshop paradigm towards a continuum of learning. The TMS is a platform for data-sharing among relevant education stakeholders (inspectors, coaches, administrators) to support more concerted efforts in building a coherent teachers’ professional development structure at a national level; **(3) The teacher training induction curriculum** (Chapter V): a training curriculum for new teachers based on learning paths to respond to the different categories of teachers’ incoming into the public sector; **(4) Training paths for trainers** to build trainers’ basic competencies in alignment with the competency framework for trainers; **(5) Quality state-of-the-art standards for training centers** and a consequent assessment of the 33 CRDP training centers; and **(6) a policy brief** to support the institutionalization of the new developments for maximizing impact and ensuring sustainability.

These outputs converge towards the provision of an improved teachers’ professional development support. Teachers will then have enhanced competencies to deliver high quality instruction and children in the public schools will have access to quality education and enhance their learning outcomes.

Introduction to the Handbook of the Continuous Training at the CRDP

The Handbook of the Continuous Training at the CRDP is the reference manual of the Pre-service and In-Service Training Bureau. Guided by a compelling vision and mission statement in Chapter I and aligned to national policies in Chapter II, the handbook compiles the theoretical frameworks and practical design of teachers’ continuous and induction training. Chapter III is an exhaustive theoretical research of the concept of teachers’ professional development and the role of training therein. The chapter includes the theoretical implications for practice. Chapter IV is the reference document of the TTCM design. It includes the theoretical rationale and the components of the three stages of the TTCM. Chapter V is concerned with the teacher training induction curriculum. It describes the theory behind the induction curriculum design and the process of its development. Chapter V also includes the training pathways of each of the identified categories of novice teachers.

This handbook has a twofold aim, it constitutes the CRDP

reference for the theory and quality criteria for effective professional development, with a focus on training on one hand; and, it describes the design of the teacher training and the teacher induction curriculum, on the other. The development of the handbook adopted a participatory co-constructive approach between external experts and CRDP PITB stakeholders. The developers continuously sought to align to theory, and general policies while ensuring adaptability to the reality of the Lebanese public education sector.

This handbook contributes to the knowledge base on professional development grounded in the local context on the concept of professional development of teachers and aspires; beyond constituting a reference for all training activities, to be leveraged as a theoretical and practical entry point to activate a coherent professional development mechanism in Lebanon and the Arab region.

Claudine Rizkallah Aziz – Teacher Curriculum Project Coordinator (UNICEF consultant at CRDP).

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Chapter



Vision and Mission of the Continuous Training Project

at the Center for Educational
Research and Development



Vision

Towards an in-service training curriculum which aims at building the competencies of teachers and educators to meet the requirements of the national competency framework, and thus enhance the quality of educational services in Lebanon.

Mission

The in-service training seeks the continuous professional development of teachers through quality training focusing on conceptual understanding and transfer to develop reflective, life-long learning, inquiring quality teachers empowered to deliver learner-centered pedagogy.

The in-service training architecture (Teacher Training Curriculum Model) adopts a competency based approach focusing on understanding for transfer. The in-service training offers personalized training services through the teachers' training electronic portfolio, and supports the induction of new teachers into practice through a curriculum of learning paths based on their pre-service education and professional background.

“

A quality training focusing on conceptual understanding and transfer to develop reflective, life-long learning, inquiring quality teachers empowered to deliver learner-centered pedagogy. ”

”



Chapter



Mission to Enhance the Quality of Training in the Light of MEHE, and CRDP Policies and Strategies

Mounifa Assaf Hakam, Rana Ismail, Claudine Rizkallah Aziz



Chapter 2

Chapter Outline

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 - 2.1. Actionable conclusions informing the work of the mission to enhance the quality of training
3. The New Framework for Education in Lebanon (CRDP & Ministry for National Education, Youth and Sports, 1995)
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8. The Competency Frameworks Supporting Quality Teaching in Lebanon (MEHE & CRDP, 2017)
 - 8.1. Actionable conclusions informing the work of the mission to enhance the quality of training
9. Reach All Children with Education II (RACE II) (MEHE, 2017)

References

1. Preamble

This chapter is concerned chiefly with the educational policies and strategies pertaining to the teaching profession in Lebanon. It provides a review of MEHE and CRDP publications related to educational plans or strategies.

The thematic focus of this review is a synthesis of the educational plans and strategies related to the teaching profession and teachers' professional development in Lebanon.

The purpose of the review is threefold. It seeks to help define the orientation and axes of the joint CRDP Unicef quality mission at the Pre-service and In-service Training Bureau (PITB). It ensures the contextualization and alignment of the work to the general strategy for education in Lebanon. It also seeks to explore the level of alignment between educational strategies and plans on one hand, and educational governing laws relating to teachers on the other.

The review examined the Ministry of Education and Higher Education (MEHE) and/or the Center for Educational Research and Development (CRDP) published documents related to educational plans and strategies covering the period of 1993 till 2017. The time span selection starts at the time of the review of the Lebanese National Curricula, (1) the Plan for Educational Reform (CRDP & Ministry of National Education Youth and Sports, 1994) and ends with the publication of the 2017 MEHE educational plan (9) Reach All Children with Education II (RACE II). The plans reviewed in addition to the above-mentioned documents are: (2) The new Framework for Education in Lebanon (CRDP & MEHE, 1995), (3) The Strategic Orientations for Education and Teaching in Lebanon for the year 2015 (MEHE, 2000), (4) The Project for the National Work Plan for Education for All 2005 – 2015 (MEHE, 2005), (5) The National Strategy for Education and Teaching in Lebanon (MEHE, 2007), (6) The Educational Sector Development Plan 2010 - 2015 (MEHE, 2010), (7) The Competency Frameworks Supporting Quality Teaching in Lebanon (MEHE & CRDP, 2017).

The chapter presents a synopsis of each reviewed document with a focus on the recommendations pertaining to teachers and teachers' professional development. The synopsis is followed by the conclusions that helped inform the actions of the quality mission in the CRDP PITB. The chapter closes with a synthesis of the findings and its implications for action.

2. The Plan for Educational Reform (CRDP & Ministry for National Education, Youth and Sports, 1994)

The CRDP initiated the development of the Plan for Educational Reform with the contribution of educational

authorities and partners from the public and private sectors. The main goal of the plan was to uplift education in Lebanon specifically after the exhaustion caused by the sequels of the civil war. Some of the major objectives of the plan included fostering the sense of belonging and patriotism, the advancement of educational levels, creating a balance between academic and vocational education, ensuring a complementarity between the educational system and the needs of the labor market in Lebanon, and staying abreast with technological and scientific development.

The plan included among its axes the development of the school leadership, the curricula, the books, educational resources, the teaching body, special education, youth activities, sports and other educational services over a ten-year stretch. The plan also emphasized the pre-service and in-service teacher training which is the thematic focus of this chapter.

The plan preconized strengthening the teaching profession with moral and financial equity towards the teacher. It also recognized the essential role of the teacher in the teaching/learning process and the importance of developing and updating of the pre-service and in-service training in alignment with the educational quality enhancement objectives. Also noted in the plan, was the necessity to hold training sessions for central educational authorities and school authorities, and training sessions for the teaching staff pertaining to the content of the new curricula being developed. Moreover, the training of specialized staff for laboratories and technological tools was included in the Plan for Educational Reform.

2.1. Actionable conclusions informing the work of the mission to enhance the quality of training

The joint CRDP UNICEF committee tasked with the enhancement of the quality of the teacher training focused on the role of the continuous training and its potential impact on enhancing the quality of the teaching and learning process. As such, the committee acknowledged the value of tracking teacher training and building individual training portfolios for teachers, on the one hand. On the other hand, and in the light of the fact that teacher training in Lebanon takes place in the form of training modules outside school context, the committee recognized the importance of having a training curriculum design that aims at the transfer of competencies from the training into the teachers' professional practice so as to improve the quality of the teaching services and foster an enhanced student learning. In response to these conclusions, the committee opted for the development of a teacher training curriculum model (TTCM) which is designed around big ideas, concepts and authentic performance tasks to facilitate the transfer of competencies into classroom teaching. On another level, the committee engineered the design of a software solution to manage the continuous teacher training. The

Chapter 2

scope of this software solution ranges from developing the training modules following the TTCM design, to the quality control and approval of developed modules, on the instructional design part. Also the software would manage the learning component, by providing learning management system capabilities in terms of registering teachers for training, providing educational resources, and tracking the training path and performance tasks of each teacher in an electronic portfolio.

3. The New Framework for Education in Lebanon (CRDP & Ministry for National Education, Youth and Sports, 1995)

The New Framework for Education in Lebanon was developed based on the education reform (1994). It described the general structure that defines the learning paths, learning types and branches. It also described the relationship between the academic and vocational training, between the basic education and higher education and a solid relation between education in all its branches and the requirements and needs of the Lebanese labor market as well as the needs of the Lebanese community and its future aspirations. The framework was considered as the basis of the new curricula that were developed in 1997. As to the dimension of teacher training, the framework emphasized the importance of an engaging and learner centered pedagogy along with diversification of the teaching methodology. Also noted, was the importance of accompanying new educational developments that serve the continuous professional development of teachers.

3.1. Actionable conclusions informing the work of the mission to enhance the quality of training

The CRDP UNICEF committee acknowledged the importance of adopting a training approach that fosters the competencies of inquiry and reflection in the teachers while relying on diversified and active methodologies within the training modules. In response to these qualifications and to the committee's choice of designing training around big ideas and transfer of competencies into professional practice, the "Understanding by Design (UbD)" framework according to Wiggins & McTighe (2005) was adopted as the option of choice for the training design. The rationale behind this choice making is that the UbD provides a plan for instructional design with inherent quality and coherence criteria. It is a design that fosters meaning-making of big concepts that empower the learner to mobilize his or her knowledge, skills, and attitudes to face new and complex situations (see Chapter IV). Furthermore, in response to the recommendations of "the New Framework for Education in Lebanon" concerning the continuous professional development of teachers, the committee saw the need to develop a conceptual framework of the concept of professional development and initiated an in-depth literature review on professional development. This exhaustive review of the literature on teachers' professional development sought to explore the

concept and the role of continuous training therein (see Chapter III).

4. The Strategic Orientations of Education and Teaching in Lebanon Towards 2015 (CRDP, 2000)

This report was issued shortly after the implementation of the new curricula developed in 1997 and commended the fundamental changes that the new curricula brought about. The report also presented the major orientations required to uplift the educational system as per the Plan for Educational Reform (1994) and defined the major active elements from the lens of educational quality, namely: school buildings, curricula, private and public school principals and quality assurance mechanisms. The document also signaled the teaching staff as key connectors in educational development.

On another dimension, the document addressed the different aspects of education that were deteriorated as a result of the civil war. It also signaled gaps in the new curricula such as the absence of horizontal alignment across the subjects. The report deplored the fact that teaching in Lebanon is still not considered as a profession with validated norms and accreditation requirements. It also drew the attention to the fact that thousands of teachers were injected into the system with minimal prior training.

The report included several strategic orientations, one of which calls for the launching of a systematic and exhaustive operation to reshape the public school teachers' status based on three principles: proper recruitment, continuous professional development, and job satisfaction. This operation, according to the report includes: **(1)** a comprehensive situational analysis of the school teachers to identify training needs, job mutations, and future pre-service training needs; and **(2)** setting a pedagogical university degree as a basic requirement for exercising a teaching profession at any class level and in any teaching subject; **(3)** passing legislations around the teaching profession, and issuing detailed procedures to be used as a guideline for school staff based on the cycle, level and type of education. The procedures are to define the rights and duties as well as an incentive and accountability system; **(4)** injecting a new generation of young teachers, with prior training on the new methodologies and curricula; **(5)** setting intense and continuous training modules to enhance the level of the educational staff.

4.1. Actionable conclusions informing the work of the mission to enhance the quality of training

The committee acknowledged the importance of adapting the training to the needs of the teachers and education staff and consequently the importance of tracking those needs and building data around them within the context of continuous teacher training. As essential was the need to build the trainers' capacities to analyze the collected data and adapt the training to respond to the evidence-

based findings. As such, the committee conducted a short theoretical review of the principles of adult learning. The study yielded a reaffirmation of aligning the training to the tenets of the socio-constructivist paradigm (see Chapter III). It also yielded a conceptual lens the Cultural Historical Activity Theory (CHAT) which was adopted to review the status and modus operandi of the continuous training. This conceptual lens allowed the identification of roles, relationships, and areas of strength and weakness of the continuous training. It also raised the need to conduct a qualitative field study regarding the strategies adopted by seasoned trainers to collect data in situ on the needs of the trainees and then the strategies to be used to adapt the training to the identified needs. This field study resulted in a set of practical strategies that were compiled and described for trainers' use. Also, a previous knowledge and attitude assessment sub-stage was incorporated into the TTCM design and it requires that trainers systematically elicit trainees knowledge and attitude relating to the content of a given training session and cross-cutting themes in education such as child-protection, inclusion, gender issues etc. The data is collected at the onset of a training session using this tool. Then adequate strategies are used to adapt the training in alignment with the analyzed collected data. On another level, in the light of the diverse backgrounds of the public school teachers described in Strategic Orientations of Education and Teaching in Lebanon Towards 2015, a review of CRDP statistics of 2016 and 2017 confirmed that the description still applies now. There was hence a need to develop training paths, to respond to the diverse starting teachers' backgrounds, within the frame of an induction training curriculum, at the onset of a teaching profession.

5. The Project for the National Work Plan for Education for All 2005 – 2015 (MEHE, 2005)

Based on the recommendations of the Dakar conference (2000), the work plan for education for all depicted that quality of the Lebanese educational system is for a big part function of an updated and quality curriculum. The project stated that despite the high enrollment rate in the elementary cycle, children retention at school and capacity to pursue secondary education is indeed the function of the quality of basic education. The document also signaled that one of the major impediments to quality education, specifically in the public education system, manifests itself in the decreased level of professionalism of teachers specifically with respect to pre-service training. Added to that is the low employment stability of the teaching staff. Consequently, the plan emphasized the need to develop and implement high quality pre-service and professionalizing programs for teachers with academic yet no pedagogical training, and teachers lacking both academic and pedagogical training, as well as preschool teachers. There was also an emphasis on ensuring special needs specialists, and tracking learning difficulties cases. Additionally, there was a call for the development of remedial and support programs. Furthermore, the

project advocated for raising the requirements for teacher employment in the educational sector as a whole.

5.1. Actionable conclusions informing the work of the mission to enhance the quality of training

In continuation of the previous actionable conclusions, the recommendations of the project for national work plan for education for all came to re-affirm the need to identify the categories of the teachers entering into the teaching profession and consequently define training content adapted to each category. In response the committee conducted a theoretical study which resulted in developing a conceptual framework for the teacher training induction curriculum. To complete the picture and for a better understanding of the pre-service training, the committee conducted an empirical exploratory study of the curricula of major faculties of pedagogy in Lebanon with the aim of understanding the similarities and differences between them at the level of content, approaches, courses. (see Chapter V)

6. The National Strategy for Education and Teaching in Lebanon (MEHE, 2007)

This strategy was prepared by the Lebanese Association for Educational Studies (LAES) under the lead of the Educational Development Plan at the MEHE. It included:

- A vision document with multiple axes, each detailed and analyzed.
- A strategic plan document which elaborated the issue behind each of the axes while developing the strategies for implementation, the long term goals and the enabling objectives.

In relation to the axis around providing high quality basic and secondary instruction in its curricula, institutions and outcomes, the strategy called for the following in relation to the teaching staff: developing a recruitment policy to ensure effectiveness and quality and avoiding contractual recruitments unless absolutely necessary. It also called for ensuring teachers with pedagogical university training in basic education and secondary teachers with pedagogical degrees with university degrees in their respective fields of specialization. Other recommendations of the strategy were: professionalizing the teaching profession, developing the foundations and an assessment framework for the continuous training, following up on basic education and secondary teachers, and adopting an incentives system based on performance appraisal.

6.1. Actionable conclusions informing the work of the mission to enhance the quality of training

The recommendations of the National Strategy for Education and learning came to reassert the Pre-Service and In-Service Training Bureau and the committee's awareness of the urgency to develop a teacher training induction curriculum with several learning paths adapted to the categories of novice teachers. Additionally, the

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committee emphasized the relevance of assessing the needs of the CRDP trainers and training centers to meet the requirements of the transformational approach to training being implemented. Regarding the recommendation for an incentive system based on performance appraisal, the decision to digitize the training management and thus track the training modules design, implementation, teachers' registration, and competency building, highly in line with need to build a comprehensive database on the continuous training. This database could be leveraged for assessing trainers' performance on one hand and for tracking and insight on teachers' competency building along with the assessment rubrics of the authentic performance tasks at the end of each module, on the other. Access to this data by other educational stakeholders concerned with teachers' professional development can be instrumental during their classroom observations, with the aim of gauging the competency building and the transfer of competencies from the training into classroom practice and for building data on the individual teacher's training needs.

7. The Educational Sector Development Plan 2010 - 2015 (MEHE, 2010)

In 2010, the MEHE published a document titled the Educational Sector Development Plan which comprised ten pillars based on the, previously mentioned, National Educational Strategy for Education and Learning in Lebanon (2007). One of these pillars is related to professionalizing the teaching body through enhancing professional development and the development and implementation of a comprehensive professional development program for the public school teachers. The plan included funding the teachers' salary scale and creating an incentive system, developing mechanisms for teacher coaching and conducting a redistribution of teachers. The plan also signaled the importance of following up the school leadership teams. Finally, the plan included a timeframe for the implementation of the ten pillars by the end of the year 2015.

7.1. Actionable conclusions informing the work of the mission to enhance the quality of training

The document focuses on the concept of teachers' professional development reasserted the need to conduct an in-depth theoretical review of this concept, as previously mentioned. There was also a need to establish a theoretical framework out of which can be derived a practical framework which defines the roles of the different actors concerned with the accompaniment of teachers' professional development, including the continuous training, the General Directorate of Education, the Directorates of Basic and Secondary Education, the Directorate of the "Departement d'Orientation Pedagogique Scolaire" DOPS, the Educational Inspectorate, and the Faculty of Pedagogy in the Lebanese University. This framework also includes the teachers' role as a subject-actor in his or her own professional development. As

such, the theoretical framework for teachers' professional development and the electronic monitoring of teachers' progress and competency-building within the context of the continuous training can constitute the corner stones of a system that operationalizes public school teachers' professional development and uplifts it into a quality transformational change.

8. The Competency Frameworks Supporting Quality Teaching in Lebanon (MEHE & CRDP, 2017)

The frameworks defined the required professional attributes for each of the mentioned functions along four domains: (1) specialized professional practices, (2) professional relations, (3) professional development, and (4) professional ethics. In each domain the framework described the competencies for each of the functions. Every competency is disaggregated into components that has a non-exhaustive set of indicators expressed as discrete skills for each component. This framework was set to serve as practical tool to inform the pre-service training, the in-service training, the recruitment procedure, performance appraisal and continuous professional development.

8.1. Actionable conclusions informing the work of the mission to enhance the quality of training

The work of the committee setup to improve the quality of training coincided with that of the committee of experts who developed the competency frameworks. There was a concerted effort from all those involved - the MEHE, the CRDP, UNICEF and the World Bank - to establish coordination channels. The coordination had a positive impact on the work progress, as the committee working on the training design was given access to the competency framework while it was still in the making. Consequently, the instructional design of the continuous training adopted a competency-based approach within the framework of Understanding by Design (UbD) for a training which focuses on major concepts and on transfer. The domains, competencies, components and indicators of the framework were thus weaved into the training design which had inherent effectiveness and coherence quality criteria. The CRDP-PITB, through the TTCM design, operationalized the competency framework from the training perspective. Furthermore, the TTCM established the foundations for evaluating and monitoring the teachers' competency-building process. The committee working on enhancing the quality of the training services re-asserts the need for all educational stakeholders to adopt a uniform reference framework to accompany, according to their respective functions, the professional development of teachers in a coherent and effective dynamic.

9. Reach All Children with Education II (RACE II) (MEHE, 2017)

The RACE II plan constituted the general framework for the international community's support to Lebanon in

response to the Syrian crisis. The plan is based on three pillars: (1) improved access to education opportunities, (2) improved quality of education services, and (3) strengthened capacity of the education system. The work of the committee for enhancing the quality of training was established by UNICEF and with a funding from the Canadian State. It was framed under the second pillar in RACE II. The committee comprising educational experts and CRDP PITB leadership team adopted a participatory approach in its functioning. The committee sought to anchor the work plan and decision-making in solid theoretical frameworks adapted to the Lebanese context. The committee adopted socio-constructivism as a paradigm, and educational research and literature as references, and, in parallel, field and empirical studies as grounding references within a collaborative dynamic and work methodology that was key in ensuring ownership and sustainability of the transformational mission. In parallel, there was a need to review the laws regulating

the functioning of the continuous training. The committee conducted desk reviews and focus groups to unify the procedure that establishes the yearly regional training plan among all CRDP resource centers. Job descriptions for relevant PITB functions were updated and the committee included in its plan, the mission of institutionalizing at CRDP the new work processes and references. Also, in response to the repeated call for an in-depth analysis of the public school teacher, as cited in most MEHE and CRDP plan cited in this chapter. CRDP within the joint annual work plan with UNICEF commissioned the Issam Fares Institute at the American University of Beirut to conduct a situational analysis of the public school teacher. This study is expected to yield a detailed report on the status of the public school teachers and the relevant governing laws of the teaching profession, as well as a policy brief to inform the decision making process of the relevant authorities.

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Chapter 

Theoretical Framework and Guiding Principles of the Quality Action in the In-Service Training Division

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1. Preamble

The choice of the theme of professional development stems from the observation that teaching is subject to multiple and varied forces of change: the values of society evolve, the relationships between adults and children are less constant and vertical than before, the information and communication technologies are changing and transforming our daily lives. In addition, knowledge grows exponentially and is accessible through multiple channels that compete with school modes of transmission, etc. Therefore, the world in which the school and the teaching staff are gradually changing requires constant and continuous adaptations. Initial training cannot prepare for all the situations that will have to be faced during the professional life, hence there is the need to be part of a professional development process throughout a career.

For over twenty-five years and on a continuous basis, the professional development of teachers has been repeatedly researched by educational researchers. Although the forerunners in the field of professional development research are mostly Anglo-Saxon or Quebec research laboratories, the theme of professional development is also put forward by French laboratories such as l'Unité Mixte de Recherche Education, Formation, Travail et Savoir (UMR EFTS) at the University of Toulouse and in particular research related to new professional practices (Marcel, 2005).

From this perspective, decision-makers are of the opinion that supporting teachers in their professional development process can have a positive influence on their involvement in the profession, empowering them with greater control over their teaching practice as well as over students' learning. Teacher support is also an important source of recognition of the profession and recognition of the expertise of the teaching staff.

This study aims to provide some answers as to how best to meet the needs of teachers in terms of professional development, by identifying the levers that foster a culture of professional development, sharing, exchange and peer support. It is a question of calling all the actors of the field within their respective roles and endowing them with different tools to move from intention to action, from a fragmented professional development to an integrated and effective professional development.

This chapter comprises four parts. The first part presents the different terms and concepts associated with the term teachers' professional development. The second part sets out the many and varied perspectives of professional development and outlines the standard models for each of them, with advantages and limitations of these approaches. The third part depicts the quality criteria for effective continuous professional development based on theory and empirical evidence reported from actors in the field, namely teachers. Finally, the fourth and last part

presents the theory-based actionable conclusions of the mission undertaken at CRDP PITB for an enhanced quality of training.

As theoretical tenets unfold throughout this chapter, conclusions for actions help shape an understanding of our logic of action within this quality mission that is anchored in theory yet grounded in the reality of the Lebanese context.

2. The polysemous concept of teachers' professional development

Teachers' professional development is a very current topic in educational literature, in professional writings and in pre-service and in-service training institutions. However, the concept of teachers' professional development is often vague and polysemous. Its meaning can vary from one author to another and from one theory to another. Different names are often attributed to this concept, such as educational development, continuing education, professionalization, continuous learning. There is confusion between the concept of professional development itself and the means by which it is realized and shaped, for example continuous training. Added to that, various concepts related to the learning process are associated with professional development.

2.1. Professional development or pedagogical development

The concept of pedagogical development pertains, in the literature, to higher education, to a research domain and to specific practices compiling literature on interventions and tools that promote the pedagogical competencies of instructors in higher education. This definition does not take into account the analysis of the process of the development of such pedagogical competencies. This development, viewed within an organizational approach, seeks to optimize the resources of an institution to attain its objectives while aligning to political and educational prescriptions (Diamond, 2005). This definition does not perceive pedagogical development in terms of a process centered on the person subject of the development as an actor with the capacity to conceptualize his/her own professional development (Jorro, 2011).

In conclusion, and within the context of continuous training at CRDP, pedagogical development is regarded in terms of processes that are centered on the teacher, as an "actor" in his or her professional context and recipient of the action. Thus, pedagogical development, as an organizational approach centered on political and educational prescriptions, recedes.

2.2. Professional development or continuous training

Some researches tend to use the term professional development to refer to professional training, that is the means or activities likely to develop professional learning among teachers and the conditions for their effectiveness (Butler-Kisber & Crespo, 2006). The terms "professional development" and "continuous training" are commonly

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synonymous (Brodeur, Deaudelin and Bru, 2005).

This amalgam of definitions is due to the difficulty of identifying conceptual or operative indicators that measure the processes and effects that relate to professional development (Lefevre, Garcia, Namolovan, 2009).

Beyond the terminological oscillations, professional development covers several meanings in the scientific literature. In the English version of the International Teaching and Learning Survey - Tool TALIS - (OECD, 2013) the term "teacher professional development" is used to refer to all activities that aim at developing knowledge, skills and competencies of teachers. The French version has chosen to use that of "continuous training" (Chesne et al., 2014, p.4). A certain ambiguity in the use of the terms "continuous training" and "professional development" is therefore present in the research work.

This gradual substitution of training and development also reflects the social evolution and attests to the desire for empowerment and accountability of professional actors and greater involvement of these in their evolution. One does not develop under the prescription of others but one transforms oneself (Guillemette, 2006).

Distinct from continuous training, the means by which it can be realized, professional development is associated with the activity of the individual. Inherent in a social demand for professionalization, this development reflects a construction that is both identity-based and professional. It should be noted that few authors tackle these concepts in relation to each other.

In summary, continuous training is perceived as a path towards professional development that is gradually built over time. Continuous training is a professional field for building competencies, postures and practical knowledge.

2.3. Professional development or professionalization

The concept of professionalization also contributes to the plurality of professional development. A polysemous notion too, professionalization is mentioned in a large number of writings. The term professionalization is recurrent in different types and natures of discourses that relate to both teaching and training. It often denotes the notion of a process. However, it seems its meaning varies with the contexts in which the word is used.

In the synthesis on the professionalization of teachers, Bourdoncle (1991) cites the different designations attributed to this notion: the process of improving the capacities and rationalizing the knowledge implemented in the exercise of the profession, the process of improving the social status of the activity, adherence to rhetoric and norms collectively established according to the preceding meaning. Professionalization, thus generates three processes that lead to the establishment of three states expressed by: "professionalism", "professionism", and

"professionalism" (ibid.).

Bourdoncle (2000) determines five objects of professionalization: professionalization of the activity related to its universitization, the group exercising the activity in terms of constituting professional organizations, knowledge, training and people. For him, this last form of professionalization corresponds to a dynamic of professional socialization in which professional development, described as a process of improvement of knowledge and capacities, is linked to the construction of a professional identity.

Professionalization is defined as "the process of building the expertise, knowledge and identities recognized as part of a chosen profession" (Wittorski, 2007). Professionalization is considered "as an opportunity for a correspondence between intentions expressed by organizations and systems of work on the one hand, and a desire for recognition by the company, expressed by the subjects," as pointed out by Maubant, Caselles-Desjardins, Roger, Mercier and Gravel (2010) in the proceedings of the International Congress of Current Research in Education and Training (Actualité de la Recherche en Education et en Formation AREF).

To attribute the quality of a professional is therefore a twofold action: to develop the subject and to recognize, in the environment, "one's own acts combined with an action of social attribution by that environment of professionalism on this subject (according to criteria of legitimacy)," (Wittorski, 2007, p.3). It is important to note that professionalization is manifested, analyzed, read and interpreted according to the point of view of the subject and that of the organization.

The "professionalization" of the teacher and trainer is widely claimed in the official speeches of many countries as an absolute necessity. Zeichner (University of Wisconsin, 1983, 1987) formalizes the paradigm of inquiry-oriented teacher education: a teacher is, for him, a professional who solves problems, proposes choices and not someone who exploits recipes. Professionalization also depends on the organization, which determines, prescribes and evaluates the qualities and skills expected; "Identity prescribed then recognized or awarded".

Thus, and to summarize, even if professionalization and professional development are sometimes used interchangeably in the literature, the concepts of professional development and professionalization are distinguished insofar as the first is in the singular domain of the subject-actor while the second is a social intention. However, they can be connected through the identity negotiations that the individual operates between his or her activity and the social expectation of competence.

2.4. Articulating professionalization, training and professional development

To conclude this overview on the terms associated with professional development, addressing the connection between professionalization, professional development and training appears necessary. This articulation, in the light of the empirical research carried out over the past fifteen years, reflects a constant dynamic. It is an essential requirement, particularly in countries (including Lebanon) where teachers recruited massively are often without initial training. At the seminar on "Professionalization of teachers without initial training" (2007), essential principles were put in place in order to propose ways for countries to build training schemes other than those normally provided for progressive initial teacher training. These principles emphasize the transition from a logic of rupture to a logic of connection and association.

Four points are to be considered within the frame of this articulation:

- The need to adapt the training to the transformations of the professional practice
- The need to consider the logic of evaluation and the efficiency of policies
- Professional strategies
- The importance of the resources of the profession to respond to the dynamics of evolution and change (Idem, p.130)

Moreover, according to Wittorski (2007), it is necessary, based on an analysis grid, to distinguish what belongs to the promotional discourses and the proposed arrangements relating to the social offer of professionalization and what refers to the dynamics of development of the subjects within this offer (Idem, p.21). According to Wittorski, training is to be considered as one of the means to professionalize teachers, because it can take into account the different logics of professionalization whether joint or disjoint from individuals, activities and organizations.

Considering the plurality of categories of teachers serving in Lebanon, we have aligned ourselves, in our quality action, on the logic of liaising and associating. With this in mind, we have designed an induction training curriculum for the teaching profession. This curriculum is designed over several training pathways that meet the different needs of each category of teachers. We have also put in place various mechanisms that take into account on the one hand (1) the prerequisites, the evolution of the teacher, the experience, the acquired knowledge, and on the other hand (2) the competencies referred to in the Competency Frameworks Supporting Quality Teaching in Lebanon (MEHE & CRDP, 2017). In response to these two considerations, the CRDP PITB has opted for the adoption of a conceptual approach and a planning framework for training that can ensure an effective reinvestment, in the classroom, of the competencies required by Teachers' Competency Framework and which can draw on the

knowledge and experience of teachers to customize training for greater efficiency and impact. This conceptual approach based on the precepts of "Understanding by Design UbD" and those of the competency-based approach has defined the teacher training curriculum model (TTCM). All CRDP training modules are designed according to the TTCM, which aims at the transfer of competencies to the professional context and solicits, documents the attitudes, the acquired as well as the lived experiences of the teachers and requires an authentic performance task as an outcome of any training module.

2.5. Different theses around professional development

In the journal *Recherche et Formation* (2006) the six theses, described below, reflect current research related to professional development.

2.5.1. The first thesis focuses on the relevant **mobilization of situations and resources** that are conducive to the professional development of an individual. According to Le Boterf (2007), the professionalization of an individual corresponds to the intersection of various situations in which the subject deploys an activity favorable to his or her development: accompanied self-training, simulated work situations, accompanied work situations, feedback, practice sharing situations, study trips, writing theses, and professional meetings. In the perspective of this thesis, professional development is perceived as the mobilization of resources and situations of an individual: hence the choice of the CRDP for a competency-based approach to inform the design of the modules of continuous training, in accordance with the definition of competency as mobilization of resources and transfer of reconfigurations in new situations.

2.5.2. As to the second thesis, it translates into the need for the **growing integration of competencies into action**, and according to a relevant hierarchy in order to initiate the process of professional development. Professional development is presented in this thesis as a progressive integration of competencies into the professional action: hence the decision to inscribe the performance task as a simulation of an authentic situation, in the design of the modules of continuous training (TTCM). In addition, this perspective has guided the CRDP's decision to progressively build the electronic documentation of training courses (via a Training Management System TMS), which includes the electronic portfolio of teacher training per teacher. The TMS allows the sharing, in real time of information pertaining to teachers' competency building progress with the relevant actors in the educational sector.

2.5.3. The third thesis emphasizes the **fundamental role of experience in professional development**. Experience is both an asset and a mode of acquisition. It comes under two registers: to do and to know. Proponents of this thesis consider that experience is a subjective construction based on actions performed by the individual.

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The experience is envisioned in this thesis as an asset and a mode of acquisition therefore an essential resource for professional development. With this in mind, the CRDP has considered experience as a valuable resource. As such, within the design of the TTCM, one of the stages leads the trainer to collect data relating to the past experience of the teachers. Furthermore, an empirical and theoretical research (Natout et al., 2017) was conducted within the frame of the quality mission at CRDP. The research sought to provide trainers with insight into the strategies to be used in situ from the collection of information on the experience and previous knowledge of the participants in the training. The study adopted the Cultural Historical Activity Theory (CHAT) for the analysis of individual and organizational practices in continuing education. The CHAT is a lens that captures the importance of context and the questioning of inherited practices as well as the catalysts of the system and the obstacles to change (Crossouard 2009, Davies, Howes and Farrell 2008, Webb and Jones 2009, Pearson, 2009, Worthen, 2008).

2.5.4. The fourth thesis postulates **professional development by oneself, others and things**. The different trends of **informal learning** distinguish, for their part, several sources and modes of learning. We learn through contact with ourselves, with others and with our material environment. But, according to Carré et al. (1997), these learnings are not automatic, they depend on the feeling of efficiency, self-regulation abilities and the feeling of self-direction. Informal professional learning is fostered both by the motivation of individuals to learn and by an aptitude for formal or informal learning that these authors call "learning situation (apprenance)". The concept of professional development in this chapter was deepened in order to understand the nuances of professional development and to define the conceptual framework for continuous training in the formal context. Tenets of this thesis provide a rationale for the mission conducted at CRDP PITB to improve the quality of continuous (formal) training and to set up training situations that promote interaction, pooling, self-evaluation, reflexivity and self-development.

2.5.5. The fifth thesis shows that the **development of people is achieved through co-determination and co-transformation activity-actor(s)**. This thesis places the study of the actor and situation couple at the center in order to better understand people's development mechanisms. In succession to Piaget's, notably the works of Doise and Mugny (1981), constitute the current of socio-constructivists which indicate that learning also takes place in a context of cooperation and interaction. Professional didactics, on the other hand, see professional development as a process of constructing schemas, operating invariants and concepts that plan and organize action. Pastré (1999) advances the notion of a pragmatic concept learned in exchanges and situation. The dimensions of cooperation and interaction are fundamental with regard to the CRDP

PITB within the framework of the continuous training. Hence the significance of the choice to undertake the present theoretical study which aims, among others, to define the various modalities of the professional development as well as potential channels of coordination and cooperation between actors in the educational sector. The compilation and access to training data via the TMS is also CRDP's choice inscribed in this perspective of cooperation and interaction rooted in the reality of empirical data.

2.5.6. The six thesis finds that in order to professionalize, it is strongly desired to **develop the profile of the reflexive practitioner in the trainer and the teacher**. The mechanisms for the analysis of practice often rely on the teacher's commitment to a retrospective or even anticipative reflection on the action. The paradigm of writing about/for an activity is implemented to reinforce the paradigm of reflexivity. Reflexive competencies are considered to be transversal competencies across all modules of continuous education at the CRDP. As such, reflexivity is an integral part of the design of continuous training: The TTCM (see Chapter IV).

With reference to the theses and the theories of thought that support them, professional development as an object of analysis is based on the rapport of a subject (his or her cognitive and affective resources), on the disposition of a subject's modalities of action put in situation, and on the general professional context (with its different levels: social, cultural, spatio-temporal, etc.) in which this subject practices his or her actions. "These three elements (the subject, his or her actions and the environment) are interdependent and help to describe, understand and explain professional development" (Lefevre, Garcia and Namolovan, 2009).

2.6. Definition of teachers' professional development

The concepts of teacher professional development are summarized by Day (1999) as follows:

"Professional development includes all natural learning experiences and conscious and planned activities that are of direct or indirect interest to the individual, group or school, thus contributing to the quality of education in the classroom. It is the process by which, alone and with others, teachers examine, renew and extend their commitment as agents of change to the moral purpose of teaching; and by which they acquire and critically develop the knowledge, skills and emotional intelligence that are essential for good professional thinking, planning and practice with children, young people and colleagues throughout their teaching lives. (Day, 1999, p.4) "

Some researchers (Formosinho, Machado & Oliviera-Formosinho, 2010) find that professional development is inseparable from human development in general. It is related to changing attitudes and habits and changing positioning, repositioning and widespread norms.

Researchers Barbier, J.M., Chaix, M.L., Demailly, have agreed to define “professional development” as all the individual and collective transformations of competencies and identity components mobilized or likely to be mobilized in professional situations.

The phrase “professional development” qualifies the process by which professionals update their practice. Several other important concepts are grouped under the term professional development: the development of the individual’s knowledge and skills as well as his or her expertise as a teacher (Caena, 2011); the development of professional skills (Darling-Hammond, 1999), the development of a professional attitude (Perrenoud, 1996) and the responsibility of professionals in relation to their competencies and role (Martinet et al, 2001).

On this basis, we opt for a general conceptual framework and a broad description of the concept of professional development inspired by Corinne Ambroise’s thesis (2018, p.22) which brings out the fundamental characteristics of this term:

Thus, at the end of this conceptual study of professional development and by means of a synthesis, five characteristic elements stand out more particularly from the set of definitions resulting from the researches examined:

- its nature: it can be considered, either as a set of activities or situations; as a sum of learning, even more, as a process. It is described as dynamic and continuous to underline its temporal and evolutionary nature, sometimes oriented and located to anchor it in a context, or a project.
- its action: is progressive, evolutionary, and positive (transforms, triggers changes, triggers learning, and improves practice).
- its purpose: the transformations are of two levels: the competencies of “doing” to do one’s job “(Marcel (2005b), and the identity components, whether psychological or social, “to be one’s job“(op.cit., p.591).
- its goal: three levels of finality emerge from the definitions. The first level links the purpose of professional development to the teacher (improving the teachers’ professional practice). The second level describes a professional development that leads to improved student learning. The last level places professional development in a general and encompassing framework with the aim of improving the education system (Huberman & Guskey, 1995), even with an ethical and moral focus (Day, 1999).
- its actors: teachers as individuals have characteristics that distinguish them from each other. They are associated with this evolution and are seen as key players in their development. However, although

alone, teachers are not isolated because more and more research considers the collective (colleagues, the organization) as an indispensable element for professional transformations.

2.7. The relationship between professional development and learning: An Inter-migration

The issue of professional development is based on the research of Piaget (1979) and Vygotsky (1985), who examined learning processes. The first considers that development precedes learning and consequently these two processes are dissociated so the development is linear. On the other hand, Vygotsky finds that learning comes before development. Development is thus seen through a “new form and direction” (Jorro, 2011), due to a reorganization of the higher functions during this process. The research of Yvon and Clot (2004), highlight the relationship between learning and development and show the importance of taking into account the activity led by the subjects in this process to ensure “the migration of learning in development and development in learning “(p. 31). Thus, professional development generates learning that takes on the appearance of a new form rearranged by the subject, redefining the constituent elements of his or her professionalism through reorganized and renewed relationships in context. According to Jorro’s report (2011) “it is a personal transformation of the components of professional action”.

2.8. Socio-cultural paradigms around teacher learning

International paradigms on teacher education and professional learning are moving away from individualistic cognitivist models of teacher learning to socio-cultural and historical perspectives to better understand how teachers learn and develop (Ellis, Edwards & Smagorinsky, 2010). These perspectives are often grouped under the title “social constructivism”. One of the strengths of social constructivist approaches to learning is the recognition and emphasis on the context as well as the individual’s understanding of how learning is done. Thus, the extent to which new experiences are restructured to fit learners’ existing patterns, or how these are modified and restructured to reflect new information and experiences, is influenced and mediated by internal and external factors.

Social constructivist approaches offer an advantage over individual cognitivist perspectives, highlighting the importance of the cultural and social factors involved in the learning process. In other words, learning is considered a dynamic social activity. This theoretical framework was developed by integrating theories that focus on adult learners while focusing on the socio-cultural contexts that govern the processes of understanding and constructing meaning for the target audience, namely in-service teachers.

“A literature review of the professional development process highlights three main perspectives: the developmental perspective, the socializing perspective (Vonk & Schiras 1987, Sylla, 2004); Sylla & De Vos, 2007/2009), and the professionalizing perspective (Uwamariya and Mukamurera, 2005).”

The Cultural Historical Activity Theory (CHAT) offered a lens to analyze professional development (Crossouard 2009, Davies, Howes and Farrell 2008, Webb and Jones 2009), initial teacher education (Pearson 2009), and learning in the workplace. (Worthen, 2008). The CHAT facilitates the focus at the level of the individual practices of the teachers, and simultaneously at the level of the organization (Murphy and Rodriguez-Manzanares, 2008) by emphasizing the importance of the context, by identifying the catalysts of the change in a system, and following the social elements of learning in networked teams (ibid). The CHAT also fosters the questioning of inherited practices and the understanding of how new practices are produced while reflecting on how values and motives are taken into account in any pedagogical context (Edwards, 2010)

Various analyses of professional development place a great deal of interest both in linear development in terms of a gradual course built from well-defined phases (including that of Piaget: entry into the profession, acquisition of routines and expertise), and in professional situations suitable for the investment of professional development. Nevertheless, it is necessary to take into account the edifying role of temporality in the construction of a professionalism as well as that of the evolutionary passage of the actor “from a professional socialization to the construction of a professionalism”(Jorro, 2011).

Additionally, formal, non-formal and informal learning are not to be interpreted as typologies of learning processes. These different experiences relate to the structures and frameworks of the corresponding learning contexts.

On another level, the process of progressive learning is similar to the transformation cycle of Boucher and Jenkins (2004) in Table 1. These researchers distinguish several phases in the analysis of professional development. The first is the phase of apprehension recognized as a phase of

anxiety in the face of changes in perspective and resistance. The second phase that follows is that of experimentation and exploration of new practices. The third phase, that of appropriation, is based on the necessary readjustments and regulations. It introduces the last phase, that of openly consolidating the reflection on the relevance of the activity.

Learning is thus positioned as a sine qua non component of professional development defining the nature of this concept “a sum of learning” and its action to provoke or initiate learning.

Table 1 The phases of the transformation cycle according to Boucher and Jenkins (2004)

Phases	Transformation Cycles according to Boucher et Jenkins (2004)
1	Apprehension recognized as a phase of anxiety in the face of changes in perspective and resistance
2	Experimentation and exploration of new practices
3	Appropriation, based on the necessary readjustments and regulations
4	Open consolidation of the reflection on the relevance of the activity

3. The perspectives of teachers’ professional development

A literature review of the professional development process highlights three main perspectives. The definitions attributed to this notion are not generally well established, on the contrary, they change according to the theoretical perspective on which the author relies. The three perspectives are namely: the developmental perspective, the socializing perspective (Vonk & Schiras 1987, Sylla, 2004); Sylla & De Vos, 2007/2009), and the professionalizing perspective (Uwamariya and Mukamurera, 2005).

These three perspectives are complementary and all three are relevant to explain the concept of professional development.

Table 2 compiles the three perspectives through the conceptual lens of the definition, paradigm, and view on learning of each.

3.1. The developmental perspective

From a developmental perspective, professional development is seen as a process that occurs and manifests itself in stages. Similar to the stages of development of the child or the adult, the stages of professional development follow one another in a linear way. The person passes through the stages according to an expected order, as a consequence to the professional experiences lived and according to the professional maturation integrated over the years (Savoie-Zajc 2009).

In this perspective, professional development is a dynamic process of practices, ways of thinking and reasoning that aim to configure career development through an organization of successive and varied stages. Each stage is different from the other and has peculiarities that are inherent to it.

The developmental perspective refers to Piagetian work related to the psychological development of the child. In an outlook extended to the whole life of individuals, the founding works of Super (1953) present the phases of development of the individual from childhood, through professional career and, until retirement. His model presents a chronological and linear vision of professional development by analyzing the “tasks”, choices and interests of individuals.

Researchers Sylla & De Vos, (2007/2009), in their model of professional development of the teacher, attach great importance to the process of “personal development” in terms of multiple potential resources likely to characterize the personality of this actor: autonomy, tolerance, flexibility and taking into account individual differences among learners, etc. This approach to personal development is

linked to a twofold factor: the question of the learning of the teacher achieved through professional development and the evolution of this learning according to professional experience according to one’s own personal specific rhythm.

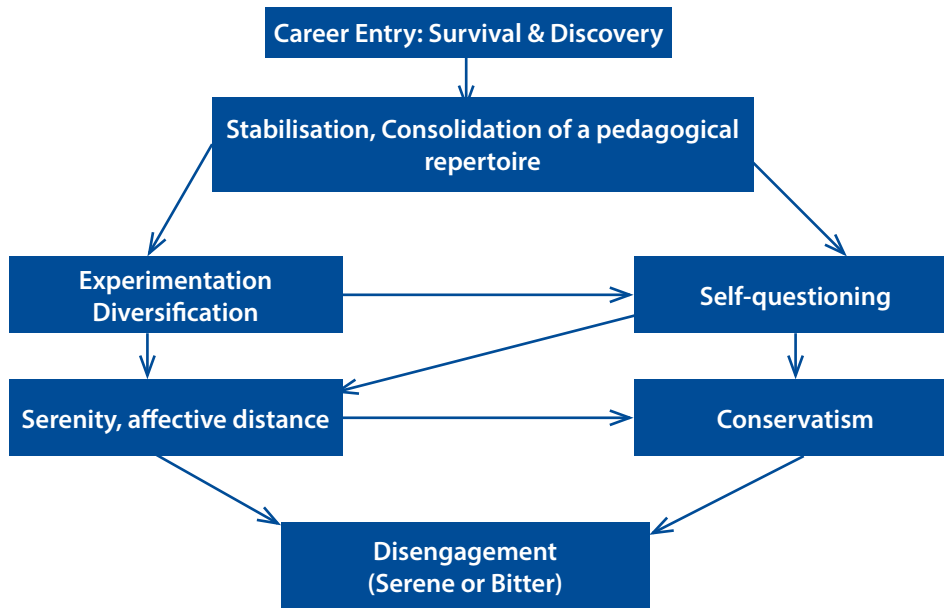
In the field of the teaching profession, Huberman (1989) proposes a general model of the evolution of the teaching career from a review of the empirical literature (Figure 1). In the same professional field, several Anglophone and Francophone projects propose models of teacher professional development in the form of stages or successive stages (Nault 1999, Zeichner and Gore 1990, Vonk 1988, Barone et al. 1996, Raymond, Ouellet, Nault, Gosselin, 1995, Kagan, 1992). To each stage corresponds new cognitive and/or emotional resources of the teacher, both professionally and personally. This development can result in changes in attitudes, beliefs, relationship to the job, performance, action knowledge, self-image, etc.

It is to be noted that the professional development of teachers is considered by Boucher and Jenkins (2004) as the overcoming of a succession of obstacles. As such, it corresponds to a cycle formed of several linear phases.

Table 2 The three perspectives of teachers’ professional development through the conceptual lens of the definition, paradigm, and view on learning of each

Description	Developmental Perspective	Socializing Perspective	Professionalizing Perspective
Professional development	Process that occurs and manifests itself in consecutive steps that follow one another in a linear fashion. The passage from one step to another is a result of professional experience	Process by which the teacher adapts to the school environment: norms, values, role and mission	Learning process where the teacher is a learner who builds professional knowledge for greater efficiency
Paradigm	(Piaget et Super) Development of the individual, childhood, professional practice, retirement	Normative socialization, influence of structures, interactive socialization, reciprocal influence	Learning process through research and reflection
Learning	In the course of professional development and function of the experience	Social, selective acquisition of interests, values, positions and attitude of the group	Long term, diversified and natural

Figure 1 The professional life cycle of a teacher (Huberman, 1989)



3.1.1. Advantages and limitations of the models within the developmental perspective

The developmental perspective has the advantage of proposing general models that can serve as benchmarks for understanding and explaining the processes of professional socialization as well as the crises and identity breaks associated with these processes. This approach considers professional development as a linear flow dynamic through different chronologically organized stages. It falls within the scope of heuristic research.

In contrast, the limits of this perspective come down to the fact that it takes little account of the individual evolution of the actors, because the phases of development of the model do not apply to all according to the same system. The developmental design has reduced the effects of the elements pertaining to the relational, organizational and institutional context of the professionals on the evolution of the actors in the profession (Boutin, 1999).

In other words, we perceive the limitations of this approach as being solely teacher-centered considering the teacher as epistemic subject developing independently of changes in the professional environment. Our belief is that, to understand the evolution of practices and ways of thinking of professionals, it is necessary to take into account the conditions of professional practice relating to various dimensions (social, relational, organizational, institutional, cultural, etc.) (Mukamurera, 2002).

It is also to be signaled that there is no consensus either on the content of the phases of professional development or on their order of appearance (Boutin, 1999). If there is an agreement in considering professional development as a linearity of stages, according to the characteristics on which the different modellings are based, there is

no consensus on the starting point or the phases of professional development¹.

3.1.2. The standard models of the developmental perspective

Professional development is perceived here as an itinerary or an evolution of the teacher that takes into consideration the interest of this subject actor and that of the institution. In this developmental perspective, professional development appears as a dynamic process that goes hand in hand with personal development. Also, there are different models in the design of professional development stages of teachers. Table 3 provides some examples.

Table 3 shows several models of personal and professional development that vary according to the subdivisions and appointments assigned to each stage.

For some authors (Nault 1999, Vonk 1988, Zeichner and Gore 1990), professional development starts before initial training, it is already engaged through professional dreams and pre-professional experiences. It consists of five linear phases ranging from informal socialization to shining socialization. For Zeichner and Gore (1990) there are three distinct periods of socialization: upstream of initial training, during initial training and downstream from initial training. As for Vonk (1988), the process begins when the teacher enters training and continues all the way to retirement. For other researchers (Huberman, 1989, Barone, Berliner, Blanchard, Casanova and McGowan, 1996), the key is in taking office which establishes the starting point of professional development in a legal situation. From this perspective, initial training is not an intrinsic component of the teacher's professional development process. Interest should focus instead on what happens during the professional exercise.

¹ Thesis C. Ambroise "Study of the professional development of starting teachers through memories of their first experiences and beliefs of effectiveness".

Table 3 The stages of professional development in teaching

	Nault (1999) Phases of the process of professional socialization	Zeichner et Gore (1990) Phases of socialization in teaching	Vank (1988) Phases of the professional evolution of teachers	Huberman (1989) Life cycle of the teaching career	Barone et al. (1996) Level of teachers' professional development
Prior to initial or pre- service training	Informal socialization Unconscious training, biographical background	Phase preceding initial training Knowledge forming about a profession	Pre-professional Phase Initial studies and training, preparation of the teaching role		
Initial or pre- service training	Formal Socialization Initial training courses and internships	Within initial training Learning, acquiring knowledge	Learning process, research and reflection		
Induction to the profession	Professional insertion Anticipation, reality shock consolidation of acquisitions	Post initial training Acquisition and consolidation of competencies	Threshold phase (first year of teaching) Concern for acceptance by learners, colleagues, and administration Acquisitions phase (2-7 years) Focus is on building competencies for teaching. 1st professional phase Pleasure to demonstrate know- how	Career start Survival, discovery, trial & error, basic issues Stabilization pedagogical consolidation, ease, psychological comfort and stability	Novice (Novice level) Non flexible, unable to develop a large vision regarding educational issues Beginner advanced 2 nd and 3 rd year becomes responsible for his or her actions
Contin- uous training	Personalized socialization Continuous training, experience, updates		Person and professional reorientation phase Characterized by professional crises. 2nd professional phase Choice of work methods	Experimentation Will to change things, get out of the routine, increase effect on the class. Personal experimentation: didactic material, methods, etc. Questioning Sense of routine, a critical look at the future of the career	Competent teacher level Organization and prioritization of activities. Proficient teacher level Speed and flexibility in professional activities, intuition in decision-making. The teacher becomes effective

Table 3 The stages of professional development in teaching

	Nault (1999) Phases of the process of professional socialization	Zeichner et Gore (1990) Phases of socialization in teaching	Vank (1988) Phases of the professional evolution of teachers	Huberman (1989) Life cycle of the teaching career	Barone et al. (1996) Level of teachers' professional development
Professional Experiences	<p>Shining socialization Self-development associate teacher, pedagogical counselor, responsible for course, university professor</p>		<p>Phase of progressive stop Prior to retirement</p>	<p>Conservatism Tendency not to believe in changes, disengagement, gradual decline, disgust</p>	

3.2. The socializing perspective

To the two perspectives proposed by Uwamariya and Mukamurera (2005), and (Vonk & Schiras 1987, Sylla, 2004), the researchers Sylla and De Vos, (2007/2009) add a third perspective on socialization. In their teacher professional development model, these researchers use the three approaches as a reading grid to gain an understanding of the operation of this process.

In this perspective, the professional development of the teacher is built in the long term. It follows from a process of adaptation of the latter to the school environment in all its components: standards, values, the role and missions of the teacher in this professional environment. In the socializing approach, the concepts of teacher socialization and teacher professional development within a virtual community of professional socialization are frequently mentioned. This refers to the social learning processes by which the teacher selectively acquires the interest, values, positions and attitudes of the group in which he or she finds himself or herself.

According to Donnay and Charlier (2006), professional development corresponds to: "a dynamic and recurrent process, intentional or not, whereby, in his interactions with otherness and under conditions that permit it, a person develops his skills and his attitudes embedded in educational values and professional ethics and thereby enriches and transforms one's professional identity".

Two paradigms are to be pointed out in the process of socialization of the teacher:

- The normative socialization paradigm defined by the supreme influence of the established structures (types of education, schools, classes, teaching networks, programs, etc.), the expectations of management, and the provisions to take into account to ensure the development of the behavior of the teacher.

- The interactive socialization paradigm is based on the principle of socialization as a process of mutual influence. This socialization can only be carried out in the interactions between the teacher and the environment in which he or she works (school climate, relations with colleagues, management, etc.).

3.2.1. Advantages and limitations of the models within the socializing perspective

The socializing perspective relates to interactions with others or confrontation with in situations. Manifested as social interactions, in the broad sense, through exchanges with colleagues, and by confronting different realities and experiences (debates, exchanges, sharing). According to Donnay and Charlier (2006), the goal of professional development is the improvement of classroom practice, through action and reflection on daily activities.

Environmental conditions offer the opportunity to participate in working communities and learn accordingly in a social context (Wenger, 1998, Billet, 2007). The socialization vision sees professional development as a process of social learning through the acquisition of group values, positions and attitudes. As part of the paradigm of interactive socialization, this approach is seen either as a process of reciprocal influence and interactions between the teacher and the environment, or as a process of influencing the structures and expectations of the teacher with purpose of improving the development of the teacher's behavior.

Socialization still has its pitfalls. Perrenoud (1996) brings out the difficulty that beginners face in communicating with their colleagues. Certainly, cooperative work is not always facilitated among teaching staff. Beginners may not try to express their difficulties because they feel isolated. They are afraid to appear incompetent. This feeling of isolation is a factor that could compromise the socialization of

novices (Stansbury & Zimmerman, 2000). Thus, beginners, strongly demanding acceptance by their peers, would tend to develop an attitude of blind conformism and would simply reproduce traditional practices. According to this logic, they would refuse to integrate in their class practice the learning acquired during their initial training.

3.3. The professionalizing perspective

This perspective highlights the commitment of the individual to perfect his or her knowledge and competencies, throughout his or her career. In this axis, various mechanisms and devices are likely to lead the professional to reflect on practice, to make diagnoses, to decide the course of improvement sought. Within this “professionalizing” perspective of professional development, professional knowledge occupies a prominent place due to its multi-dimensionality and its different typologies.

3.3.1. Description of professional knowledge

Teaching knowledge seems to develop effectively through an interaction between different types of knowledge, which is why it is a “plural knowledge” (Tardif and Lessard, 1999). Since professionalization is based on the mastery of knowledge specific to teaching work, we will also discuss the types of knowledge involved and their sources of acquisition according to the different typologies proposed in the literature.

Describing the professional knowledge built more or less consciously by the actors “in” and “by” their personal and collective practices (research related to professional psychology, cognitive ergonomics, professional didactics, etc.) leads us to identify the configured and reconfigured plural resources mobilized in situation and to explain them in terms of types of knowledge, transversal capacities, attitudes, professional ethics.

The typologies presented in Table 4 highlight the multi-dimensionality and variety of types of knowledge, some of which are common to all authors, even if they are ordered and designated differently. It appears that the curricular and disciplinary knowledge related to the content of the subject to be taught are fundamental because they are indicated in the four types of knowledge. On the basis of this knowledge, inter and intra-school planning is constructed. Added to this, is the knowledge related to pedagogy and the sciences of education, followed by the practical knowledge resulting from experience. The researchers Gauthier et al. distinguish the experiential knowledge gained from the daily practice of the teacher based on the “routine of action” knowledge validated by the educational community or in the context of research. This knowledge stands out because it relies on theory and research.

As a result of confronting spontaneous knowledge (called daily concepts by Vygotski) with scientific knowledge, professional knowledge is created combining these types of concepts. Professional knowledge is an amalgam, an integrated blend of everyday concepts and scientific concepts (Saussez & Paquay, 2004). It is “crafted knowledge”, “working knowledge” more or less supported by theoretical knowledge. The consequences for training are considerable: it is certainly not enough to transmit concepts; it is especially important that teachers learn to leverage those concepts to address professional situations.

In this perspective, professional development is perceived as a learning process in which the professional is considered as a learner building professional knowledge in order to increase work efficiency. The construction of this knowledge can be realized within the framework of conscious and planned activities (the implementation of programs of initial and continuous training). This view assumes that the actor would have to become involved

Table 4 Typologies of teaching knowledge

Typologies of Teaching Knowledge		
Typology according to Shulman (1986)	Typology according to Tardif, Lessard et Lahaye (1991)	Typology according to Cochran-Smith et Lytle (1999)
Knowledge related to academic content	Disciplinary knowledge	Practical knowledge
Knowledge related to the curriculum	Curricular knowledge	Knowledge integrated in practice
General pedagogical knowledge	Knowledge related to professional training	Knowledge about the practice
Pedagogical knowledge related to the teaching subject	Knowledge resulting from experience	
Knowledge related to learners		
Knowledge related to educational foundations		
Knowledge related to institutional contexts and to the culture of the community		

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in his or her professional development and build new resources, individually and/or collectively, to achieve professional mastery and learn continuously.

3.3.2. Orientations of the professionalizing professional development

The professionalizing perspective highlights two main directions for professional development. They are respectively professional development through the learning process and professional development through research or reflection.

3.3.2.1. Professional development as a learning process

Teachers' professional development is a long learning process (Clément & Vandenberghe, 1999). In fact, the teacher is considered as a learner who, in the long term, builds and reconstructs knowledge based on a reciprocal action that is established between the different types of knowledge. Experiences lived and anchored in various situations or environments are simultaneously natural, conscious and planned (Day, 1999). In addition, professional development is defined as being both an individual and a collective learning process and a process of learning. For it is difficult to envisage a process of acquiring knowledge where the one acquiring knowledge undergoes no change, that is, remains the same through this process. As such, this process would help provoke transformations in the teacher's way of doing things and engage him or her in a collaborative and collective approach.

On another level, it is important to emphasize that the concept of transfer is located at the heart of learning even at the dual level of education and work. Several researchers, such as Meirieu & Develay, (1996); Perrenoud, (1997); Ray, (1996) & Tardif, (1992, 1999), drew attention to the minimal rate of transfer of school learning to real life. This justifies in their eyes "the need for changes in teaching practices" (Péladeau, Forget & Gagné, 2005, p.187). The objective of the reforms would be, in this perspective, to favor the transfer with a view to improving the "useful value of learning" (Idem).

Transfer, acquisition and retention are considered the triple parameters of learning. These are the building blocks of quality learning (academic or not). The congruence of these parameters in Anglo-Saxon literature (Adams 1992, Bernstein and Gonzalez 1968, Druckman and Bjork 1991, Shea and Morgan 1979, Hagman 1980) has only increased the need to consider them as an interacting set in a system. It is to be noted that the transfer is subordinated to the existence of the two other parameters of the learning.

In order to clarify the distinctions between "learning" and "development", we argue that there is a difference between these two terms. The first takes on a local spatio-temporal character, thus inscribing it in a given situation (here and now). On the other hand, development corresponds to

the construction of the subject in a longer temporality (Wittorski, 2008).

3.3.2.2. Professional development through reflection and research

Research related to the field of education revolves around examining the concept of professionalization of teachers. In this theme, the process of professional development is associated with the concept of reflection and linked to research in the sciences of education.

Reflection: The definition of the concept of reflection is problematic. The researchers Braun & Crumpler (2004), McAlpine et al., and De Cock (2007) define reflection as a formative assessment process in which teachers collect and evaluate information to review and improve their teaching. Whereas reflection, according to Vacher, is considered as a constitutive component of professionalism or a means of constructing it (2011: 66). For John Dewey (1963), one of the pioneers in the field, reflection is about choosing a subject, focusing on it, and analyzing it.

We are more in favor of the definition of Hatton and Smith (1995) who consider reflection as a deliberate cognitive process that interlinks the designated subject, prior knowledge, and beliefs of the person. This definition emphasizes the cognitive dimension of the subject in search of solutions and possibilities. To achieve that, the person mobilizes, in this process, all kinds of resources bearing the imprint of his or her constructed knowledge and his or her individuality. Moreover, Canadian researchers (Peters, Chevrier, Leblanc, Fortin & Malette, 2005) postulate that the reflection of the subject, in the face of a difficult professional situation, follows the following reflexive approach: the study of the situation, the verification of the information, problem reformulation, the preparation of potential solution scenarios, the evaluation of consequences and the implementation of a series of actions resulting from the reflection.

Thus, reflection, as an essentially intellectual work, encourages the individual to resort to his or her cognitive skills in order to theorize his or her actions and experiences. We often meet the term action linked to that of reflection, to the extent it constitutes an inseparable coupling: action/reflection. From this perspective, Schön (1994) distinguishes two aspects: on the one hand, reflection in action, which offers the opportunity to think, adapt and adjust during action; on the other hand, reflection on action, focusing on practical experiences previously experienced. These mechanisms of reflection (reflection in action and action) develop the action of the practitioner (Mailloux 2000, St-Arnaud, 1992) and make possible the capitalization of his or her experience. The teacher who reflects in and on practice manages to analyze and revisit his or her way of acting and to study the effects of this operation on himself or herself and the activity carried out.

Professional development is perceived here as a kind of continuous research carried out by the teacher on his or her own practice. This critical examination can be explained from three dimensions mentioned by Barone et al. (1996):

- The articulative dimension involving reflection and guided by the question of “what to know” to be able to teach.
- The operational dimension on “how” to communicate the knowledge resulting from reflection (Barone et al., 1996) once the teacher defines what he needs to know to be able to teach. This dimension is the development of the teacher through practice.
- The political dimension, link the “what and how” to teach while focusing on the development of teachers and the educational policies in place.

The professional development of competencies is based on a reflection on experience or on authentic practice in complex situations or problem situations. In such situations, the revisited practices will be constructed, recomposed or deconstructed and decomposed (see Figure 2). Reflection on action develops important mental abilities including regulation after action. This favors receptivity to feedback from the activity of others. (Perrenoud, Altet, Charlier & Paquay, 2012).

Reflexivity is a transversal competency that applies to the entire process of teaching. Furthermore, this competency also generates reflection as a cognitive process and reflective practice that takes the shape of “a methodical,

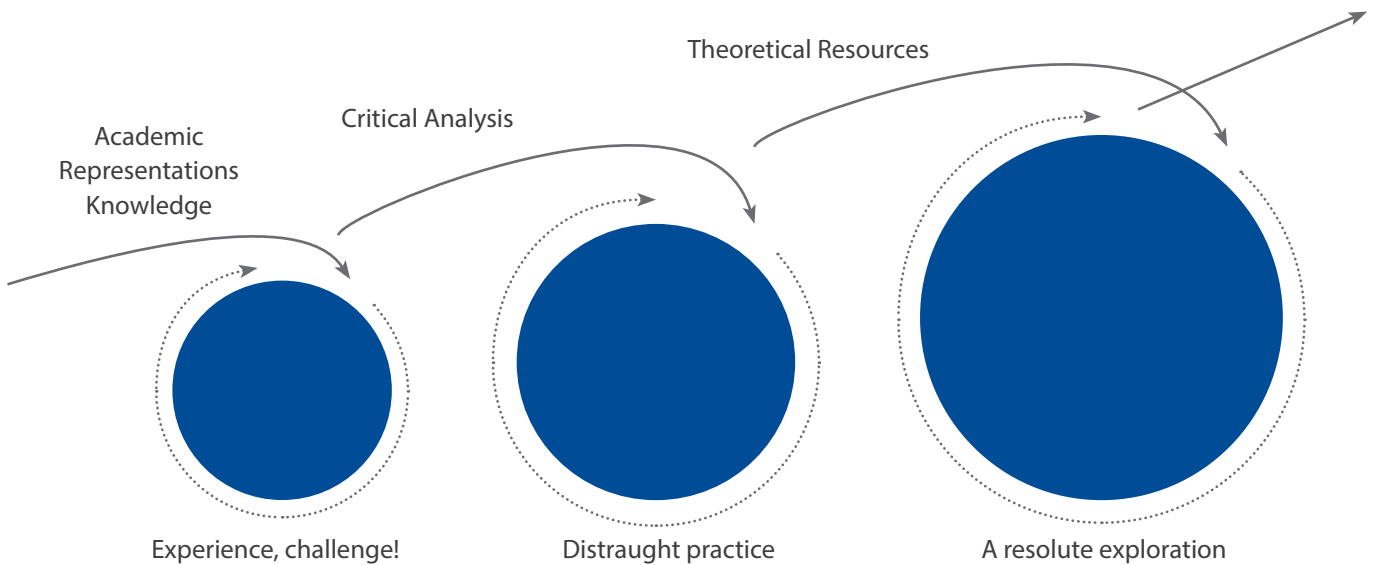
regular, instrumental, serene and effective approach that is generally acquired only through intensive and deliberate training” (Perrenoud, 1998, quoted by Paquay, De Cock and Wibault, 2004).

The paradigm of the reflexive practitioner postulates the surpassing of applicationist models and the development of declarative knowledge based on the conceptualizations of training activities. It also postulates the leveraging, in situ, of rational and reflexive attitudes. The subject actor is led to reason, examine his or her choices and analyze his or her teaching practices and their impact on professional activity in context. In this process of reflection, the subject undertakes the deepening of his or her analysis in reference to certain criteria such as pedagogical and didactic effectiveness and also ethics (Zeichner, 1983).

Research: Education practitioners do engage with researchers in research on the analysis of their practices, on the analysis of work, on means of building professional skills and other pedagogical actions. This engagement yields a more sustained exchange between the proponents of the various types of knowledge: theoretical knowledge, experiential knowledge, practical knowledge, and so on.

Thus, reflection and research in the context of teacher professional development can then coexist in all areas related to the foundation of educational action and teaching practice. When it comes to studying professional development in teaching, it is important to consider all the related areas without one being taken in isolation.

Figure 2 Functioning of the reflexivity process (Bodergat, 2005)



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3.3.3. Advantages and limitations of the models within the professionalizing perspective

In this perspective, professional development is perceived as a learning process where the professional is considered as a learner building professional knowledge in order to increase work efficiency. The construction of this knowledge can be realized within the framework of conscious and planned activities (the implementation of mechanisms of initial and continuous training). In contrast, the construction of knowledge can be achieved in and through the continuous updating of professional practices.

This professionalizing approach, apprehends professional development as a learning process to be initiated in situ, to develop through reflection on action. This could lead the actor to modify or reconfigure the resources to be mobilized in new professional contexts. Such contexts, fosters the actor's power on the action as well as on oneself. This dimension is reflected in pragmatic work but sometimes also in some comprehensive research, essentially aiming at a better understanding of professional development.

This professionalizing perspective presupposes that the actor plays a leading role in his or her professional development. He or she is able to build new resources, individually and/or collectively, to learn and master his or her craft. In this sense, the professional activity has a constructive dimension since it allows the actor to learn by doing, that is, to acquire particular cognitive and affective resources in and through activities (Marcel 2006, Rabardel 2005, Pastré 2008).

The standard models relating to the professionalization perspective have a three-fold dimension, ranging from completed forms to professional models in institutional training or to professionalization models that are diversified into individual development paths.

These processes can be found in professional groups, or through individuals carrying out a similar professional activity. The articulations and the tensions are constructed between temporalities in relation to the institutions, and biographical temporalities linked to the individuals. A third temporal dimension, that of historical time, completes the two aforementioned. The latter, through the representations produced on institutions and individuals themselves, crosses institutional time and individual time (Roquet, 2012).

These articulations and tensions intervene on the three levels to trigger distinct professionalization processes. The more the articulations are interacted with each other, the more the processes of professionalization become perceptible.

3.3.4. The standard models of the professionalizing perspective

The standard models of the professionalizing perspective are framed within professional activities carried out in a specific context. As such, we described them through

a conceptual lens that defines the building blocks of a model, namely:

1. The name of the model
2. The theoretical framework behind the model and relevant references
3. Description of the model within the frame of a type of professional activity (context, modalities, actors involved, aim, etc.)
4. Follow-up mechanisms as a downstream activity
5. The role of the teacher with identification of his or her status in the professional development process
6. The role of the trainer with identification of his or her status in the development process
7. The venue of implementation of the activity
8. The general framework/level of the typology of the standard model with reference to three major scales adopted in the research work undertaken by (Caen, OECD, 2013): The career development of teachers is organized into three levels which correspond to the structure of the education system: **(1)** systems level or national education system (macro) including national policies, accountability, organizational aspect etc.; **(2)** school level, especially the efficiency of teachers in classrooms, collaboration between teachers in one school (meso); and **(3)** at the individual level of the teacher, particularly his or her skills, beliefs and attitudes (Clarke & Hollingsworth, 2002, Richardson & Placier, 2001, quoted in Caen, 2011).
9. The type of support adopted in the model: The type of support adopted in the model is a generic term that "is built on the border of various logics: to train, to teach, to help, to advise or even to govern" (Paul, 2009, p.91). To do this, it is necessary to identify the form of accompaniment because several practices declaring themselves to be in charge of the support such as counseling, coaching, mentoring and sponsoring coexist with advice, tutoring and consultancy. Let us add that any form of accompaniment confirms the organization of meaning with reference to three dimensions: to join someone (relational dimension), to go where he or she goes (temporal and operational dimension), at the same time as him or her: to his or her rhythm, within his or her reach, to his or her measure.
10. The inclusion of the model in one of the general orientations of the professionalizing perspective (learning, reflection and research) allows us to situate the standard-model according to the objectives aimed at in each of them and consequently to better recognize its stakes in light of these data.

The modalities of the professional development of the teacher are diverse and come in different types of models within the professionalizing perspective. It is important to note that the type of follow-up of the trainer and orientation of the professional development, as

constituent components of each standard model, vary and change according to the framework of the implementation of the activity. This leads to illustrate the role of the actors involved in the context and to show the specificity of the standard model within the overall configuration. This

strategy aims in particular to define the contours of the type of support adopted, in each model, with regard to the teacher. Moreover, the desire to illustrate the role of the actor is due to the floating use of accompaniment as a polysemous term.

Professional development: Professional Perspective 1	
1. Mode	On-site coaching " school-based coaching"
2. Theoretical framework	Ingersoll and Kralik (2004)
3. Model description	Model based on an approach advocating that the essential role of the counselor/ coach is to ensure that training acquisitions are reinvested in the classroom.
4. Teacher's role	Previously trained teacher and " in-situ " follow-up
5. Trainer's role	No direct role
6. Follow-up	School, classroom
7. Venue	Model based on classroom follow-up
8. Level	System and school
9. Types of support	Coaching within the field of action in terms of performance or efficiency. The major idea is that of a training justified by a challenge of change. Coaching is non dissociable from maieutics (Paul, 2012, 93).
10. Orientations of professional development	Professional development seen as a mediated learning process

Professional development: Professional Perspective 2	
1. Mode	Site- based teacher training: professional development tailored to the needs of the schools as requested by the schools.
2. Theoretical framework	Thierry Piot (2006) - Jovanova-Mitkovska (2010)
3. Model description	Model based on the implementation of a training aimed at involving teachers in a process of continuous learning and in keeping with the dynamics of change of practice. This model provides for systematic coordination between the trainer and the teachers.
4. Teacher's role	Status of the learner involved in the change process
5. Trainer's role	Major role Subject-Actor Trainer/Tutor
6. Follow-up	The follow-up modality is envisaged in the model
7. Venue	Outside the class on school site
8. Level	System and establishment
9. Types of support	Tutoring is at the crossroads of 2 logics, productive and educational, and is defined as training in practice. The tutor supervises the teacher trained in his or her career within the school. Tutoring is inseparable from the idea of learning (Paul, 2012, 94).
10. Orientations of professional development	Professional development through collective and mutual learning

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Professional development: Professional Perspective 3	
1. Mode	Self-development of the teacher
2. Theoretical framework	Jovanova-Mitkovska (2010)
3. Model description	In this model, the teacher takes the initiative to plan and engage in professional activities that allow him or her to improve his or her knowledge in the professional practice.
4. Teacher's role	Major Role Subject of the development Reflective, critical practitioner
5. Trainer's role	Undefined
6. Follow-up	Monitoring is integrated into the process of self -development over time.
7. Venue	Undefined
8. Level	Individual
9. Types of support	Upstream/downstream Various forms of accompaniment
10. Orientations of professional development	Professional development seen as an individual learning process and also as a reflection on action.

Professional development: Professional Perspective 4	
1. Mode	Collaborative action research
2. Theoretical framework	Sparks & Louks-Horsely, 1989; Hofman & Dijkisma, 2010
3. Model description	Collaborative action research is a form of inquiry based considering professional practice and theory in a well-defined systematic framework. The teacher constructs data from the field and then, following the analysis of the research results, he or she would be led to review and transform his or her practices.
4. Teacher's role	Major actor subject Experimenter, innovator Posture of critical, reflective practitioner and researcher
5. Trainer's role	Undefined
6. Follow-up	Follow-up is an integral part of action research
7. Venue	The school, the classroom
8. Level	System and school level
9. Types of support	Various forms of accompaniment
10. Orientations of professional development	Professional development through research

Professional development: Professional Perspective 5	
1. Mode	Standardized teacher professional development
2. Theoretical framework	Jovanova-Mitkovska (2010) Thierry Piot (nd.): Within teaching work (training spaces, among class and school), among teachers, in a class without learners (teachers do not have an office or rooms dedicated to collective work), during a non-teaching time.
3. Model description	Model based on a systematic/centralized approach where some teachers in the same institution participate in a training session to subsequently share learning achievements with other colleagues.
4. Teacher's role	Teacher/Relay - status of the learner in training outside the school context, then consequently the status of the relay teacher trainer within the school
5. Trainer's role	Major role subject-actor
6. Follow-up	No formal modalities for monitoring
7. Venue	Outside the school
8. Level	School
9. Types of support	It is a relation among colleagues consequently among peers of equal status. The learning of the peer apprentice is done under the brotherly council of a seasoned peer. The apprentice is accompanied technically and morally.
10. Orientations of professional development	Professional development seen as a process of mutual and collective learning

Professional development: Professional Perspective 6	
1. Mode	Peer observation and think tank/study groups
2. Theoretical framework	(Wei and. Al., 2009); (Hollins, 2004)
3. Model description	Model based on peer and/or peer class observation to establish a culture of exchange and critical reflection on practices. This action aims to develop the use of new strategies and to improve the teaching practice.
4. Teacher's role	Subject-actor observer/observed Reflective teacher
5. Trainer's role	No role
6. Follow-up	The model envisages a return on the activities carried out: reflection on the action and after the action.
7. Venue	School, classroom
8. Level	School level
9. Types of support	It is a relation among colleagues consequently among peers of equal status. The learning of the peer apprentice is done under the brotherly council of a seasoned peer. The apprentice is accompanied technically and morally.
10. Orientations of professional development	Professional development through observation and reflection

Professional development: Professional Perspective 7	
1. Mode	Professional community of practice
2. Theoretical framework	Hunzicker, 2010; Gallagher et al., 2011; Lieberman & Wood, 2002; Wei et al., 2009; Hadar & Brody, 2010; Little, 2003.
3. Model description	The model of the learning community 3 is part of the socio-cultural perspective. This model seeks to establish a culture of collaborative work. It postulates that knowledge is cultivated in the daily work of the teacher and is built through critical reflection within the community. Active engagement of actors on the basis of practice-oriented professional communication enhances practical knowledge and promotes student learning.
4. Teacher's role	Major role Critical reflective practitioner
5. Trainer's role	No explicit role
6. Follow-up	Follow-up is integrated into the interaction modalities within the community of practice.
7. Venue	Undefined
8. Level	System level
9. Types of support	Various forms of accompaniment
10. Orientations of professional development	Professional development through reflection

3.4. Conclusion on the perspectives of professional development

We recognize that “reading” the professional development of the teacher through one of the explicit approaches seems to reduce this concept by limiting it to one particular theoretical model or approach. In this perspective, taking into account the different resources involved in the initiation of the development process and the complementarity of approaches is necessary. Because this process involves the teacher as an actor and as a person to think, act, apply, manage, learn and especially to invest both his or her rationality and his or her subjectivity. Professional development is part of a personal dynamic fueled by the situations encountered by the professional in situ as well as by the professional activities specific to the job: training or teaching situations. It is also part of a group dynamic where collective work prevails and takes precedence over other logic of action.

We therefore place ourselves in favor of a dynamic approach articulating both personal and collective development, professionalization of the profession (style and type) and essentially socialization through the establishment of a learning community. This triad favors the start of the development process, its maintenance and continuity, even perpetuity.

3.5. The role of continuous training in the standard models of the professionalizing perspective

Large public and private training organizations have often offered professional development and personal development cycles. These are situated either in a program logic translated into a catalog or in a perspective close to individual and/or collective self-development. These perspectives lead to a spiral of growth inspired by the values of autonomy and responsibility.

The context of continuous training aims at professional development as well as change of conduct or transformation of practice. However, there is no explicit injunction to question the practices implemented in school contexts. At the same time, this injunction is unclear at the level of the professional change of the teacher trainer on the part of his or her organization. Hence the constraining framework in which the trainer of adults in continuing education is found: to continually self-question and stay abreast of the new theories of learning or motivation of adults. This issue is at the heart of those relating to the “field of continuous training/Andragogy” (Hachicha, 2002, p.6).

In fact, adult education acts as a laboratory for new practices, whether it be teaching practices, training practices or research practices, without a good mastery of the conditions for transferring these practices into professional situations in other frames. In the field

of training, the evolution is paradoxical because it is directed jointly towards the explicit recognition of collective operators and toward an individualization of the evolutionary paths. This corresponds to the standard models presented in the tables above.

The possible progressions in the professional exercise are different and vary according to the individuals and their specific working conditions. In addition, the same training can produce different effects depending on the initial level and expectations of the teacher (novice or professional). Professional development depends on the individual, his or her potential and main concern.

3.5.1. Design and architecture of the continuous training and for the induction training curriculum

To meet the requirements of the mission to enhance the quality of the training programs offered, establishing a training curriculum design (TTCM) oriented towards the implementation of a learning process allowing the trained teachers, the acquisition of knowledge know-how, values and attitudes, seemed necessary. Such acquisitions would foster teachers' capacity to perform their facilitator tasks in their professional context. Also necessary, was a response, from a continuous training perspective to the diverse initial qualifications of the teachers incoming into the public sector.

For Demeuse and Strauven (2006), a curriculum consists of an action plan that draws on the values an institution wishes to promote. The induction curriculum, like any other training curriculum, is structured around six components: (1) the learning to be implemented, (2) the pedagogical strategies and the didactic processes to be implemented, (3) the disciplinary content, (4) the teaching aids for the users, and for the learners as well as the directives concerning their use, (5) the expected results and the evaluation methods to ensure the verification of the degree of mastery of learning and finally, (6) the management of the curriculum (initial training, continuing education and post-training follow-up necessary for its implementation by the trainers). A curriculum is therefore a product that has its roots in the aims of the education system. Its contents are dependent on particular needs that it tries to respond to effectively.

The contextual factors that influence the implementation of a curriculum pertain, first of all, to the political and socio-cultural framework that affects the functioning of the entire training system. Another factor, takes into account the notion of need, that which concerns the learners (the teachers in service) and the schools likely to employ them. It should be noted that the factor relating to the normative framework for training acts as a favorable element because it identifies the big themes of professional skills to be developed by teachers in general and novices in particular. The curriculum development approach is based on the

TTCM design acting as a system encompassing progressive stages involving multiple pedagogical and social practices.

This factor contributes to ensuring that the curriculum is brought closer together in its implementation of the expected results.

3.5.2. The role of the trainer in some standard models of the professionalizing perspective

Two out of the seven standard models of the professionalizing perspective highlight the trainer's preponderant role in the professional development of the teacher in a formal professional situation: the models 2 below site-based teacher training and 5 standardized model of the professional development. However, in the other five standard models, the trainer's role is rather implicit or informal, since the situation calls for the presence of a post-training mediator who ensures the mobilization of the resources acquired during the training, to implement them in the practice with the aim of achieving the "transfer" in a new situation (see Model type 1). This local mediator would have to fulfill the role of trainer of adults who is trained to accompany a peer in the construction of his or her knowledge and to create individual and/or collective situations in which the peer(s) accompanied would be required to review the activities carried out and to analyze them in order to identify both the style and the genre of the trade.

In the professional development models axed around personal professional development or action research, the indirect role of the trainer and the training approach in general would be to purposefully inculcate, as transversal competencies, the competencies of inquiry, research, reflection and lifelong learning. As such, a purposefully designed training can foster the effectiveness of other professional development models and support the teacher's engagement in all professional development models.

3.5.2.1. The second model: Customized and site-based professional development

This model corresponds to a hybrid design face-to-face and distance training implemented in two stages. In other words, this model corresponds to face-to-face pedagogical training at the training site in the first phase and, in the second phase, to a follow-up to support the training. This model also depicts a training situation conceived as part of an "on-site" training setup negotiated between the school and the continuous training responsible in response to the school's request. It is to align with the training objectives of the school after exchanges and needs analysis in order to deliver a training that meets the criteria developed in the set objectives. Apprenticeship and training denote a measure of time or duration. The dimension of time and the chronological order of the unfolding of phenomena occupy an important place in the learning and training processes (PIOT, nd.).

So it's a two-step course with a change in the type of

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activity: from face-to-face to distance learning. For the last ten years, the dyadic tutor-trainee relationship has evolved towards a broader collective conception of tutoring (Moussay, Étienne and Méard, 2009). This formula corresponds to the willingness of schools and training institutions to form possible spaces for structuring and interpreting both experiences and learning processes (Kade & Seitter, 1996).

It is proposed to optimize the effects of continuous training by addressing more fully teams of professionals who could follow common modules. Hence the importance of designing continuous training for teams and not individuals. To change practices - and this is also a managerial problem - it does not serve any purpose to form a single agent per department, because it will have no leverage effect. To drive change, there are strategies to be strengthened: to set thresholds, to develop tailor-made training depending on the issues and to address at least part of the targeted team.

Continuous training is expected to contribute more to the sharing of good practices between professionals of the same institution and this is done by inculcating a culture and forums of exchange, mutual knowledge and reflexivity within the school. The issue of skills transfer between professionals is fundamental. Information is often poorly circulated in the work context which should be perceived more as a learning and experimentation space.

The school is perceived here as a whole, as an institution, a totality, with its own identity and where complex relationships take place. In order to better understand these relationships and thus to develop professionally, teachers must study the daily events and problems encountered in practice and in the school environment. Thus, teachers succeed in constructing their methods as educational professionals and in developing their practices both as individuals and as members of a group within the school and society.

This model has two dimensions (or phases): the transformation of the institutional context or working environment and the transformation of both the conceptions and the practice of teaching.

3.5.2.2. The fifth model: Standardized model for teachers' professional development

This model is built on the collective of individuals who learn by doing, and who develop cognitive resources as part of exchange practices, collaboration and coordination. These resources built in and by the collective transcend the repertoire of each individual. The "community of practice" theory, for example, defends the idea that a community of fully engaged practitioners is characterized by a collective learning and is situated as an institution, a totality, with its own identity and where complex relationships take place. In order to better understand these relationships and

thus to develop professionally, teachers must examine the daily events and problems encountered in practice and in the school environment. Thus, teachers succeed in constructing their methods as educational professionals and in developing their practices both as individuals and as members of a group within the school and society.

4. Quality criteria for effective professional development

In order to ensure the capacity of a training curriculum to provide quality training, it is essential to define and list criteria on the basis of which all the training actions planned with reference to the categories of the target audience will be subjected to evaluation and analysis. Information on tools, methodologies and indicators makes it easier to assess the quality of the training provided.

4.1. The stakes of quality criteria

Two major stakes need to be taken into account. The first is to facilitate the integration of recommendations into training programs, thus enabling their incorporation into quality systems ensuring the sharing and circulation of information. Building automated information collection systems could be a support for "data-driven decision-making". On the basis of quality criteria, the information system would make it possible to integrate into the training and learning paths continuous professional development and certification.

The second stake is the implementation of quality criteria to pilot and manage a training curriculum. This improvement will be based on an analysis of individual practices and/or the group and by the implementation of improvement actions in the form of support materials or improvement monitoring which provides a measure of the impact.

In addition, the entry by the mobilization and the question of the meaning to be attributed to the learning that a learning subject can build, is a fundamental condition for professional development. It is the question of meaning that mobilizes the subject-actor. Mobilizing means engaging in an activity because the subject-actor is moved by motives, questions that the subject has good reasons to address. It is therefore to make use of oneself as a resource, to put oneself in a motion animated by motives that pertain to the meaning to be given to learning. Charlot, Bauthier and Rochex (1992) differentiate the intrinsic and sustainable mobilization from the intrinsic and punctual motivation. The TTCM design adopted for the continuous training modules responds well to the call of the learner's mobilization to learn and maintains the idea that the object of knowing acquires meaning by relating it to major essential intellectual questions that do not reduce disciplines to fragmented tasks.

4.2. Characteristics of quality criteria

Quality criteria are key to the management of effective and quality training that guarantees the professional and

personal development of teachers, beyond the acquisition of specific skills related to the exercise of the profession. In compliance with national requirements and collective agreements, the aim is to propose measurable criteria with the potential for improving practices, in order to assess the impact of training on improving practices. Criteria should also be suitable, feasible criteria (easy to practice) and formulated clearly and unambiguously.

4.3. Criteria pertaining to work conditions in the continuous training

It is essential to set criteria for the working conditions in the context of continuous training. Such criteria provide a general guiding frame for the work with specific details of the procedures to be followed with the different educational authorities, and the implementation of the management strategies of the training services. Following is a list of criteria to be taken into account within continuous training.

Written contract: The training should be based on a written contract between the MEHE, the teachers and the CRDP institution including the CRDP professional training centers and resource centers.

Learning outcomes: Providers and professional training institutions are called upon to define a set of comprehensive learning outcomes that ensure the acquisition of specific competencies related to teaching and the advancement of professional development.

Pedagogical support: Support should be provided to teachers and trainers to continuously build and refine their competencies. Alignment between teaching methods, techniques and training content helps to strengthen the construction and development of training activities.

Regulatory framework: A clear and coherent regulatory framework should be established based on a transparent dialogue between all relevant stakeholders.

Flexible pathways and mobility: Flexible conditions facilitating access to training and subsequent training proposals should be made available. Also, the professional qualification of the staff responsible for training is necessary.

Transparency: The transparency of training offers and easy access to them must be guaranteed. As such, the importance of informing the public about the training offer, access times and updating them on the changes that may occur in the training program.

Career orientation and awareness: To ensure that competencies are properly built and that dropouts are minimized, the trainee should be entitled to professional guidance, tutoring and teaching assistance.

The quality mission at CRDP PITB was held to meet the quality criteria by: (1) the implementation of an induction training curriculum customized to meet the current

context of public schools in Lebanon, and which can serve as a first step on the path of professional development, (2) the adoption of the new training design TCM which was constructed in alignment with the principles of adult learning theories, while drawing attention to the context of new development practice. As a result, the TCM relied on these learning principles at the level of the general design as well as on models and pedagogical approaches including social constructivist constructs derived from the work of the Russian psychologist Lev Vygotsky, and (3) the implementation of a Training Management System (TMS) that facilitates transparency, data compilation and online data access for all parties in professional development in public education.

4.4. The quality of training and criteria

There is no unanimous consensus in the literature on the definition of the quality of education (Endrizzi, 2014). However, the literature review (Darling-Hammond & MacLaughlin, 1995; Louks-Horsley et al., 1998; Garet et al., 2001; Day & Sachs, 2004; Penuel et al., 2007; Wei et al., 2009; Caena, 2011; D-RASATI, 2011; OECD TALIS Report, 2013; Endrizzi, 2014; Hénard, 2010; Kennedy, 2016; Barrera-Pedemonte, 2016) focused on quality in training revealed that the quality of training refers to three objects: the development of a quality culture, a quality training and support for teaching and learning. Hence the importance of identifying quality criteria for the effectiveness of a pedagogical activity, one of which is training.

Following are quality criteria for effectiveness in training pertaining to: **(1)** planning; **(2)** setting a curriculum frame; **(3)** mode of delivery of training; **(4)** assessment framework and tracking mechanisms; **(5)** organizational and Institutional support and **(6)** standards for continuous training.

Criterion 1: Planning for training and other professional development channels (Day & Sachs, 2004; Caena, 2011; DRASATI, 2013; Barrera & Pedemonte, 2016): The training activity must be planned to meet the identified needs of the target audience. As such the planning should be based on reliable sources of information: study of scientific, educational literature, research, surveys and compiled feedback data on previous training or focus group conducted by the planning agency. Furthermore, the planning should take into account the need for coherence among various formal professional development models. This criterion provided one of the rationales for the quality mission to develop an electronic training management system that allows the compilation and sharing of data to inform decision making and choice making.

Criterion 2: Setting a curriculum frame for teacher training with clear and validated performance standards (Day & Sachs, 2004; Caena, 2011; Barrera & Pedemonte, 2016): Training needs to be designed within a coherent curriculum architecture which includes, the learning and transfer

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objectives of the training as well as the means by which the training achieves the overarching standards set at a national level. This information needs to be an inherent part of the design and visible to the trainees. As such it is important to formulate the learning and transfer objectives based on the identified needs of the target audience in the order to fulfill the training declared goals. Learning objectives should indicate what participants in the training will be able to understand or accomplish and transfer to their daily practice, by participating in the activity. The architecture needs to cater for the coherence of desired results with the evaluation strategies to be used for this activity and with the learning deployment plan of the activity. As such the decision to develop a teacher training curriculum model (TTCM) that focuses on big concepts and transfer, as well as authentic performances. The TTCM is competency based and is purposefully designed to target the Teachers' Competency Framework.

Criterion 3: Mode of delivery of training (Darling-Hammond & MacLaughlin, 1995, Louks-Horsley et al., 1998, Garet et al., 2001; Day & Sachs, 2004; Penuel et al., 2007; Wei et al., 2009, Caena, 2011; D-RASATI, 2011; OECD TALIS Report, 2013; Kennedy, 2016; Barrera-Pedemonte, 2016): The literature review, including empirical evidence from teachers' feedback collected through the OECD Talis survey 2013 yielded the quality characteristics to the mode of delivery of the training categorized according to (1) duration of the training, (2) methodology within the training, (3) training content, and (4) follow-up and support mechanisms. The choice of the developing the TTCM design and its inherent quality criteria respond to the criteria here-below on one hand. And on the other hand, the topics of the pilot modules that were developed to test the new design were strategic and responded to emerging trends of the reported needs of teachers locally and internationally.

- Effective training modules transcend the one-time workshop modality and reported effective training modules usually have a considerable duration
- Effective training modules rely on active-learning methods and learner-centered approaches (trainee centered approaches) and engage teachers in concrete and experiential learning. Active learning as a methodology also refers to training that inculcates in teachers the competency for self-learning and inquiry.
- Training content that has been reported as needed by teachers revolves around content that is subject-matter focused, connected to classroom practices, pedagogical in the sense of enhancing knowledge and skills related to pedagogy, in addition to teaching approaches, exposing learner thinking and learning, containing learner behavior.
- Effective training provides follow-up, motivation and support. It is collaborative in the sense that teachers

receive encouragement to share and support their learning process. It is collective in the sense that teachers from the same school are encouraged to attend the same training modules. Follow-up and support mechanisms beyond the training are coherent and working in harmony to maximize support impact. It also provides frequent access to opportunities for collaboration and sharing best practices for teachers.

Criterion 4: Defining an assessment framework and tracking mechanisms: Effective training has an inherent assessment feedback loop to remain abreast with feedback, with impact on teaching and learning. At the level of a training module, evaluation strategies must include an assessment of the achievement of established learning objectives and provide participants with an opportunity to determine what they have learned. Another level of assessment relates to gathering information on transfer of competencies into the reality of classroom practices, and information regarding the desired or expected income on the learning and the learner. The stage 2 of the TTCM (see Chapter IV) provides a theoretical and practical framework for assessment. Added to that is the choice of the committee to develop a full-fledged study on authentic assessments evaluation rubrics. This study resulted in the development of a training module on rubrics-based assessment and including these competencies as basic competencies for trainers.

Criterion 5: Ensuring organizational and institutional support, through national policies and legislations that enable teachers to improve their practices with concerted formal support mechanisms at the national and school level (training, coaching, inspectors, coordinators, principals). Recognition of the vital importance of institutional support justifies the choice of the quality mission to study educational strategies in Lebanon from 1994 until the start of this project. In addition, the legal framework for the professional development of the teacher was studied, just as the mission commissioned the Issam Fares Institute for Public Policy and International Affairs at the American University of Beirut to conduct a research study on the status of the public school teacher in Lebanon in order to - among others - propose legal texts to adapt the educational policies to the identified needs and new requirements.

Criterion 6: Standards for Continuing Professional Development (CPD): Adopt minimum criteria for recognizing a quality activity (therefore subject to approval for a study credit). An activity that meets all of the following criteria is considered quality.

- The target population targeted by this activity must be clearly indicated in the program and its method of consultation must be specified.
- The identification of needs for the planning of this activity followed a given method that the CPD organizer must specify.

- The program must clearly state the objectives to be achieved in this activity.
- The educational methods used and described in the program must make it possible to achieve the objectives.
- Audience must be able to actively participate in the activity.
- Through a specific process, participants must evaluate the activity at the end of the meeting.
- The organization of the activity must respect a recognized code of ethics.
- Budget forecasts and sources of funding must be sufficient. Related social activities should not interfere with the scientific content of the activity.

4.5. From self-efficacy to the feeling of self-efficacy of teachers and the efficacy of results (N. Gaudreau, É. Royer, C. Beaumont, & É. Frenette)

During the last twenty years, multiple studies have been interested in measuring the effectiveness of a pedagogical activity and in particular that which the subject-actor conducts in context, such as the self-efficacy of teachers in the classroom.

When applied to teaching, the two dimensions of the self-efficacy construct are, according to Gibson and Dembo (1984), the teacher's sense of self-efficacy and the overall sense of effectiveness. The feeling of self-efficacy translated by the belief that a teacher has in his/her ability to have an impact on student learning. It is as such a form of personal evaluation.

This theory is used mainly in the field of organizational psychology (Jeanrie, Bertrand & Fournier, 1996). It is most exploited in recent studies on the concept of self-efficacy of teachers (Rich et al., 1996). According to this theory, the feeling of self-efficacy is indicative of the person's belief in whether or not he or she is capable of producing a particular behavior (Bandura, 1982, 1997).

The second dimension, the feeling of general effectiveness, is the belief that the faculty has in its capacity to make a difference for the learners, and to overcome the external constraints coming from the school environment. In light of the studies carried out during this period, it would be legitimate to believe that the quality of the teachers' interventions is linked to their beliefs in their ability to support learners in constructing their own learning.

Indeed, these studies show that the greater the feeling, the more teachers profess humanistic beliefs at work (Enochs, Scharmann and Riggs, 1993, Hoy and Woolfolk, 1993), the more they show that they are reflect "academic optimism" in class (Woolfolk, Rosoff and Hoy, 1990). Likewise, their lesson presentation, class management, and questions to learners are better and more relevant (Saklofske, Michayluk

and Randhawa, 1988).

In addition, it seems that a greater sense of self-efficacy among teachers is associated with more apparent involvement in the profession (Coladarci, 1992) and with more positive attitudes towards the implementation of new teaching practices (Guskey, 1988).

In short, this suggests that the sense of self-efficacy of the actor subjects (teachers and/or teacher trainers) would have a significant effect on the nature and quality of their work and, consequently, on the learners (learners and/or or trained teachers). In a broader environment, the sense of self-efficacy of teachers would also be related to health education institutions (Hoy and Woolfolk, 1993).

4.6. Self-evaluation of the efficacy of a training

Evaluation of the effectiveness of training actions is now more than ever an obvious necessity. No institution can be content with "training to train" because training is expensive in terms of time and money. It is essential to situate the return on investment of the training to be sure to ensure cost efficiency.

In addition, this evaluation can be divided into three complementary and successive dimensions, each using different methodologies, and each presenting specific difficulties: the first level relating to the evaluation of prior learning for pedagogical effectiveness from the achievement of training objectives; the second level concerning the transfer aimed at implementing the achievements of in situ training; the third level is the impact of training, in other words whether the new skills of trained teachers can improve the organization to infer the impact of the training.

5. The theory-based actionable conclusions of the quality mission undertaken at the Pre-service and In-service Training Bureau (PITB) at the Center for Educational Research and Development (CRDP)

Theoretical references inform steps to follow in real professional situations. The theory provides us with a wide range of knowledge and experiences, which favors the creation of a distance for reflection on the action undertaken. Sine qua non condition for mastering the various theoretical resources to overcome obstacles and avoid drifts. Theory as a sense of complexity has "opened the door" to lines of analysis, reflection and construction, de-construction and reconstruction of meaning, because inserting a new theoretical element into one system implies modifications on the other elements.

In this perspective, the theoretical contributions relating to professional development, seen and studied from several angles of vision referenced to ternary perspectives, have widened the initial field of vision. All these resources have impacted the work process followed so far and has enabled a deeper analysis of data from the field.

Chapter 3

It should be noted that this theoretical study has a threefold aim, that related to the understanding of the work environment where the quality mission is being conducted, the CRDP as a fundamental actor; then, that related to the alignment of this project with national educational policies and ministerial decisions as well as educational theory; finally that relating to the creation of tools and material likely to provide support for the successful completion of the quality mission.

5.1. The heuristic aim

It is about “understanding from within” the field and this through three essential questions:

- «“Understand what? “: Understand the evolution of teachers through the different stages they go through throughout their careers (e.g. Huberman, 1989 b). This allows access to a better understanding of a professional context related to continuing education within the framework of the CRDP (developmental perspective)
- “Understand how?”: Understanding the learning processes (individual and collective) of professional knowledge and the construction of professional identity (Daguzon, 2010; Marcel, 2005a) (professionalizing perspective). This allows the understanding of professional development from field observations mediated by various data collection tools, insights into teachers’ actions and speeches, analysis of data collected in situ (testimonials, recordings, videos, pretests and posttests.) etc.
- “Understand who?” Determines the target of the training actions: the teacher as the recipient of the activity in training and as the subject actor in his or her school environment, the collective pedagogical staff and the administrative staff.

The heuristic aim, based on an understanding of the environment and the logic of action of the actors involved in the field, makes it possible to deploy plans and strategies (action, evaluation and follow-up) adapted to the context. This would help to improve the quality of the contributions of the different partners.

The understanding of the interior is based on the knowledge of the CRDP’s internal functioning: organizational chart, hierarchy, history, mission, previous and current projects, administrative and pedagogical staff; the internal and external functioning of the pre-service and in-service training bureau such as: training plans, continuous training system, management of teacher training centers and resource centers, training bureau structures; institutional links between CRDP and the other educational bodies of the MEHE; reading studies and evaluations related to the Lebanese education system and professional development of actors: strengths and/or perfectibles, limits and challenges, organizational and managerial dysfunctions. Informed by the heuristic aim, this is the methodology that the quality mission adopted for the design of the mission.

5.2. The pragmatic aim

In line with the tenets of developmental perspective, the requirement is for proposing mechanisms to support the development of the teachers. These mechanisms take into account the teachers’ stage of evolution in the career (differentiating beginners from experienced teachers). While in the professionalizing perspective, it is a question of proposing, and evaluating mechanisms and systems, that promote professional learning, and the construction of identity for teachers (e.g., Cèbe & Goigoux, 2007, Jorro, 2007).

However, the writing, that allows to put in words the pragmatic aim as well as the others, is expressed by a discourse that is rooted in the professions, and such becomes an «accompaniment of the formation and the development of the individual“(Cros, 2009). This writing is not an end in itself, it would rather be seen as a tool for professionalization and identity construction.

Within the pragmatic aim, the actionable conclusion is translated into the construction of a multi-entry computerized system (TMS), making available to different users:

- Data at the national level concerning schools, staff, continuously updated
- Information on the actors involved in terms of competencies, previous experience and/or experiences in the making.
- System management tools at both the administrative and pedagogical levels allowing co-construction, co-analysis, permanent automatic documentation, collaboration intra-CRDP sharing and sharing with relevant educational stakeholders
- The progressive construction of portfolios for all stakeholders.

5.3. The strategic aim

The aim is to align to decisions and ministerial decrees and to integrate the priorities and orientations of the MEHE in the actions and missions of the governmental or non-governmental organizations. Hence the concern of the quality mission to design its training quality enhancement project according to the strategic recommendations by ministers and educational decision-makers from 1994 to the present day.

The recurrent key concepts in the official texts relating to the improvement of the quality of education in Lebanon (see Chapter on Educational Policies in Lebanon) give prominence to prevailing trends relating to: professional development of educational actors working in the field, the professionalization of the teacher, continuous training and permanent self-development, the construction of professional competencies (communication, reflexive, metacognitive, social), cooperation and coordination between different educational authorities and various actors.

The typology of these prescriptions is aligned with the ternary perspectives of professional development: developmental, socializing and professionalizing. This is why, to identify the categories of starting teachers eligible for the induction curriculum, the categorization indices of teachers adopted by researchers in the developmental perspective have defined the entries to be made in continuing education at several levels:

- entry through the stages and phases of the teacher's evolution (Vank, 1988, Zeichner and Gore, 1990)
- entry by the level of development of teachers with reference to years of experience and the beginning of professional integration: novice, beginner, advanced beginner, competent teacher, effective teacher) (Barone et al., 1996)
- entry by professional activities in reference to the priorities to be taken into account according to the level of development of teachers
- entry through modular training with follow-up in the form of tutoring or mediation.

As for the professionalizing and socializing perspectives, their effects on the approach and the path of reflection carried out during and after the quality mission are important as these perspectives acted in synergy. This beneficial interaction has led to the establishment of several types of teacher models integrating, in this way, the orientations taken into account in the first perspective (learning, reflection and research) in the professional and social situations of the teacher. These social situations are aligned to a collaborative dynamic involving peers, coaches, researchers, tutors, trainers, in short a collaborative learning community.

These aims empower all actors involved in the educational community to have considerable acting leeway. In addition, they advocate initiatives by practitioners to work with peers and experiment in context with the strategies acquired during training. Sharing these experiences later with colleagues and verbalizing the effects collected from learners will only consolidate the process of individual and group professionalization of teachers. The appropriation of resources and development processes built in training should be complemented by the use of other ways of doing things, the creation of possibilities.

Finally, the international interest in professional development is anchored in the history of a changing society. At the turn of the seventies, society was transformed. Modernism was followed by postmodernism (Lyotard, 1979) characterized by the loss of stable benchmarks (large ideologies, institutions), hyper consumption and, consequently, a demand for flexibility associated with a quest for greater efficiency (Aubert 2004, Herpin 1997, Lyotard 1979). A new conception of the professional emerges: responsible, autonomous, flexible

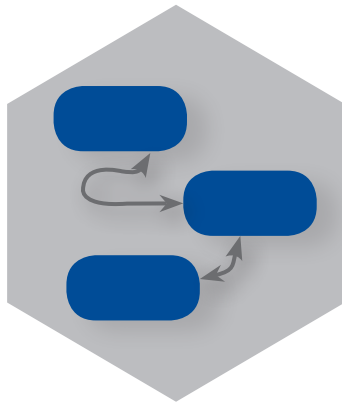
and competent (Wittorski, 2008). Hence the emergence of the concept of professional development that appears in the context of management and organization of companies and which is attached to a competitive world with requirements of efficiency, performance and profitability.

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Chapter **IV**

**Teacher Training
Curriculum Model:
Theory and Design**

Raouf Ghusayni, Claudine Rizkallah Aziz



Chapter 4

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1. Preamble

The Teacher Training Curriculum Model (TTCM) adopted by the Center for Educational Research and Development (CRDP) was developed with two major considerations in view: the first consideration is that it needs to address the expectations set for the quality performance of Lebanese teachers. The second consideration is that it encompasses a framework that can accommodate a whole variety of training content areas with an emphasis on main ideas and relevant knowledge, skills and attitudes that can eventually be transferred to professional practice in the aim of enhancing the quality of the performance.

The first consideration was well met by the formulation of the Competency Frameworks Supporting Quality Teaching in Lebanon validated by MEHE and CRDP on December of 2017. The Framework consists of four domains: Specialized Professional Practices (SPP), Professional Relations (PR), Continuing Professional Development (CPD), and Professional Ethics (PE). Each of those domains includes a set of competencies which are broken down into components. To each component is attached a non-exhaustive set of indicators describing the relevant behaviors expected of a teacher, mainly in the form of skills. A competency is described in the framework as “the ability of an individual to exploit an integrated range of knowledge, skills, abilities and situations, and to utilize the resources available in his or her environment to solve a number of problems and perform a given task.” (CFT, 2017, p.79). The Competency Framework for Teachers is thus expected to serve as a reference base for a possible plan for the preparation of all public school teachers, their in-service training, and the follow-up to ensure an enhanced quality in their professional practice.

The second consideration in the development of the TTCM was to identify a conceptual approach and a planning framework for training that would help “deliver” the competencies and components of the teachers’ competency framework to the classroom in a meaningful manner. The well-established and highly effective Understanding by Design (UbD) framework seemed to be most fitting for this purpose. UbD is flexible enough to accommodate any school or training curriculum, but also clearly focused on inquiry, deep understanding, constructivism and application of learning in real-life situations. As such, UbD fosters the concept of a competency that transcends the learning of discrete knowledge and skills of curriculum content to integrating knowledge segments within meaningful wholes which the learner can apply in real-life settings. The concept of competency in the competency framework for teachers which revolves around mobilizing resources and integrating them in big meaningful ideas that maybe leveraged in diverse real life situations, meets squarely with a major tenet of the UbD. The UbD framework involves the assessment of deep understanding through authentic

performance tasks which represent competencies or main competency components.

2. Understanding by Design Framework for a Competency Based Approach: An Overview

The understanding by Design (UbD) framework has two key ideas: 1) focus on teaching and assessing for understanding and learning transfer to diverse real life situations, and 2) design curriculum “backward” on that basis. It has been known as backward design because, as will be shown, it starts the planning from the end, i.e., from where we want the learning or training to reach. The design process consists of three stages, as shown below.

Figure 1 The three stages of the teacher training curriculum model

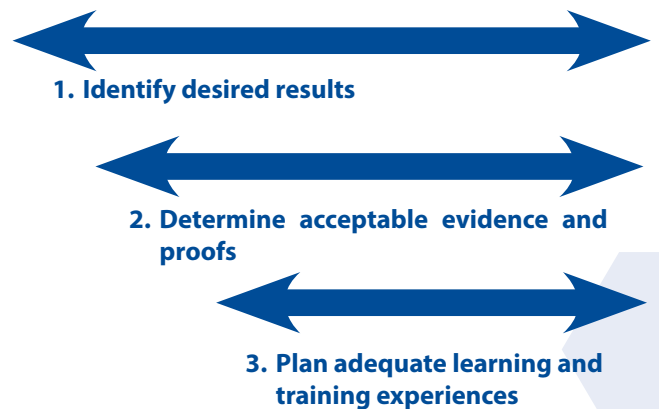
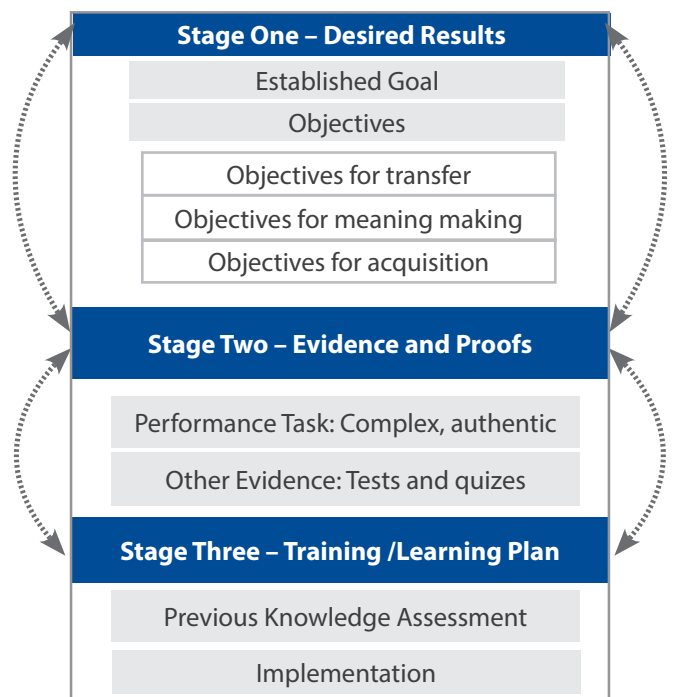


Figure 2 The general structure of the teacher training curriculum model



Chapter 4

2.1. Stage 1 - Identify desired results

In the first stage, the training goals of a module (based on one or more of a teacher's desired competencies) are identified and spelled out. This is done through asking key questions like:

- What should participants know, understand, and be able to do as a result of this module of training?
- What is the ultimate transfer we wish the participants to achieve, to enrich their professional practice?
- What are the big ideas that the training addresses?
- What essential questions will be explored in-depth and thus provide focus to all learning?
- What enduring understandings are desired?
- What knowledge, skills and attitudes does the competency require the participants to master?

Addressing such and similar questions will enable the planner to formulate a clear and comprehensive picture of the training results that are desired for the completion of the module at hand.

2.2. Stage 2 - Determine acceptable evidence

One important feature of UbD is an emphasis on planning the assessment evidence in Stage 2 for the achievement of the desired results of Stage 1 prior to setting the module's training and learning plan. This will ensure the alignment required between Stages 1 and 2 and, later with Stage 3. Key questions relevant to Stage 2 are:

- How will the planner or trainer know if participants achieved the desired results?
- What will the planner or trainer accept as evidence of participants' understanding and their ability to use or transfer their learning in new teaching situations?

Another important feature of UbD is its distinction between two broad types of assessment: performance tasks that monitor the progress of competency building and other evidence.

The performance tasks require participants to apply their learning to new and authentic situations as means of assessing their understanding and ability to transfer their learning.

Other assessment evidence includes typical tools like tests, quizzes, observations and work samples mainly intended to assess the acquisition of specific knowledge, skills, and attitudes.

2.3. Stage 3 – Plan adequate learning and training experiences and instruction

In Stage 3, trainers plan the most appropriate learning activities that would enable the participants to attain the learning goals of Stage 1 through their adequate

performance on the assessment planned in Stage 2.

A main concern is how to make the learning and training engaging and effective at the same time. Relevant questions for this stage are:

- What enabling experiences, knowledge and skills will trainees need to perform effectively to achieve the desired results?
- What activities, sequences and resources are best to accomplish the learning goals?

The 3 stages define the plan to teach or train for the purpose of understanding. At this level, the call is for an elaboration of what understanding refers to.

3. Understanding Understanding

Understanding by design encompasses two concepts, design and understanding. Having addressed the design component, the document will henceforth embrace a definition of understanding. According to Wiggins and McTighe (2005, p.37), "An understanding is a mental construct, an abstraction made by the human mind to make sense of many distinct pieces of knowledge." Evidence of understanding can be expressed as the mobilization of knowledge, skills and attitudes to address complex tasks and resolve problem situations (Wiggins & McTighe, 2005).

3.1. Understanding as meaningful inference

Understanding is a result of facts acquiring meaning for the learner. "It is the ability to marshal skills and facts wisely and appropriately through effective application, analysis, synthesis and evaluation" (Wiggins & McTighe, 2005, p.39)

3.2. Facets of understanding

Understanding by Design identifies six kinds or facets of understanding that a learner may leverage to demonstrate understanding: (1) explanation, (2) interpretation, (3) application, (4) perspective, (5) empathy, and (6) self-knowledge. A facet is a way in which a person's understanding manifests itself. The facets of understanding are manifestations of the transfer of learning to real life situations. They play a significant role in each of the stages of UbD. The facets provide guidance to develop the essential questions and enduring understandings in Stage 1, and a reference for developing the evidence of achieving understanding in Stage 2, as well a reference for the selection of the learning activities and resources in Stage 3.

The main function of the facets of understanding is to serve as indicators to demonstrate authentic understanding through performance, or products, or discourse or attitudes. The next pages will clarify the use of the facets of understanding in each of the three stages, specifically in the performance task. It is noteworthy to mention that the facets of understanding are different but related, however,

they are not sequential or hierarchical, and are considered to be at the same intellectual level.

Consequently, true understanding is revealed by a person's ability to:

- Explain: provide thorough, supported, and justified accounts of phenomena, facts, and data.
- Interpret: tell meaningful stories; offer apt translations; provide a revealing historical or personal dimension to ideas and events; make something personal or accessible through images, anecdotes, analogies, or models.
- Apply: effectively use and adapt knowledge in diverse contexts.
- Have perspective: show points of view, with critical eyes and ears; show the big picture.
- Empathize: get inside, find value in what others might find odd, alien, or implausible; perceive sensitively, based on prior direct experience.
- Have self-knowledge: perceive one's personal style, prejudices, projections, and habits of mind that shape and impede understanding; be aware of what is not understood and the reason behind that.

Speaking of facets of understanding implies that understanding (or lack of it) reveals itself in different mutually reinforced ways. In other words, the more a person can explain, apply, and offer multiple points of view on the same idea, the more likely it is that the person understands that idea.

Understanding, according to Wiggins and McTighe, is insight into ideas, people and attitudes. To understand requires that you develop a meaning to what you know and to have the capacity to leverage understanding in different contexts. As such, the importance of understanding as an

ultimate aim for learning is the ability to transcend the discrete facts that might be forgotten and to focus on the overarching concepts that persist in the mind of a learner so that she/he can explain, interpret, apply in real life or professional practice as needed.

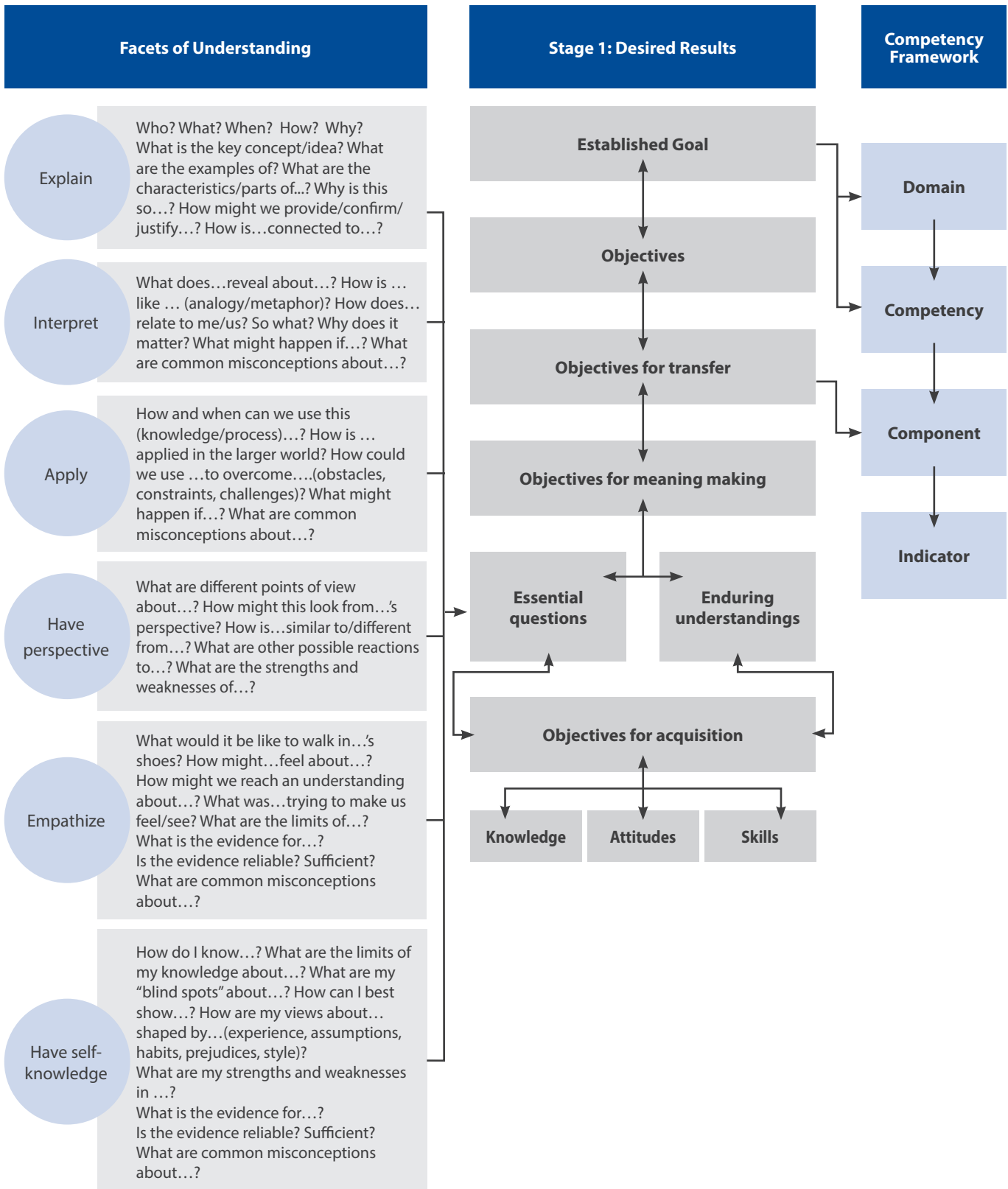
With a focus on understanding, the three stages of the UbD framework constitute the backward design to learning. Following is a detailed description for each stage and UbD design standards.

“Stage 1 deals with what trainees should know, understand, and be able to do in their professional setting as a result of the training module. It addresses three types of learning objectives: transfer, meaning making, and acquisition, crowned by a general, established goal.”

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4. Stage one – Desired Results

Figure 3 Concept Map of Stage 1: Desired Results



This stage deals with what trainees should know, understand, and be able to do in their professional setting as a result of the training module. It addresses three types of learning objectives: transfer, meaning making, and acquisition, crowned by a general, established goal.

The rest of this section will be dedicated to the elements of Stage 1 in the TCM: the established goal, objectives, and the role of the six facets of understanding in Stage 1. The chapter wraps up with a list of quality criteria to guide the development of Stage 1.

4.1. Established goal

The established goal is the outcome that the training module addresses in relation to the Teachers' Competency Framework and its domains. It is the link to the competency framework. It provides a general orientation for all three UbD stages. For example, if the domain of Specialized Professional Practice (SPP) is targeted in the training module, then the goal can be in relation to the competency of "planning for the process of teaching and learning". The established goal is phrased in a short descriptive paragraph guided by the following questions:

- What is the goal of this module?
- How does the goal of this module relate to the Teachers' Competency Framework domains and competencies?

4.2. Objectives

Considering that understanding has two general connotations: **(1)** successful transfer is a result of having the right attitude to apply knowledge and skills effectively to new situations, and **(2)** understanding is a result of making inferences and capturing connections, the objectives address those two connotations. They hence revolve around transfer, meaning making and acquisitions.

4.2.1. Objectives for transfer

The objectives for transfer refer to the components of the competency targeted in the established goal that the participants are expected to apply with increasing independence in their professional context. In line with the example given above, if the targeted competency is the "competency of planning the process of teaching and learning" in the domain of SPP, then the transfer goal can focus on the competency component "organizing instruction according to various levels of planning (yearly, by semester, monthly and weekly) and various forms (unit plan)". (Competency Framework for teachers T.SPP.PLAN 1) Objectives for transfer generally align to the following questions:

- What long-term competency components are targeted?
- What kinds of long-term independent accomplishments are desired in the targeted components of the Teachers' Competency Framework?

4.2.2. Objectives for meaning making

Meaning making stems from the big ideas related to the training content. The big ideas are overarching concepts representing the focus of the training module from which are generated the essential questions and enduring understandings. The meaning making objectives foster the coherence of the elements of Stage 1 and their relevance to Stages 2 and 3. In reference to the competency of planning in the example above, planning for understanding could be an example of a big idea around planning. The significance of meaning making lies in providing opportunities for participants to contribute to the analysis of the big ideas which are the subject of the training. It includes the meaning that the participants make from the training content and arrive at the important understandings and the inferences that they draw and explain in their own words as facilitated by the trainer. This practice is in line with the tenets of socio-constructivism which emphasize the learner's ability to self-construct meaning. In UbD, meaning making revolves around two elements, essential questions and enduring understandings.

4.2.2.1. Essential questions

Essential questions are provocative questions relevant to the established goal and the big ideas behind the training content. They are intended to foster inquiry, understanding and transfer of learning. They are arguable and are not answerable with finality. Essential questions cause genuine and relevant inquiry into the big ideas and core content. They provoke deep thought, lively discussion, sustained inquiry, and new understanding as well as more questions. They require participants to consider alternatives, weigh evidence, support their ideas, and justify their answers. They stimulate vital, ongoing rethinking of big ideas, assumptions and previous studies. They spark meaningful connections with prior learning and personal experiences. Essential questions are developed guided by the following questions:

- What essential questions will participants keep considering?
- What thought-provoking questions will foster inquiry, meaning-making, and transfer into the reality of classroom practice?

It is clear that this type of questions differs from other non-essential questions that require a straightforward answer that one can retrieve from memory or researches from other one's resources. This type of non-essential questions plays a role in acquisition of knowledge and skills in continuous tests and training dialogues. However, it does not adhere to the current definition of essential questions. To distinguish between the two types, here below are examples of essential questions:

1. To what extent do our policies and practices reflect our educational beliefs?
2. What role do teachers play in fostering learners'

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optimal development?

3. How does formative assessment enhance learning?
4. To what extent should a subject teacher be a language teacher?
5. Why integrate technology in the teaching and learning process?

4.2.2.2. Enduring understandings

An enduring understanding refers to transferable, big ideas having enduring value beyond the details of the subject or topic under study. It is an important inference from the content, stated in the form of a generalization. Enduring understandings focus on larger concepts, principles or processes that participants will transfer and keep considering in their professional practice. Participants with the trainer develop enduring understandings as a result of the process of constructing meaning that they undertake. Although pertaining to general or abstract ideas, the desired understandings must be stated in clear, unambiguous terms as insightful generalizations. Enduring understandings are developed guided by the following questions:

- What specifically do we want participants to understand?
- What inferences should participants make?

Following are examples of enduring understandings:

1. Understanding is demonstrated by participants when they transfer their learning to their professional practice (authentic performance).
2. Differentiated instruction ensures equitable learning opportunities to all learners.
3. Many languages and cultures intermix in any classroom, specifically in multi-lingual classrooms; as such plurilingualism and multi-cultures strongly impact the process of teaching and learning a subject.
4. Correlation does not mean or ensure causality.
5. In a free-market economy, price is a function of supply and demand.
6. The topography, climate, and natural resources of a region influence the culture, economy, and lifestyle of its inhabitants.

4.2.3. Objectives for acquisition of knowledge, skills, and attitudes

Acquisition refers to the learning objectives that comprise the new factual information and basic skills that the participants are expected to acquire; it also includes the attitudes that the participants are expected to develop or demonstrate to help them deepen their understanding and apply their learning in their professional practice. The knowledge, skills and attitudes constitute the resources that participants need to achieve the desired results and to perform the performance tasks adequately. The knowledge, skills and attitudes constitute the substance that roots the

abstract concepts in reality and fosters the participants' capacity to construct meaning and transfer to practice through performance tasks within the content of training and beyond that to the reality of classroom practice.

4.2.3.1. Knowledge

Knowledge refers to the facts, concepts, and generalizations that form the core of the content of the training module and that need to be acquired by the participants as a basis for developing their understanding and applying their skills in their professional practice. It is stated in short meaningful sentences. Knowledge is defined guided by the following questions:

- What facts and basic concepts should participants know and be able to recall from this module?
- What knowledge will participants acquire?

4.2.3.2. Skills

Skills refer to participants' abilities to use their knowledge and experience efficiently towards the achievement of the training goals of the module. Skills are generally developed in alignment with the indicators of the components of the targeted competency(ies). They are described in short meaningful sentences. Skills are drafted in alignment with the following questions:

- What discrete skills and processes should participants be able to use?
- How well do these skills align with the indicators of the targeted competency components?

4.2.3.3. Attitudes

Attitudes refer to the dispositions that are desirable for the participants to develop in the process of their module training and to carry over to their professional practice. Attitudes are developed in short meaningful sentences in alignment with the following question:

- What attitude(s) will participants be expected to acquire or reinforce as a result of taking this module or developing this competency?

4.3. Facets of understanding in Stage 1: Desired results

The six facets are a useful framework for informing the design of Stage 1. They constitute a resource for generating provocative essential questions. Essential questions are in Stage 1 because the ability to ask and thoughtfully consider such questions is a desired result, not just a teaching strategy. Essential questions help generate enduring understanding. The table below lists question starters to draft high quality essential questions in response to the focus of the training on the facet or facets of understanding targeted.

4.4. Quality checklist of stage one

The list below compiles questions that constitute a quality checklist for Stage 1 to inform instructional designers.

1. To what extent does the plan focus on the big ideas of the targeted training content? To what extent does it focus on the domains and competencies?
2. Do the big ideas focus of this module lead to deep inquiry and help in the transfer to professional practice as described in the targeted competency components?
3. Are the targeted understandings of an enduring/sustainable nature? Do they rely on the big ideas focus of the training module? Do the big ideas foster the transferability of the learning within the module to the professional practice?
4. Are the essential questions motivating and debatable? Do the essential questions foster inquiry and in-depth exploration of the big ideas (instead of eliciting shallow responses)?
5. Are the knowledge, skills and attitudes coherent with the big ideas and the targeted domains, competencies and components? Do the skills align with the component indicators?

Table 1 Question starters based on the six facets of understanding (Wiggins & McTighe, 2005)

Explain	<p>Who...? What...? When...? How...? Why...?</p> <p>What is the key concept/idea...?</p> <p>What are the examples of...?</p> <p>What are the characteristics/parts of...?</p> <p>Why is this so...?</p> <p>How might we provide/confirm/justify...?</p> <p>How is...connected to...?</p> <p>What might happen if...?</p> <p>What are common misconceptions about...?</p>
Interpret	<p>What is the meaning of...?</p> <p>What does...reveal about...?</p> <p>How is...like...(analogy/metaphor)?</p> <p>How does...relate to me/us?</p> <p>So what? Why does it matter?</p>
Apply	<p>How and when can we use this (knowledge/process)...?</p> <p>How is...applied in the larger world?</p> <p>How could we use ...to overcome....(obstacles, constraints, challenges)?</p>
Have perspective	<p>What are different points of view about...?</p> <p>How might this look from...’s perspective?</p> <p>How is...similar to/different from...?</p> <p>What are other possible reactions to...?</p> <p>What are the strengths and weaknesses of...?</p> <p>What are the limits of...?</p> <p>What is the evidence for...?</p> <p>Is the evidence reliable? Sufficient?</p>
Empathize	<p>What would it be like to walk in...’s shoes?</p> <p>How might...fell about...?</p> <p>How might we reach an understanding about...?</p> <p>What was...trying to make us feel/see?</p>
Have self-knowledge	<p>How do I know...?</p> <p>What are the limits of my knowledge about...?</p> <p>What are my “blind spots” about...?</p> <p>How can I best show...?</p> <p>How are my views about...shaped by...(experience, assumption, habits, prejudices, style)?</p> <p>What are my strengths and weaknesses in ...?</p>

5. Stage Two – Assessment: Evidence and Proofs

The evidence stage depicts the evidence needed to determine the extent to which participants have achieved the goal and objectives - for transfer, for meaning-making and for acquisition - in Stage 1. It describes what the goals identified in Stage 1 imply for assessment (see Figure 4).

Assessment is the second stage of UbD that is prior to setting the training/learning plan. The rationale behind this design choice is to facilitate the translation of the goals and objectives of Stage 1 into different assessments to implement in Stage 3 as part of the training/learning plan. The assessments designed to provide evidence of the learning and transfer are categorized in two types: (1) The

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performance task which requires leveraging conceptual and practical knowledge, skills and attitudes to perform a complex real life task and, (2) other types of evidence such as tests and quiz that assess the acquisition of discrete knowledge and skills.

5.1. Performance task

5.1.1. Introduction

Performance tasks are complex situations that mirror the issues and challenges faced by adults in the real world. Performance tasks vary in their scope between short term tasks that can be performed in a few hours to longer tasks that may require weeks. Either way, performance tasks reflect a professional practice situation like teaching a class, or teaching a number of learners, or teaching colleagues within a training context. In order to assess the participants' abilities to demonstrate their understanding they are asked to perform authentic tasks similar to those in their professional context where they leverage their knowledge, skills and attitudes.

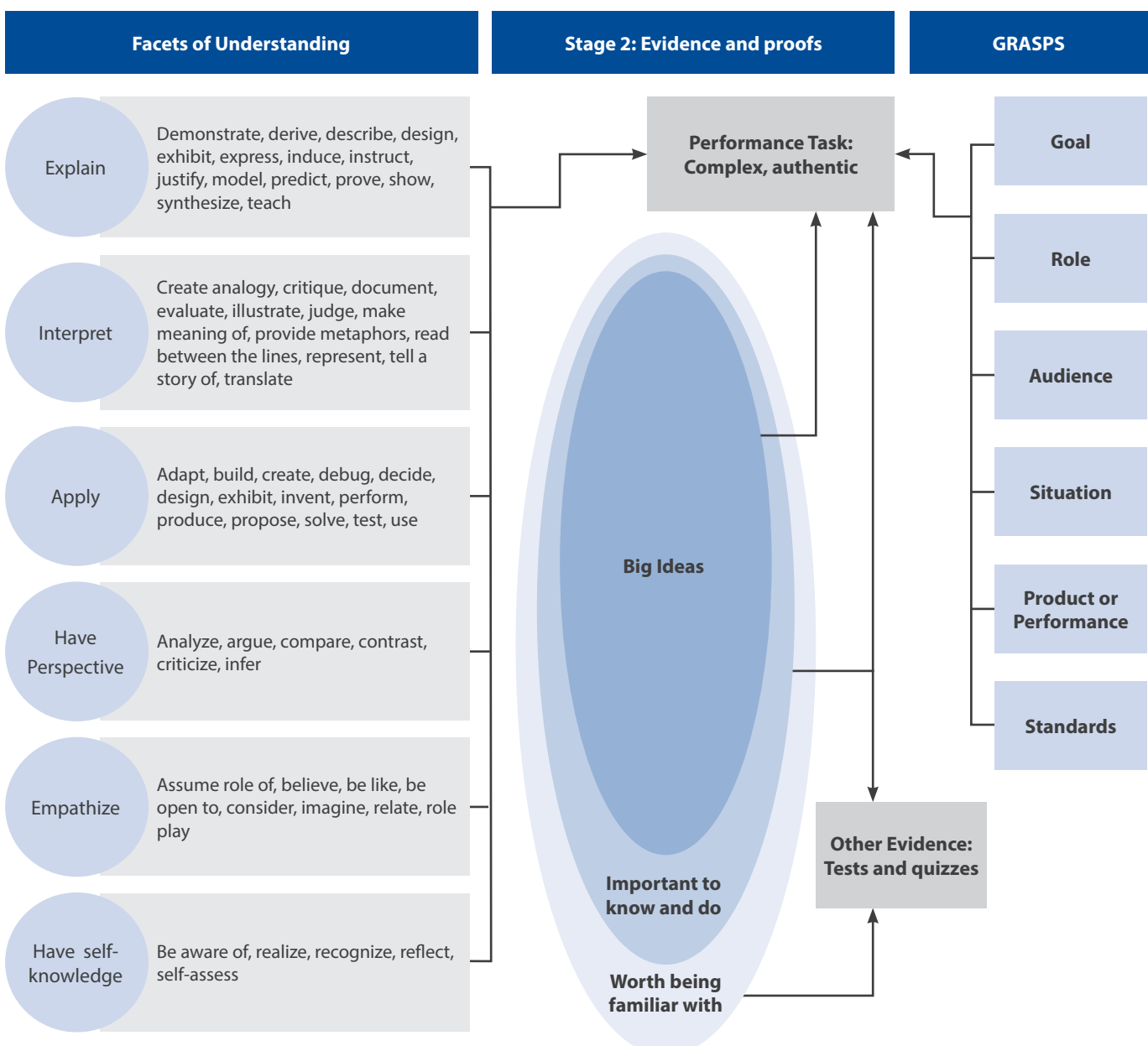
Figure 4 is a concept map of the assessment evidence and proofs.

An example of a performance task could consist of requesting that the participant set a list of situations that can be leveraged to foster the listening, the debate, and the oral eloquence of the learners. These skills can be demonstrated through theatrical scenes that can be presented among participants. The acquisition of the skills would then be part of the training/learning plan. This performance task is assessed by a rubric or assessment list which is provided to the participants to guide the development of the task.

Performance tasks can be designed in alignment with the following questions:

- What performances and products will reveal evidence of meaning-making and transfer?
- By what criteria will performance be assessed, in light of Stage 1 desired results?

Figure 4 Concept map for Stage 2 assessment: performance task and other evidence



5.1.2. Performance task elements GRASPS

The main elements of a performance task are summed up in the acronym GRASPS as follows:

Table 2 Elements of the performance task

G: Goal	Goal of the task
R: Role	Role to be assumed by the participant
A: Audience	Audience to be addressed
S: Situation	Situation or context
P: Product or Performance	Product or performance (see Appendix B)
S: Standards	Standards for judging the task

To apply the GRASPS element to the theatrical scenes example of the performance task previously given: the goal of this task is the acquisition of listening, debate and fluency skills. The role of the participant is a scriptwriter. The audience are the attendees. The situation is deciding on learner's right through an inter-participant debate. The performance is a theatrical scene. The standards are detailed in the assessment rubric.

The performance task is considered as the most useful instrument to assess deep understanding. A performance task is constructed through the use of one or more of the following facets of understanding: explanation, interpretation, application, perspective, empathy and self-knowledge.

5.1.3. Facets of understanding in the performance task

Based on the targeted facet(s) of understanding, the list of active verbs per facet (Table 3), can provide guidelines for the design of the performance task that best helps the participants demonstrate their understanding within every facet. The interdependence and overlap between the facets can be an opportunity to design performance tasks integrating several facets.

The following example in Table 3 reflects the use of the facets of understanding in a performance task related to the concept of differentiation in education.

Table 3 Facets of understanding in the performance task

Facet 1 Explanation

Demonstrate, derive, describe, design, exhibit, express, induce, instruct, justify, model, predict, prove, show, synthesize, teach.

To develop a concept map that shows the differences between children who enjoy the benefits of protection and those who do not, at the level of psychological, mental, social and emotional development.

Facet 2 Interpretation

Create analogy, critique, document, evaluate, illustrate, judge, make meaning of, provide metaphors, read between the lines, represent, tell a story, translate.

To prepare a video as a part of a training module that reflects what it means for a child to feel safe, secure, well-cared for and to feel others' empathy.

(A child subjected to violence or bullying in school, and the reflection of this on his or her academic performance)

Facet 3 Application

Adapt, build, create, debug, decide, design, exhibit, invent, perform, produce, propose, solve, test, use.

To draw up a report on how to introduce the concept of child protection through activities integrated into the subjects or independent in an alternate program that can be used in the development of the curriculum.

Facet 4 Perspective

Analyze, argue, compare, contrast, criticize, infer.

To prepare an intervention in a workshop on child protection that criticizes some educational practices related to out of school children and not implementing compulsory education.

To prepare an intervention in a workshop on verbal and nonverbal violence used in schools under the slogans of education, repetition and dropout.

To prepare an intervention in a workshop on altering the behavior of the emotionally disturbed learners through the use of force and violence.

Facet 5 Empathy

Assume role of, believe, be like, be open to, consider, imagine, relate, role play.

To write a theater scene in which the participant teacher plays the role of the learner who lacks security and protection, and is exposed to violence/bullying. Then, the scene shall be discussed within groups (teachers).

Facet 6 Self-Knowledge

Be aware of, realize, recognize, reflect, self-assess.

To imagine that the abused child is your son/daughter, and answer the questions in a convincing checklist. You can see how well you are doing in protecting children in your classroom.

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5.2. Other evidence

Other evidence refers to assessments that are more widely used such as oral and written quizzes and tests which primarily address factual knowledge or the treatments of topics that require critical thinking rather than mere knowledge recall. This evidence is often limited to theoretical content. However, it constitutes a knowledge base that is vital to build performance tasks. In addition to essay questions, other evidence can include multiple choice question tests, true or false question tests, matching tests, and fill in the blank tests.

Other evidence includes self-assessment. Self-assessment is an important component of learning, as it involves the learner in the assessment process, especially in the formative one. The performance measure for the performance task often includes a part dedicated to the learner's self-assessment in order to be compared to the trainer's assessment in reference to an assessment scale that adopts specific qualitative and quantitative criteria. This shows the similarities and differences of both perspectives, which are adopted as a way to improve performance as such the trainer will be the facilitator of the comparison process as a constructive learning experience. It is also possible to compare the participant's expectations to his or her actual results in the tests and quizzes to determine the work areas in order to raise the level of achievement. Self-assessment is an incentive to reflect on one's thinking, one's means to address, and deal with learning problems.

Other evidence also includes formative assessment. Formative assessment is used as to inform the instructional process in the form of informal checks for understanding.

Other evidence is developed in alignment with the following questions:

- What pieces of evidence will be collected to demonstrate that the objectives of Stage 1 have been attained?
- What additional evidence will be collected of all Stage 1 desired results?
- Are the assessments aligned to all Stage 1 elements?

5.3. Quality checklist of Stage 2

The list below compiles questions that constitute a quality checklist for Stage 2 to inform instructional designers.

1. To what extent do assessment methods provide fair, meaningful, reliable and adequate measures for the desired results?
2. Are participants asked to show their understanding through real performance tasks?
3. Are appropriate criterion-based scoring tools used to evaluate learners' products and performances?
4. Are diverse and appropriate forms of assessment used to provide additional learning evidence?

5. Are assessments used as feedback for both participants and trainers, and they are used for assessment purposes?
6. Are the participants encouraged to do self-assessment?
7. Are the actual results measurable and subject to assessment?

6. Stage three – Training/Learning Plan

The learning plan depicts the most appropriate learning experiences and needed instruction. The logic of backward design mandates that the learning plan aligns with the goals (Stage 1) and their corresponding assessments (Stage 2). In the learning plan, a deliberate effort is made to check that the proposed learning activities honor the goals and learning principles.

6.1. Introduction

The learning activities include the planned learning experiences and instructional activities that will enable participants to achieve the desired results as specified in Stage 1. The learning plan should be tailored and flexible to address the variety of interests, intelligences, and learning styles of adult participants while addressing individual needs and attitudes, and having a socio-affective dimension. It should be organized and sequenced to maximize engagement and effectiveness. On the other hand, the learning plan should be somewhat flexible to allow for new input from the trainer who will implement it in light of his/her experience and creativity.

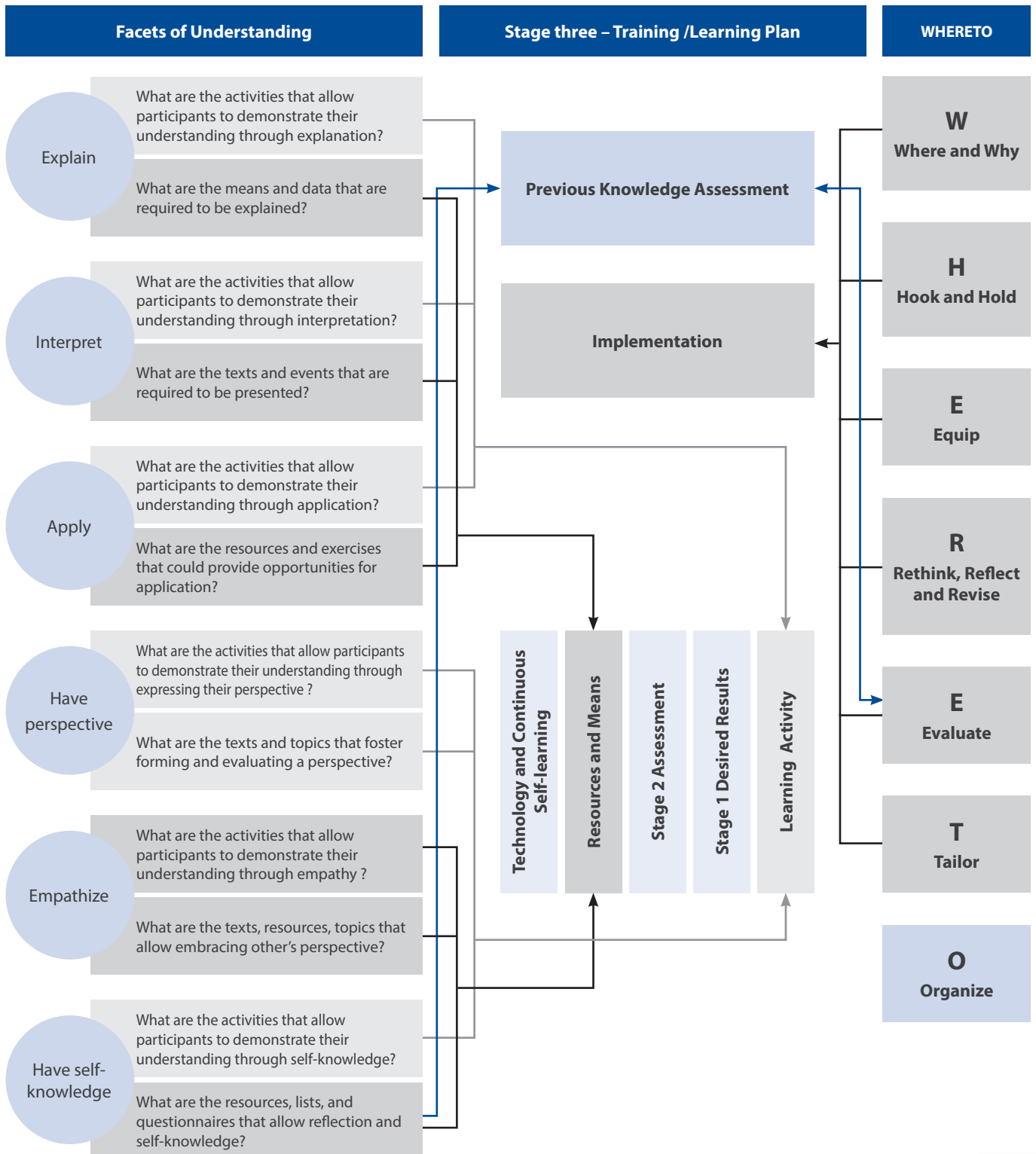
Wiggins and Mc Tighe define an engaging design as a design that the (diverse) learners find truly thought provoking, fascinating, energizing, and related to their life. Also, according to Wiggins and Mc Tighe, an effective design means that the learning design helps learners become more competent and productive at worthy work with high quality standards. They develop greater skills and understanding, greater intellectual power and self-reflection, as they reach identified goals. Learning is interactive when work focuses on clear goals that the participant recognizes as important goals. The effectiveness of learning is achieved through activities that link participants' experiences with their professional and practical practice, and by providing opportunities for self-assessment and self-adjustment based on feedback.

Based on collected empirical evidence pertaining to the elements of a good plan, the two authors propose the following list:

- Clear performance goals, based on a genuine and explicit challenge
- Hands-on approach throughout; far less front-loaded "teaching" than typical
- Focus on interesting and important ideas, questions, issues, problems

- Obvious real-world application, hence meaning for learners
- Powerful feedback system, with opportunities to learn from trial and error
- Personalized approach, with more than one way to do the major tasks, and room for adapting the process and goal to style, interest, and need
- Clear models and modeling
- Time set aside for focused reflection
- Variety in methods, grouping, tasks
- Safe environment for taking risks
- Teacher role resembles that of a facilitator or coach.

Figure 5 Concept map of Stage 3: Training and Learning Plan



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6.2. Training/learning plan elements WHERETO

The main features of the plan are represented by the acronym WHERETO which defines the quality criteria that ensure that participants know where they are heading through this module, engaging them in digging onto the big ideas and issues, providing them with opportunities to rethink and revise their understandings, and allowing them to evaluate their work and its implications.

W – (*Where and Why*) : The trainer helps participants know where they are headed, why they are going there, and in what ways they will be evaluated along the way.

H – (*Hook and Hold*) : The trainer hooks and engages participants' interest and enthusiasm through thought-provoking experiences at the beginning of each instructional episode.

E – (*Equip*) : The trainer provides experiences, resources, knowledge and process to help participants make their understandings real and to equip all participants for success throughout the unit or course.

R – (*Rethink, Reflect and Revise*) : The trainer causes participants to reflect on what has been accomplished, revisit their work, revise, and rethink the big ideas.

E – (*Evaluate*) : The trainer provides formative assessment opportunities for participants to express their understandings, and engages them in meaningful self-evaluation.

T – (*Tailor*) : The trainer tailors and differentiates instruction to address the unique strengths, intelligences, learning styles, and needs of every participant.

O – (*Organize*) : The trainer organizes learning experiences so that participants move from teacher-guided and concrete activities to independent applications that emphasize growing conceptual understandings.

The training/learning plan elements are developed in alignment with the following questions:

- Are all three types of objectives (transfer, meaning making and acquisition) addressed in the learning plan?
- Does the learning plan reflect principles of learning and best practices?
- Is there tight alignment with Stages 1 and 2?
- What activities, experiences, and lessons will lead to achievement of the desired results and success at the assessments?
- Is the plan likely to be engaging and effective for all participants?
- How will the module be sequenced and differentiated to optimize achievement for all participants?

6.3. Previous knowledge assessment

Prior to implementing the training/learning plan, quality design requires collecting data about participants' background, teaching subject, attitude regarding the training content, expectations, etc. This is referred to as previous knowledge assessment. This assessment enables the trainer to conduct the necessary adaptations and modifications to the set plan to meet the needs and expectations of this particular group of participants. Furthermore, previous knowledge and attitude assessment elicits trainees dispositions regarding cross-cutting themes in education, such as child protection, gender issues, inclusion, children's rights, etc., systematically in each training module. This fosters the monitoring of changes in attitudes longitudinally.

Previous knowledge assessment can be performed through a documented discussion with the participants or through filling and discussing a survey.

Previous knowledge assessment is developed in alignment with the following questions:

- What pre-requisite knowledge does the trainer need about the participants?
- What pre-assessments will be used to check participants' prior knowledge, skill levels, attitudes and potential misconceptions? (surveys, discussions, etc...)
- What activities, experiences, and lessons will lead to achievement of the desired results and success in the assessments?

6.4. Implementation steps of the training/learning plan

The below mentioned steps constitute a framework of reference to implement an effective and engaging training/learning plan.

- Presenting the training module topic in an engaging way that hooks participants' interest (story, problem situation, dilemma).
- Reviewing Stage 1 verbally or through performance: focusing on the big idea, reviewing essential questions, listing additional questions from participants, reviewing the objectives and signaling the importance of achieving them.
- Defining the basic concepts and terminologies.
- Expanding the big ideas through discussing the essential questions.
- Reviewing Stage 2 verbally or through performance: explaining the concept of the evidence requested for assessment, focusing on the performance task, its objectives, its significance, and the knowledge skills required for its execution, emphasizing the role of the other evidence in the assessment process.

- Initiating the work on the performance task.
 - Fostering participants' acquisition of the required knowledge and skills to achieve the performance task.
 - Dividing participants in small groups to discuss (1) the GRASPS elements of the performance task, (2) creative means of implementing it, (3) task distribution within the group to build on the individual competencies of each participant (language competencies, design competencies, etc.)
 - Sharing the performance task assessment rubric to guide the work process of the participants.
- Distributing readings about the training topic to groups of participants for their review and discussion.
- Fostering continuous feedback within a training session through formative assessment, and through creating opportunities for participants to present their work, their ideas, and express their understanding.
- Approaching the plan with a flexibility that allows the trainer and participants to adapt and modify as needed in response to the previous knowledge assessment and the continuous formative assessment.

6.5. Facets of understanding in the training/learning plan

Although the six facets of understanding were originally conceived as indicators of understanding for use in assessment (Stage 2), they have proven to be a useful construct for the design of learning as well. One straightforward approach is to list the six facets and brainstorm possible activities and resources (mindful, of course, of the desired results of Stage 1 and the needed assessment evidence of Stage 2).

Here below is a list of the guiding questions that can be reflected upon to inform the selection of activities and resources adequate to each of the targeted facets of understanding.

Explanation:

- What are the activities that allow participants to demonstrate their understanding through explanation?
- What are the means and data that are required to be explained?

Interpretation:

- What are the activities that allow participants to demonstrate their understanding through interpretation?
- What are the texts and events that are required to be presented?

Application:

- What are the activities that allow participants to demonstrate their understanding through application?
- What are the resources and exercises that could provide opportunities for application?

Perspective:

- What are the activities that allow participants to demonstrate their understanding through expressing their perspective?
- What are the texts and topics that foster forming and evaluating a perspective?

Empathy:

- What are the activities that allow participants to demonstrate their understanding through empathy?
- What are the texts, resources, topics that allow embracing other's perspective?

Self-Knowledge:

- What are the activities that allow participants to demonstrate their understanding through self-knowledge?
- What are the resources, lists, and questionnaires that allow reflection and self-knowledge?

6.6. Quality checklist of Stage 3

The list below compiles questions that constitute a quality checklist for Stage 3 to inform instructional designers.

1. To what extent is the learning plan effective and engaging?
2. Will the participants know where they're going (the learning goals), why the material is important (reason for learning the content), and what is required of them (module goal, performance requirements, and evaluative criteria)?
3. Will the participants be hooked—engaged in digging into the big ideas (e.g., through inquiry, research, problem solving, and experimentation)?
4. Will the participants have adequate opportunities to explore and experience big ideas and receive instruction to equip them for the required performances?
5. Will the participants have sufficient opportunities to rethink, rehearse, revise, and refine their work based upon timely feedback?
6. Will the participants have an opportunity to evaluate their work, reflect on their learning, and set goals?

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7. Is the learning plan tailored and flexible to address the interests and learning styles of all participants?
8. Is the learning plan organized and sequenced to maximize engagement and effectiveness?
9. Is there a tight compatibility and coherence with Stage 1 and Stage 2?

6.7. Quality questions for the overall design (3 stages)

The list below compiles questions that constitute a quality checklist for the 3 stages to inform instructional designers.

1. Does the plan address the three major objectives identified in Stage 1 (i.e. transfer, meaning making, acquisition of knowledge, skills, and attitudes)?
2. Does the plan have the criteria of reliability and validity?
3. Is the plan flexible to be adapted to different participants with different needs?
4. Are the facets of understanding properly used in each of the stages?

“Previous knowledge and attitude assessment, in every training module, elicits trainees dispositions regarding cross-cutting themes in education, such as child protection, gender issues, inclusion, children’s rights, longitudinally.”

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Chapter 4

Annex A

Qualities of effective learning designs

Expectations:

- Provide clear learning goals and transparent expectations.
- Cast learning goals in terms of specific and meaningful performance.
- Frame the work around genuine issues/questions/problems.
- Show models or exemplars of expected performance and thinking.

Instruction:

- The teacher serves as a facilitator/coach to support and guide learner inquiry.
- Targeted instruction and relevant resources are provided to equip learners towards expected performance.
- The textbook serves as one resource among many (i.e. text is a resource, not a syllabus).
- The teacher uncovers important ideas and processes by exploring essential questions and genuine application of knowledge and skills.

Learning activities:

- Individual differences (e.g. learning styles, skill levels, interests) are accommodated through a variety of activities and methods.
- There is variety in work and methods; and learners have some choice (e.g. opportunities for both group and individual work).
- Learning is active /experiential to help learners make sense of complex content.
- Cycles of model - try - feedback - refine anchor the learning.

Assessment:

- There is no mystery as to performance goals or standards.
- Diagnostic assessment checks for prior knowledge, skill level, and misconceptions.
- Learners demonstrate their understanding through real-world applications (i.e. genuine use of knowledge and skills, tangible product, target audience).
- Assessment methods are matched to achievement targets.
- Ongoing, timely, and descriptive feedback is provided.
- Learners have opportunities for trial and error, reflection, and revision.
- Self-assessment is expected and encouraged.

Sequence and coherence:

- Start with a hook and immerse the learner in a genuine problem/issue/challenge.
- Move back and forth from whole to part increasing complexity.
- Scaffold learning in doable increments.
- Teach as needed; don't over teach all of the "basics" first.
- Revisit ideas; have learners rethink and revise earlier ideas or work.

Annex B

Possible products and performances for performance tasks:

What are the participants' products and performances that will provide appropriate evidence of understanding? The following lists give some possible examples. (Remember that participants' products and performances must be formulated according to a specific objective and a well-defined target audience).

Table 4 Possible products and performances for performance tasks

Written	Oral	Visual (displayed)
Advertisement	Audiotape	Advertisement
Biography	Debate	Banner
Book report or review	Discussion	Cartoon
Brochure	Dramatization	Collage
Crossword puzzle	Interview	Collection
Editorial	Newscast	Computer graphic
Essay	Play	Constructed item
Experiment record	Poetry reading	Data display
Game	Presentation	Design
Journal	Rap	Diagram
Lab report	Report	Diorama
Letter	Skit	Display
Log	Song	Drawing
Magazine article	Teach a lesson	Filmstrip
Memo		Graph
Newspaper article		Map
Poem		Model
Position paper		Painting
Proposal		Photograph
Questionnaire		Poster
Research report		Scrapbook
Script		Sculpture
Story		Slide show
Test		Storyboard
		Videotape

Chapter 4

Annex C

Glossary¹:

Backward Design: An approach to designing a curriculum or unit that begins with the end in mind and designs toward that end. Although such an approach seems logical, it is viewed as backward because many teachers begin their unit design with the means—textbooks, favored lessons, and time-honored activities—rather than deriving those from the end—the targeted results, such as content standards or understandings. We advocate the reverse of habit: starting with the end (the desired results) and then identifying the evidence necessary to determine that the results have been achieved (assessments). With the results and assessments clearly specified, the designer determines the necessary (enabling) knowledge and skill, and only then, the teaching needed to equip students to perform.

This view is not new. Ralph Tyler (1949) described the logic of backward design clearly and succinctly more than 50 years ago: “Educational objectives become the criteria by which materials are selected, content is outlined, instructional procedures are developed and tests and examinations are prepared. . . . The purpose of a statement of objectives is to indicate the kinds of changes in the student to be brought about so that instructional activities

can be planned and developed in a way likely to attain these objectives. (pp. 1, 45)

Big Idea: In Understanding by Design, the core concepts, principles, theories, and processes that should serve as the focal point of curricula, instruction, and assessment. By definition, big ideas are important and enduring. Big ideas are transferable beyond the scope of a particular unit (e.g., adaptation, allegory, the American Dream, significant figures). Big ideas are the building material of understandings. They can be thought of as the meaningful patterns that enable one to connect the dots of otherwise fragmented knowledge. Such ideas go beyond discrete facts or skills to focus on larger concepts, principles, or processes. These are applicable to new situations within or beyond the subject.

Competency: The CRDP dictionary of competencies (2009) defines competency as the “possibility for an individual, to activate an integrated set of resources in order to solve a problem situation or a complex task which belongs to a family of situations” (p. 34). The dictionary acknowledges six different interpretations of a competency, and presents a conceptual framework to capture the various definitions in terms of under two broad axes defining a competency in terms of what it is and defining a competency in terms of what it serves. Both concepts were combined in a doubly-entry table as such:

It is	For			
	A. Acquiring a repertoire necessary for life	B. Accomplishing a complex task that corresponds to a given profile (outline)	C. Having a better hold on future learning	D. Acting as a citizen
1. A knowing how to do skill	Minimal competency	Skill, Skill + (knight)	Disciplinary Competency	
2. A general capability	Key competency		Transverse competency	Life competency
3. Activating an articulated body of intellectual resources		Terminal competency, professional competency Macro competency Terminal Integration Objective	Basic competency	

As such the dictionary further defines the different types of competencies:

1. Basic competency (**C.3**): is one which should be mastered by a student at least up to some threshold level of mastery in order for this student to move to a higher level. Basic competency is often disciplinary and entails a significant part (third or even half) of the domain-specific learning that occurs during a school year.

2. Life competency (**D.2**): includes knowing how-to-do skills and attitudes required from a student to help him/her act in a social context and as a citizen. The development of life competencies by learners should allow them to manage better every day social concerns that have become crucial for them, their family and their community.

3. Disciplinary competency (**C.1**): is an integrated set of

¹ Wiggins, G. and McTighe, J., The Understanding by Design Handbook, ASCD, Alexandria, Virginia, 1999.

information and knowing how to do used to solve a task within a discipline. For some authors and in some school curricula the disciplinary competency is placed midway between a specific objective (the skill of knowing how to do) and the basic competency (terminal competency) for a given discipline.

4. Terminal competency (**B.3**): is one which should be reached at the end of an academic cycle or school year. This type of competency is evidenced through solving complex tasks and can be either disciplinary or interdisciplinary. Also it refers to terminal integrated objective.
5. Transverse competency (**C.2**): A transverse competency is an ability that the learner can use and develop across various disciplines or in many sets of situations (complex) tasks.

Design: To plan the form and structure of something or the pattern or motif of a work of art. In education, teachers are designers in both senses, aiming to develop purposeful, coherent, effective, and engaging lessons, units, and courses of study and accompanying assessments to achieve identified results.

To say that something happens by design is to say that it occurs through thoughtful planning as opposed to by accident or by “winging it.” At the heart of Understanding by Design is the idea that what happens before the teacher gets in the classroom may be as or more important than the teaching that goes on inside the classroom.

Desired Result: A specific educational goal or achievement target. In Understanding by Design, Stage 1 sums up all desired results. Common synonyms include target, goal, objective, and intended outcome. Desired results in education are generally of five kinds: **(1)** factual or rule-based declarative knowledge (e.g., a noun is the name of a person, place, or thing); **(2)** skills and processes (e.g. rendering a perspective drawing, researching a topic); **(3)** understandings, insights derived from inferences into ideas, people, situations, and processes (e.g. visible light represents a very small band within the electromagnetic spectrum); **(4)** habits of mind (e.g., persistence, tolerance for ambiguity); and **(5)** attitudes (e.g. appreciation of reading as a valuable leisure-time pursuit).

Though they involve complex learnings, the desired results must be cast in measurable terms. Any valid assessment, in other words, is designed to measure the degree to which the learner’s work hits the target.

Empathy: One of the six facets of understanding. Empathy, the ability to “walk in another’s shoes,” to escape one’s own emotional reactions to grasp another’s, is central to the most common colloquial use of the term understanding. When we “try to understand” another person, people, or culture, we strive for empathy. It is thus not simply affective response; it is not sympathy. It is a learned ability to grasp

the world (or text) from someone else’s point of view. It is the discipline of using one’s imagination to see and feel as others see and feel, to imagine that something different might be possible, even desirable.

Enduring Understandings: The specific inferences, based on big ideas, that have lasting value beyond the classroom. In UbD, designers are encouraged to write them as full sentence statements, describing what, specifically, students should understand about the topic. The stem “Students will understand that . . .” provides a practical tool for identifying understandings.

In thinking about the enduring understandings for a unit or course, teachers are encouraged to ask, “What do we want students to understand and be able to use several years from now, after they have forgotten the details?”

Enduring understandings are central to a discipline and are transferable to new situations. For example, in learning about the rule of law, students come to understand that “written laws specify the limits of a government’s power and articulate the rights of individuals, such as due process.”

Essential question: A question that lies at the heart of a subject or a curriculum (as opposed to being either trivial or leading), and promotes inquiry and uncoverage of a subject. Essential questions thus do not yield a single straightforward answer (as a leading question does) but produce different plausible responses, about which thoughtful and knowledgeable people may disagree.

An essential question can be either overarching or topical (unit-specific) in scope. (Note that this represents a change in language use from earlier UbD material. In the first edition of Understanding by Design, essential questions were overarching only).

Explanation: One of the six facets of understanding. Understanding involves more than just knowing information. A person with understanding is able to explain why it is so, not just state the facts. Such understanding emerges as a well-developed and supported theory, an account that makes sense of data, phenomena, ideas, or feelings. Understanding is revealed through performances and products that clearly, thoroughly, and instructively explain how things work, what they imply, where they connect, and why they happened. Understandings in this sense thus go beyond merely giving back “right” answers to providing warranted opinions (to justify how the student got there and why it’s right). Such verbs as justify, generalize, support, verify, prove, and substantiate get at what is needed. Regardless of content or the student’s age or sophistication, understanding in this sense reveals itself in the ability to “show your work,” to explain why the answer is correct, to subsume current work under more general and powerful principles, to give valid evidence and argument for a view, and to defend that view.

Interpretation: One of the six facets of understanding. To interpret is to find meaning, significance, sense, or value in

Chapter 4

human experience, data, and texts. It is to tell a good story, provide a powerful metaphor, or sharpen ideas through an editorial.

Interpretation is thus fraught with more inherent subjectivity and tentativeness than the theorizing or analyzing involved in **explanation**. Even if one knows the relevant facts and theoretical principles it is necessary to ask: What does it all mean? What is its importance? (In fact, one definition in the dictionary for the verb understand is “know the import of”). A jury trying to understand child abuse seeks significance and intent, not accurate generalizations from theoretical science. The theorist builds objective knowledge about the phenomenon called abuse, but the novelist may offer as much or more insight through inquiry into the psychic life of a unique person. This narrative building is the true meaning of constructivism. When teachers say that students must “make their own meaning,” they mean that handing students prepackaged interpretations or notions of significance, without having the students work it through and come to see some explanations and interpretations as more valid than others, leads to sham understanding. A purely didactic teaching of the interpretation is likely to lead to superficial and quickly forgotten knowledge, and it misleads students about the inherently arguable nature of all interpretation.

Outcome: In education, short for “intended outcomes of instruction.” An intended outcome is a desired result, a specific goal to which educators commit. To determine if outcomes have been attained requires agreement on specific measures—the assessment tasks, criteria, and standards.

Performance Task: Also called “performance.” A task that uses one’s knowledge to effectively act or bring to fruition a complex product that reveals one’s knowledge and expertise. Music recitals, oral presentations, art displays, and auto mechanic competitions are performances in both senses.

Many educators mistakenly use the phrase “performance assessment” when they really mean “performance test” (see assess, assessment). A performance assessment involves more than a single test of performance and might use other modes of assessment as well (such as surveys, interviews of the performer, observations, and quizzes).

Tests of performance, whether authentic or not, differ from multiple choice or short-answer tests. In a test of performance, the student must put it all together in the context of ill-structured, non routine, or unpredictable problems or challenges. By contrast, most conventional short-answer or multiple choice tests are more like the drills in sports than the test of performance. Real performers (athletes, debaters, dancers, scientists, or actors) must learn to innovate and use their judgment as well as their knowledge. By contrast, multiple choice test

items merely ask the student to recall, recognize, or “plug in” isolated, discrete bits of knowledge or skill, one at a time. Because many types of performance are ephemeral actions, a fair and technically sound assessment typically involves the creation of products. This ensures adequate documentation and the possibility of appropriate review and oversight in scoring the performance.

Perspective: One of the six facets of understanding. The ability to see other plausible points of view. It also implies that understanding enables a distance from what one knows, an avoidance of getting caught up in the views and passions of the moment.

Prerequisite Knowledge and Skill: The knowledge and skill required to successfully perform a culminating performance task or achieve a targeted understanding. Typically prerequisites identify the more discrete knowledge and know-how required to put everything together in a meaningful final performance. For example, knowledge of the USDA food pyramid guidelines would be considered a prerequisite to the task of planning a healthy, balanced diet for a week.

Product: The tangible and stable result of a performance and the processes that led to it. The product is valid for assessing the student’s knowledge to the extent that success or failure in producing the product (1) reflects the knowledge taught and being assessed, and (2) is an appropriate sample from the whole curriculum of the relative importance of the material in the course.

Rubric: A criterion-based scoring guide that enables judges to make reliable judgments about student work and enables students to self-assess. A rubric assesses one or more traits of performance. The rubric answers the question: What does understanding or proficiency for an identified result look like?

Scoring Scale: An equally divided continuum (number line) used in evaluating performance. The scale identifies how many different scores will be used. Performance assessments typically use a much smaller scale for scoring than standardized tests. Rather than a scale of 100 or more, most performance based assessment uses a 4 or 6 point scale.

Self-knowledge: One of the six facets of understanding. As discussed in the context of the facets theory, self-knowledge refers to accuracy of self-assessment and awareness of the biases in one’s understanding because of favored styles of inquiry, habitual ways of thinking, and unexamined beliefs. Accuracy of self-assessment in this case means that the learner understands what he does not understand with clarity and specificity. (Socrates referred to this capacity as “wisdom”).

Self-knowledge also involves the degree of awareness of biases and how these influence thinking, perceptions, and

beliefs about how the subject is to be understood. One does not just receive understanding (like images through eyes), in other words; ways of thinking and categorizing are projected onto situations in ways that inevitably shape understanding.

Transferability: The ability to use knowledge appropriately and fruitfully in a new or different context from that in which it was initially learned. For example, a student who understands the concept of “balanced diet” (based on the USDA food pyramid guidelines) transfers that understanding by evaluating hypothetical diets for their nutritional values and by creating nutritional menus that meet the food pyramid recommendations.

Understanding an insight into ideas, people, situations, and processes manifested in various appropriate performances. To understand is to make sense of what one knows, to be able to know why it’s so, and to have the ability to use it in various situations and contexts.

WHERE TO: An acronym for **W**here is it going?; **H**ook the students; **E**xplore and equip; **R**ethink and revise; **E**xhibit and evaluate; **T**ailor to student needs, interests, and styles; **O**rganize for maximum engagement and effectiveness.

Considered in greater detail, WHERE TO consists of the following components:

- **Where** is the work headed? Why is it headed there? What are the student’s final performance obligations, the anchoring performance assessments? What are the criteria by which student work will be judged for understanding? (These are questions asked by students. Help the student see the answers to these questions upfront).
- **Hook** the student through engaging and provocative entry points: thought-provoking and focusing experiences, issues, oddities, problems, and challenges that point toward essential questions, core ideas, and final performance tasks.
- **Explore and equip.** Engage students in learning experiences that allow them to explore the big ideas and essential questions; that cause them to pursue leads or hunches, research and test ideas, try things out. Equip students for the final performances through guided instruction and coaching on needed skill and knowledge. Have them experience the ideas to make them real.
- **Rethink and revise.** Dig deeper into ideas at issue (through the facets of understanding). Revise, rehearse, and refine, as needed. Guide students in self assessment and self-adjustment, based on feedback from inquiry, results, and discussion.
- **Evaluate understanding.** Reveal what has been understood through final performances and products. Involve students in a final self-assessment to identify

remaining questions, set future goals, and point toward new units and lessons.

- **Tailor** (personalize) the work to ensure maximum interest and achievement. Differentiate the approaches used and provide sufficient options and variety (without compromising goals) to make it most likely that all students will be engaged and effective.
- **Organize** and sequence the learning for maximal engagement and effectiveness, given the desired results.



Chapter

V

Theoretical Framework of the Teacher Training Induction Curriculum and Curriculum Details

Theoretical Framework:

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Training pathways:

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Pathway descriptives:

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Chapter 5

Chapter Outline

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1. Preamble

In the current period designated by the “second modernity” or the postmodernity (Piot, 2011), professions of intervention on others, such as education and training, attach increasing importance to professionalization. However, with the inexorable weakening of institutional programs, previously producers of references and benchmarks, it has become increasingly challenging to study the process of professionalization on a scientific level (Piot, 2007).

Presenting specifically the models of professionalization in the field of training leads us to distinguish between two notions of modernity which fall each under a different training model:

- The “vocational” training model rather pertaining to classical modernity, or “first modernity”.
- The professionalization model based on radicalization and rationalization, model of the “second modernity” of which the 1970s mark the beginning. This professionalization is explicit through two competing training models:
- A “managerial” model aimed at technical expertise.
- A “reflexive-critical” model prioritizing a culture of the training relationship (Piot, 2007, 87).

In our approach, we will not position ourselves in favor of the first model, which emphasizes the notion of skills development and efficiency. In this model, rationalization prevails over other parameters. As such, the question of the meaning to be attributed to training risks dilution if it is only related to the prescriptive and normative frameworks. The question of meaning is essentially human and not normative (Idem).

We will thus favor the second model of training, which is part of the lineage of intervention professions and the legacy of developmental psychology inspired by the historico-cultural current of Vygotsky and Bruner. This model puts forward a reflexive-critical posture focused on the construction of a reflexive and critical process towards activities, practices and behavior of the subject actor in situation. It is based on the culture of critical reflexivity, which seeks to build metacognitive, interactive and reflexive skills, through anticipation, conceptualization in action and logical inference in situations. These resources will be at the service of professional action.

In this perspective, professionalization is in service of a professional know-how, “in the singular action which concerns both the conceptualization of and in action” (Piot, 2008).

In the 1970s and 1980s educational research on educational practices developed considerably. Educational research in the US and Quebec prioritizes research on pedagogical practices and teaching. This work considers “pedagogy

as a research object in its own right” and recognizes the contributions of research in the sciences of education relating to the description and understanding of the processes at work in teaching practices (Altet, 2009, p. 37). For researchers, the practice is not limited to a simple implementation. Altet writes that a professional practice “covers procedures, products but also interactive, cognitive, relational, psychological and contextual processes” (Idem). This definition explicitly shows the complexity of the practice which, in its implementation, mobilizes plural resources some already invested, or others, in preparation, to potentially integrate in new situations. This complexity, the results of which are difficult, if not impossible, to anticipate reveals that every practice has an “irreducible singularity” (Bodergat, 2005, p. 36).

2. Defining the work plan

We will endeavor in this study to illustrate the journey taken by the members of the committee responsible for implementing the teacher training induction curriculum (2017-2019). It was a journey built gradually and collectively. It is the result of a collective retrospective and anticipatory reflection on the training actions already carried out at the Center for Educational Research and Development (CRDP), namely and the In-Service Training Division (ITD) between 2004-2018 and their relation to the issues and aims of continuous training. The reflection was the fruit of the combination of different logics of action intersecting at times and opposing at others.

The co-construction of a logic of action, adopted by the team, developed over time and naturally experienced, ups and downs. It should be emphasized here that the co-edification of an internal reflection process has been made explicit and formal by the purposeful willingness of the committee.

We will present as a first step the project teacher training induction curriculum. Then, in a second step, describe the career path carried out by the committee within the group by drawing on current trends in adult education that consider the teacher as a change agent endowed with means likely to change the work environment.

Finally, in a third step, we will explain the path we have followed in our logic of action in order to implement the teacher training induction curriculum. From this perspective, we examined the available processes of the professionalization of teachers in Lebanon, from which we identified several categories of teachers. We also carried out an exploratory study on the syllabi of faculties of pedagogy in Universities in Lebanon, and the courses addressed to student-teachers, throughout their university study, and this in terms of theoretical and practical courses to be considered as initial training before the entry into the profession. This dual status allowed us to refine the design of training actions and to adapt them to our educational

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landscape in the of data collected from the field. This part develops the structure and the content of the training actions.

Training is thus seen as the royal road to professional change because it will bring the subject actor to more adaptation to the requirements of the organizational system, positions and employment. The more the teacher's power to act on himself or herself increases, the more his or her power to act on the activity and on others increases.

3. Teacher Training Induction Curriculum

3.1. Presenting the teacher training induction curriculum project

At the request of the CRDP President and in partnership with UNICEF, a committee of experts was formed in September 2017. It is composed of inter-CRDP actors and other experts from academia and universities. The CRDP actors fulfill educational functions pertaining to the professional training of administrative and educational staff: the Head of the In-service and Pre-service Training Bureau (PITB) at CRDP and the Resource Center Managers (Responsables des Centres de Ressources RCR) of the different regions in Lebanon.

The committee was charged with redesigning the training to meet the requirements of educational research in context and for piloting the new design through 4 pilot modules. This body was also charged to conduct research to define the means to bring coherence to the professional development scape in Lebanon from a training perspective. Research which yielded, among its findings, the need to facilitate the induction into profession for the teacher. The committee also coordinated the roll-out training sessions to trainers and teachers. These training sessions came in addition to the training planned under the Regional Training Plans, already existing at CRDP and renewed on a yearly basis since 2004.

Formalizing the principles of work and cooperation within this committee has proven to be a key step. The project coordinator, Mrs. Claudine Aziz, UNICEF consultant, sought to create a climate of listening, dialogue and cooperation, thus promoting exchanges, respect for differences, diversity of concepts and convictions. It is to be noted that the pedagogical and theoretical contexts of the RCR and academic experts are very diverse, given the different systems of thought and concepts between the Francophone and Anglo-Saxon worlds. The committee dynamic leveraged the gaps and divergences to inform enriching dialogs and a discourse that sought unanimous consensus for decision-making. The project coordinator's know-how obviously contributed to the establishment of this climate of general agreement and convergence.

A component related to creating an online electronic system for the management of continuing education Training Management System was added to this project

of the training quality review. As a result, the teacher's induction training curriculum will be computerized and networked. It would have, in potential, a lot of digital resources allowing the provision of various services: the management, the organization, the linking of several types of data between the regions, the trainers, the managers of the resource centers and others actors. These data will be leveraged for the evaluation, categorization in relation to several parameters, including the teacher's competency framework and its components. They will be exploited and analyzed to produce results aimed at improving the quality of intervention and regulation of all kinds of products (including data from official schools, teachers, professional portfolios, evaluations, developmental paths).

4. Theoretical Framework

4.1. Current trends in teacher training

New international (OECD), European (Bologna in 2000) and French (particularly in 2004 and 2009) trends are currently placing more emphasis on the need for training to improve economic efficiency. These trends lead to the construction of different training methods such as "tailor-made", the greater articulation between work situations and training situations, individualization and course management, modularization of the training offer, distance and on-site training. Trends that would actually help foster self-efficacy and develop the profile of the learning teacher and reflexive practitioner.

In connection with these intentions and the new practices that flow from them, let us note here the growing interest in understanding the relationship between "evolution of organizations and changing forms of training", and between "activity and experience and knowledge and skills". It is according to Barbier and Wittorski (2015, p.10) the transition from a training logic to a logic of professionalization.

4.1.1. The status of the subject-actor and author of one's own life

In all sectors of social, professional and non-professional life, there seems to be an intent to "move" individuals, to foster their willingness to accompany the change to new modes of governance (Conjard & Devin, 2007). This desire is coupled with a renewed discourse and vocabulary revolving specifically around human activity: the lexicon of autonomy and responsibility. In the fields of adult learning and education in general, this culture of autonomy and responsibility includes all forms of competencies development, including self-learning approaches that emphasize the role of subjects in their training. These cultures can be analyzed as an echo and as a contribution to the pressure of organizations on the leveraging of means towards production. Which could explain in particular the relative proximity of training and management.

4.1.2. Valuing experience

The question of experience, its constitution, its use and its recognition have become fundamental, as much for the professionalization, the optimization of the action, as for the new forms of regulation and social validation. Experience is a combination of logic of action, logic that binds the actor to each dimension of a system. The actor is bound to articulate different logics of action. The dynamic generated by this activity effectively constitutes the actor's subjectivity and his or her reflexivity.

In the light of the findings of research aimed at providing models of understanding the dynamics of the processes involved in teaching practice, researchers have been led to move away from the modelization of the input-output type or of the method type. Practice, thus, cannot be considered as the application of a method, because each subject actor adapts in his or her own way the characteristics of the method from which he or she was inspired.

4.1.3. Entry point through the analysis of the real work of the teacher

The cultures of decompartmentalization tend to favor the articulation between training and work or between training and activity and the setting up of integrative mechanisms. The analysis of work has developed, in professional contexts other than that of the teaching, based on theoretical and methodological contributions of work psychology and ergonomics. These two disciplines take activity as the object of research and it is from the "activity input" that they approach the work. Interest in the activity does not mean that only "the one who acts" is an object of attention. The analysis of the work also takes into account what the activity responds to and the material and social context in which it takes place.

Progress in this area involves co-constructing, with teachers, new forms of collective reflection on action (Clot, 2007) and better institutional recognition (Lahire, 1998). When these two factors are reconciled, teachers can explain and formalize what they already can do and continuously seek to increase their performance efficiency. Lahire suggests that teachers' likelihood to speak about what they do increases in as much as their activity is "designated, named, orally distinguished in the continuous and infinite set of practices and knowledge" (1998: 17).

The above-mentioned researchers emphasize that practices and knowledge are better explained when they are jointly developed and then formalized and when they are recognized by institutions. However, the research warns against a symmetrical pitfall, quite common in the field of the analysis of teaching work: that of considering the activity of teachers as being essentially finalized by the learning of students. In this case the analysis of the activity would essentially target the teacher in situ as well as the other parameters of a professional situation: the real, the realized and the unrealized, the occult and the impeded (Clot & Faïta, 2000).

4.1.4. Culture of social intervention: Tutoring and/or accompaniment

In reference to the international scientific literature of the 1990s, Chaliès and Durand (2000) presented tutoring in initial teacher training according to the triadic relationship between trainee-tutor and university supervisor. The relationship between trainee classroom practice, guardian observation, post-tutor interview between tutor and trainee was considered. The authors highlighted the complex and often conflicting nature of relationships between actors and highlighted the main strengths and weaknesses of tutoring.

Tutoring, according to Moussay (2009) has become a main feature in professional training. With regard to the training of novice teachers, tutoring is becoming more and more the cornerstone of the system. According to the scientific literature of the past eight years, recent research directions on the effects of tutoring in teacher education show a reinstatement of practical experience and a tendency to reduce the importance of the dyadic tutor-trainee relationship or university supervisor-trainee by including it in a collective conception of tutoring (Idem).

Tutoring is envisaged as a training tool implemented by a collective. In this perspective, tutoring contributes to making practical experience a vehicle for the professional training of novice teachers (Kwan & Lopez-Real, 2005, Patton et al., 2005, Ponte et al., 2004, Sundli, 2007). The roles of tutors and trainers are formally valued (Ganser, 2002, Sanders et al., 2005, Tang, 2002, Weasmer & Woods, 2003) but often insufficiently leveraged (Edwards & Protheroe, 2003). New tutoring models are being tested (Sundli, 2007) by comparing the placement of a trainee teacher with a tutor (the single placement) and the paired training model where two teachers in training are assigned to an experienced mentor (the placement partner).

Rodgers and Keil (2007) highlight the benefits of an alternative model of tutoring (the peer dyad model) characterized by a grouping of several trainees and several tutors in the same school. In this collective work, the authors mark the emergence of "additional resources" for each tutoring actor (Rodgers & Keil, 2007: 67). The trained teacher can take advantage of the tutors' advice because the observations and meetings between these actors offer the opportunity to vary the points of view on the activities carried out in class. In training centers, tutors would have the opportunity to discuss their tutoring practice and this confrontation promotes their professional development. Even when the setup mechanisms do not provide this collaborative tutoring in a formal way, the trained teachers will appreciate, at the end of their training, the value of work "in contact with peers" (Loughran et al, 2001, p.16).

These tutoring teams, defined as an interactive learning community or as a forum for collaboration and sharing (Paris & Gespass, 2001), have the advantage of involving

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trainees in shared reflections and co-negotiated conclusions. "Mediated by tools such as lessons prepared in common" (Tsui & Law, 2007: 1292). These training situations followed by effective tutoring invite the actors to a real teamwork in the preparation of lessons and in classroom interventions with learners (Wolf, 2003).

Through these new models of collaborative tutoring, tutoring is envisioned as an activity in which the trained teacher could receive the support of a collective to reflect on how to go about the classroom. Tutoring would then play a role of catalysis rather than guidance.

In this context, accompaniment has become a major figure in the world of education, especially in the world of adult education, which contributes largely to the concept of accompaniment, especially in the areas of tutoring, coaching, mediation, mentoring, counseling. The general posture of accompaniment is close to that of the tutoring with regard to the situation where there is a principal actor that, in one way or another, it is to be supported, protected, honored, served, and helped towards achieving purpose; in no case can it be a question of supplanting the principal actor by taking his or her place or the front of the stage, or taking charge of the direction of events, or simply by taking the initiative. What is therefore, recommended is a modest posture: next to, showcasing, serving, shadowing, essential posture still.

It should be noted that the analysis aimed at self-transformation and the modification of practices tends to prepare the teachers to face new situations by inviting them to "transgression" and to the articulation between the "possibles" of the same situation and how to transform that to face new contexts. (Cros, 2007, 141). The integration of processes of conceptualization, reflexivity and distancing into the professional activities of the subject, and the initiation of his or her individualized process of professional change, depend strongly on the level of mastery of the skills relating to the analysis, to the questioning and to the problematization of situations.

4.1.4.1. New forms of alternance

For the design and testing of innovative mechanisms that meet the specific needs of certain categories of teachers, we have used the work carried out under the banner of the UNESCO Chair (2015). As such, it was deemed necessary to resort to new forms of alternance and to test them. We favor, in fact, the new forms of alternance that could constitute "virtuous alliances" (L. Ria, 2015, p.10) such as: hybrid training (face-to-face and distance learning), self-training and co-training, support between workplace peers, peer networks for peer support, information exchange and maintaining high standards of education (Idem). Also, The use of video resources for teacher training is a practice that is increasingly sought after because video is considered as a new professionalization tool in initial and continuing training (Idem).

We thus favor the integration of these new forms of alternance into our continuous training systems in order to get trained teachers to reflect on their activity and their way of acting in situ and to use a "possible" among others in new situations.

4.1.5. Reflection on action

In this respect, let us acknowledge that the process of professionalization of the teaching profession becomes dynamic only through the involvement of the different pedagogical actors in the construction of new professional models.

Reflexivity is indeed a paradigm. In his pioneering work: "The reflective practitioner. How professionals think in action" (1983), Schön emphasized that professional practice is not "a field of application of theories developed outside of it; it is the place of constant production of new solutions to new problems and a place of development of professional competencies" (Paquay, Altet, Charlier and Perrenoud, 2012, p.13). In continuous training, the reflexive practitioner model has been in effect since 1980.

Reflexivity, according to Voz & Cornet, is a "posture that aims at a transformation, which is worked collectively and with methods that mobilize and make possible the ownership of theoretical and practical knowledge" (2010, p. 45). It is a posture that refuses the mere acceptance of pedagogical practices that are not argued but essentially justified by prescription, hierarchy and habit. Possessing reflexivity competencies involves therefore bringing the trained teacher to focus, through intellectual activities, on the action spread over time (upstream, in progress, and downstream).

The essence of reflexive practice is this inner position of distance, stepping back and analysis of the functioning of one's own practices. This action is not obvious. On the contrary, it is to be built through the setting up of mechanisms that purposefully trigger and promote the process of reflection.

5. Work methodology

5.1. The progress of the logic of action: Building together over time

As part of the construction of the project of the teacher's insertion training curriculum, the project coordinator asked the committee members to first describe the logic of action that the committee adopted, then to make proposals concerning the implementation of the new continuous training plan, finally to specify the entry points that will inform in the construction of the work strategy.

The work undertaken as part of the teacher's training induction curriculum is co-constructed on the basis of an in-depth knowledge of the educational landscape at the macro level: the educational system in Lebanon, its functioning, the relations between its components

and the educational authorities. This task also takes into account the constraints of the field, the history of the implementation of the system of continuous training of teachers in the public sector and in particular the functions and missions allocated to each authority.

5.1.1. The logic of action of the group

Of the three logics proposed by Dubet (2002), in his theory of social experience, the first two, integration and strategy, appear as “positive” realities. Faced with this theoretical break-up, the actor finds himself or herself in the obligation to undertake a work of construction, assembly and structuring of these different logics. In addition, he or she would be led to the legitimization of his or her practices. The “logic of the subject” (third logic) is manifested indirectly in the “critical activity” made possible by a culture that makes conflict a central concept. We privileged this third logic because it reflects well the complex and paced course that the committee has carried out and because it also corresponds to our critical reflexive posture.

5.2. A bipolar situation: At the level of professionalization of teachers in Lebanon

In the context of the Education for All (EFA) program, developing countries are inclined to “massively recruit teachers who are not always trained or not always well trained to face such a difficult job” (Acts, 2008). This situation creates for concerned countries the challenge of quality in education, which requires a better professionalization of teachers. Let us add that these massive recruitments have implications on both initial and continuous training.

In Lebanon, the in-service training of teachers pertains to CRDP, an institution that enjoys financial autonomy and under the custody of the Minister of Education and Higher Education. The system of in-service training for public sector teachers has been described in Project Document 7010 (PEG).

The period 2000-2013 saw important national policy decisions in the field of education and training, after which the goal of reforming the education system were restricted to refining what has been achieved and what is being achieved. Thus, the establishment of a continuous training system in 2003, entrusted by the MEHE to the CRDP, remains one of the ambitious projects of this reform which aims at the professionalization of educational actors working in the context of education in Lebanon. Because this device wants to respond to the needs of professional training of the teachers of the public sector Lebanese.

The setting-up of the continuous training project provided teachers with the opportunity to develop professional competencies. The political decision of the professionalization of public sector teachers, that was part of all educational strategy documents, was clearly explained by the Minister of Education and Higher

Education, Mr. Marwan Hamadé, in December of 2017, during the validation ceremony of the competency frameworks of certain education professions, such as teaching, training and coaching.

As part of the work on the teacher training induction curriculum, we took into account the “existing” (Barbier, 2009: 1092) and the information already produced by the actors of the education sector such as ‘data’ at regional and disciplinary levels. This methodology based on observation and on empirical data allowed us to identify, as they emerged, “categorization frameworks” (Idem) of teachers serving in the public sector. As such, the adopted methodology facilitated a better knowledge of the field in order to identify the specificities of the targeted population.

5.2.1. Description of the categories of public school teachers

The committee attached great importance to the description of the different categories of public school teachers. It goes without saying that identifying characteristics of each category of teachers could contribute to the refinement of our intervention approaches in the field. From this perspective, the first concern was to identify the characteristics of the categories of teachers in the public sector before even moving on to the content and objectives of the training. This was because the curriculum in question ultimately had to meet the needs of the various categories of teachers. Following the articulation of the categories of teachers in the public sector, the concern of resource center responsables was to identify the types of training to be included in the teacher training induction curriculum.

Moreover, it is worth noting that access to the teaching profession is, in many countries, based on formal and recognized administrative procedures including, for example, admission examination, recruitment on file or other modalities of selection announced in advance. In Lebanon, on the other hand, although the procedure for tenuring teachers in the public sector is well defined, this does not preclude, however, that legislatures adopted in 1985 and in 2002 allowed the recruitment of “contractual” teachers. According to the CRDP (2017) statistical reports, contractual teachers make up 46% of public sector teachers. The recruitment policy for new teachers is therefore to be redefined. In addition, and in the light of the continuous training concern to respond to the reality and the stakes on the ground, the committee examined the above data in order to identify the following categories of teachers:

- Contractual novice teachers with no initial pedagogical training, teaching in their field of specialty.
- Contractual novice teachers without initial pedagogical training and not teaching in their field of specialty.

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- Teachers with several years of experience – newly tenured - newly admitted on competitive exams - having followed a “deferred” initial training at the Faculty of Pedagogy - UL or in other academic institutions.
- Newly tenured teachers not teaching in their field of specialty and requested to teach several disciplines in response to administrative requirements (request by the principal, requirement to fill-up their contract hours, etc.).
- Contractual teachers recruited temporarily for years, with extension of their employment contract despite not being admitted to the recruitment competitions.
- Contractual teachers recruited by parents’ committees to respond to a school recruitment need.

The empirical data and field observation and the above-mentioned emerging categories of teachers in the public sector helped us identify three major indices by which to categorize teachers: the number of years of experience in the exercise of the profession, whether or not the discipline taught at school corresponds to the field of study, the type of academic path taken before the entry of the teacher into the profession, whether or not the pre-service training is pedagogical.

5.3. A bipolar situation: At the level of university curricula related to the pre-service training of the teacher

In the Lebanese higher education landscape rich and varied by the number of universities and faculties of pedagogy, both in the private and public sectors, drawing an image on the type of professionalism built in the academic world proves necessary, in order to understand this training environment that prepares teacher students to access the teaching profession.

The initial training is part of the BMD process (Bachelor, Master’s, Doctorate) in universities or in integrated institutes. It generally includes a general and a professional component. The general component is related to the general culture, the study of the discipline to be taught, or the diploma preparation in the discipline in question. The professional component develops the theoretical and practical skills necessary to practice the profession and includes internships in schools.

In this perspective, the TTCM committee conducted an exploratory research on the curricula and the courses of the various training programs of faculties of pedagogy in order to understand the design of the initial training to which university students are subjected before their entry into the teaching profession. The study also sought to compare the different programs in order to draw conclusions about the similarities, differences and trends of the different programs. This review offered insight on the general and the professional part of the initial training. Starting from

the distribution of the courses, this study essentially aimed at clarifying the major themes adopted in the courses and their declination in components or subthemes. It also proposed to shed light on the professional component linked to the institutional objectives of initial training integrated into the university curriculum.

5.3.1. The competency framework for teachers as a tool for sharing the vision on professionalism

Since the end of the 1990s, the OECD and the European Commission have specified that the competency frameworks are part of the national guidelines and the specifications of training institutions. However, teachers’ competency frameworks vary in different countries: 10 competencies in France (2006), 13 in Belgium (2001), 12 in Quebec (2001), 12 competencies in Lebanon (2017).

The choices made in this study fell within the perspective of the OECD and the European Commission. The exploratory research conducted, reviewed the themes adopted in the various courses offered by the universities (thematic, competencies or types of knowledge) against the teachers’ competency framework. The review sought to show whether or not there is a link between the university path and the postgraduate course of the teacher. This working methodology allowed the TTCM committee to describe the progression to be followed in the modular courses according to the categories and academic paths identified during our present study. This progression is formulated in terms of content and competencies to develop in teachers as they entered into the profession.

The competency framework is linked to the practice of a profession. As such, it brings a certain vision of professionalism. A competency framework proposes a horizon of training; it does not provide precise objectives or operational references to build training and evaluation systems. In this perspective, alignment between training, curriculum and competency framework can offer a shared vision to trainers on the teacher “professionalism” that the training should help build. It also helps to produce a coherent arrangement of appropriate mechanisms to develop a particular competency. The reflexive practitioner’s logic, capable of making the right decisions in context and adapting to the different situations with which he or she is confronted, does not align with the “applicationist” model or the executing teacher. This is why co-building with the actors to achieve a certain consensus in training is necessary.

The teachers’ competency framework in Lebanon is composed of four distinct domains, each of which includes an unequal number of competencies. In total, 12 competencies are identified to be developed throughout the career.

The choice of using the competency framework as comparison reference consists of matching the different

entries used in the description of courses and programs at the level of universities, to the competencies in the framework, as a logic of legitimized action at the level of initial pre-service and in-service training. Below are the findings of the comparison of the university courses to each of the four domains of the competency framework for teachers: (1) specialized professional practice, (2) professional relations, (3) continuous professional development, and (4) professional ethics:

- In the first domain “Specialized Professional Practices”, the findings show that most of the types of knowledge to be mastered in the university curriculum all fall within this domain without any particular distinction of the specificity of the professional activity to be carried out. The teaching competencies (on the disciplinary content), the knowledge on how to teach (pertaining to didactics and pedagogy) and the teaching knowledge related to the experience are grouped together and included in the same domain, although each knowledge mobilizes different resources. All the essential activities of the teaching profession are almost included in this domain, both those that are part of the classroom teaching and those that relate to the planning and preparation work to develop. The average crossing rate between the university courses reviewed and the domain of specialized professional practices is 80.2% with two thresholds: a minimum of 60% and a maximum of 95%.
- The correspondences between the domain of “Professional Relations” and the titles of the courses or courses reviewed reveal a low matching rate: between zero and 0.06%. Theoretical contents relating to the professional relations of the teacher as social actor are not openly explained, as revealed in the courses description, the teacher in these courses is seen especially in his or her relation with the learners and much less than in his or her professional relations with colleagues and parents.
- In the third domain of “Continuous Professional Development”, there are many variations between different universities course tracks. Some universities directly target the axis of development by focusing primarily on a professional profile: that of a “reflexive know-how in the perspective of a future in the profession”. While others aim at professional development as a general and encompassing process. The concept of professional development is not absent but rather associated with others close to it such as learning, professionalization and research. The average matching rate is 12.9%.
- In the fourth domain, the rate of universities whose course content is “professional ethics” is minimal, which recalls the results of the second domain: the average does not exceed 6% in both domains

compiled. To offer a plausible explanation to this downward trend, it is useful to study the results of each of the two competencies in the fourth domain separately. The first is rather applied ethics viewed as a social framework that takes into account the diversity and pluralism of societies, the development of individual rights. It is the ethics on the professional values of teachers. It addresses ethical issue based on the notion of ethical professional intervention, as a method based on dialogue, in reference to the values of equity, justice, equality and the relationship of trust in education. The percentage of matching between the content of the university courses and the first competency is practically nil. While the second competency is more related to ethics, mainly obligations, prescriptions governing the job of the teacher: specificities of the education system, laws, rules. The average matching is 3.7%.

Partial observations based on correspondence between the domains and the courses and course tracks of universities bring out matches and divergences. The correlation between the two poles is interesting in the sense that it highlights, on both sides, most of the act of teaching in terms of professional knowledge and skills necessary for proper functioning in the professional practice of the teacher: practical knowledge, theoretical knowledge. However, personal practical knowledge or knowledge acquired through experience and actualized by action does not appear as a type of knowledge to be developed with reference to theories of accompaniment or tutoring or mediation via an academic professional or an accompanist in order to develop the actor’s power of action in a real situation and to improve his or her practice.

5.3.2. The typology of the theoretical models of teacher training

Cros (2011) determines three types of theoretical models of teacher training:

- sociocentric tendency: strong role of research, internships from the first year of training, taking into account social and environmental problems, as part of a Master’s degree, with continuous evaluation.
- with an academic tendency: disciplinary masters, disconnection from the world of work, a lot of theory, traineeships at the end of training, university evaluation but with a knowledge of the professional world
- with a tendency for “problem solving”, focusing on accompanied placements, with a reflexive process (research) and a formative evaluation.

In Lebanon, the model with a socio-centered tendency, and in the framework of a Master’s degree, attributing to the research a major role with a continuous evaluation, does not exist. This trend applies to the following countries as

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an example: Sweden, Norway, England, Spain. The second trend is more academic with disciplinary masters. It seems to correspond more to the Lebanese landscape. This trend involves mostly theoretical training and internships at the end of training, thus preparing the learner for the job. However, these internships in schools are not well defined in terms of duration, nor professional goals, nor types of support to ensure. This model shows a disconnect from the world of work and an academic evaluation that takes into account the knowledge of the professional world. Other countries like France and Greece fit this model. As to the third trend, the one called "problem solving", it focuses on accompanied internships, with a reflexive process in the context of a research and a formative evaluation to have the opportunity to build the competencies required on the long run based on continuous reflection on the activity. This is the case of Germany, Austria and Finland.

The alternation model consists of "making a return on one's practice, in a training center", or planning trips back and forth between the activity at school and the activity in the training center. Indeed, it is difficult to set up systems of analysis of practices and to design a progressive organization of the professional activity on the basis of a succession of situations of training and authentic professional situations.

Finally, the masters are offered in universities as a vector of qualification and access to the profession. However, at the professional level, the priority objectives of teacher-oriented masters should be in line with approaches to empowerment of thought and action in training and promote the construction of processes.

5.4. Propositions of adapted and grounded solutions

Given the diversity of categories of teachers without initial training, we find that access to the profession of the teacher, in our local landscape, responds to a need to address a massive demand and ensure the schooling of all children in the Lebanese territories. As previously mentioned, it appears that in developing countries, such as Lebanon, recruitment is not done with reference to a fixed and typical typology. In other countries, access to the profession is made in reference to explicit benchmarks in terms of qualifications or a recognized recruitment policy in the educational system. This operation would be driven by specific institutional structures ensuring the implementation of the selection system established in each country: on file, on competition, following an interview.

To respond to the complexity of the local educational reality in terms of the diversity of teacher profiles, most of whom are contractual teacher without formal pedagogical training, it is important to focus on the urgency of the task. That is to say, imperatively consider the construction of the professionalization of contractual teachers recruited without previous initial training as a national requirement.

With this in mind, "training involves an institution that formalizes the requirements of the exercise of the

profession (training plans, programs, contents, evaluation, pedagogical methods, etc.) assuming a mastery over the processes, procedures and modalities of the training" (Proceedings 2-6 June 2008, Professionalizing teachers without initial training-CIEP). This establishment of a formal organization remains to be regularized.

The teacher training induction curriculum would have to target teachers with or without initial training and/or those who have undergone initial training according to the predominantly theoretical curriculum at the Faculty of Education of the Lebanese University, after their entry into the profession.

In reference to our set theoretical framework, this curriculum will require the development of competencies in the novice and/or beginner teacher by giving him or her the specific background to meet the requirements of teaching at school. It is to be taken into account that, the heterogeneity of the profiles of the target public and the diversity of the expectations of the society with regard to the school make the questioning on the practices of the teachers necessary, whether or not they have initial training.

We place the teacher training induction curriculum in the reflexive practitioner paradigm, which advocates: **1)** the overcoming of "applicationist" models; **2)** the development of declarative knowledge based on the conceptualization of training activities; **3)** the in situ use of rational and reflexive attitudes.

It follows that the subject actor is led to reason, to examine his or her choices and to analyze his or her teaching practices as well as their impact on professional activity in context. In this process of learning and reflection, the subject experiences the deepening of his or her analysis with reference to several types of criteria. We cite those recommended or advocated by Zeichner (1983): pedagogical and didactic effectiveness, ethics.

5.4.1. Continuous training: A field of transformation and construction of processes and concepts

Regardless of how it is implemented, its content or its organization, teacher training has been the subject of recurrent debate for several years, the scope of which increases with each reform of the education system. The contents and challenges of the reforms are constantly changing and varying. They highlight contradictions and complex pedagogical problems in relation to the status of the school, the role of universities and university researchers, the place of training in professional professionalization, the theory to practice relationship, and professional gestures.

Considering that the training contents constitute the center of gravity of the training of trainers, conceiving that the digitization of these trainings leads to the training of trainers who analyze the needs and study the real stakes of the training from different angles (administrative, social, pedagogical, disciplinary, etc.) would risk distorting the

notion of professionalization as a lever for transforming and changing practices and attitudes.

Continuous training is the arena for practicing the profession of teacher trainer. It is therefore a place of production of knowledge, professional development and transformation of operations and activities implemented and not a place of flat rehearsals of the same phenomenon. (Clot, 2007). Continuous training is thus envisaged as a space for the production and reproduction of action, the space for the realization of a performance, the experimentation of new learning and the construction of an individual and singular experience.

As a framework for action, continuous training is like an “experiential soil”. In this perspective, continuous training aims to “transform and evolve practices” of teachers in training and, at the same time, train the trainers of these teachers (Marcel, Olry, Rothier-Bautzer & Sonntag, 2002, p.136).

In order to set up a training induction curriculum for the teaching profession taking into account all this multiplicity of profiles as well as all this heterogeneity, it seems necessary to start by defining the priorities with reference to the activities of the teacher.

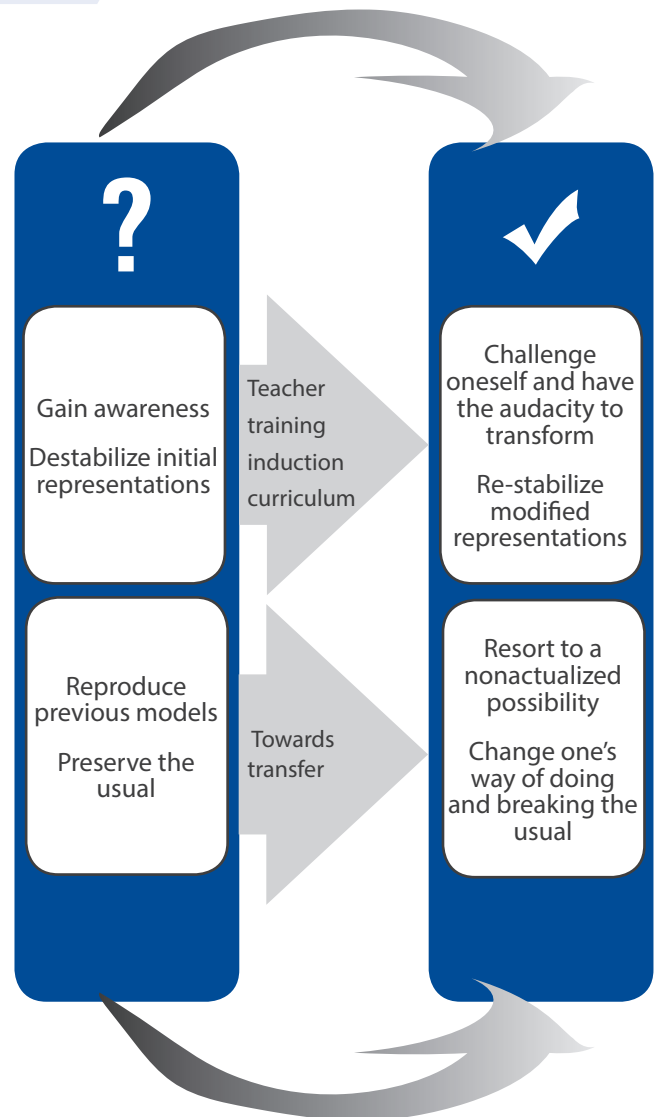
Recognizing the challenges of continuous training would only reinforce our work approach and readjust our rational choices and directions. We quote some, below:

- Complete and reinforce the knowledge already established during the initial training in terms of concepts, theories and methods relating to teaching practice.
- Articulate theory and practice and leverage theory as a sense of complexity. It should be added that determining the mechanisms and the components of the practice is important because the theory is inseparable from the practice.

The theory offers, in fact, tools of analysis to apprehend the reasons for which an observed practice or a posture adopted in a given situation does not give satisfaction. The theory puts at the disposal of the subject various resources which could help him or overcome the obstacles and avoid drifts.

As Vacher (2010) has shown, reflective practice can be explained first by the actor’s ability to strengthen the link between theory and practice in order to understand the complexity of the situation which confronts him or her and analyze the activity as a whole. Such a task is also that of a trainer.

Figure 1 Towards transfer in context

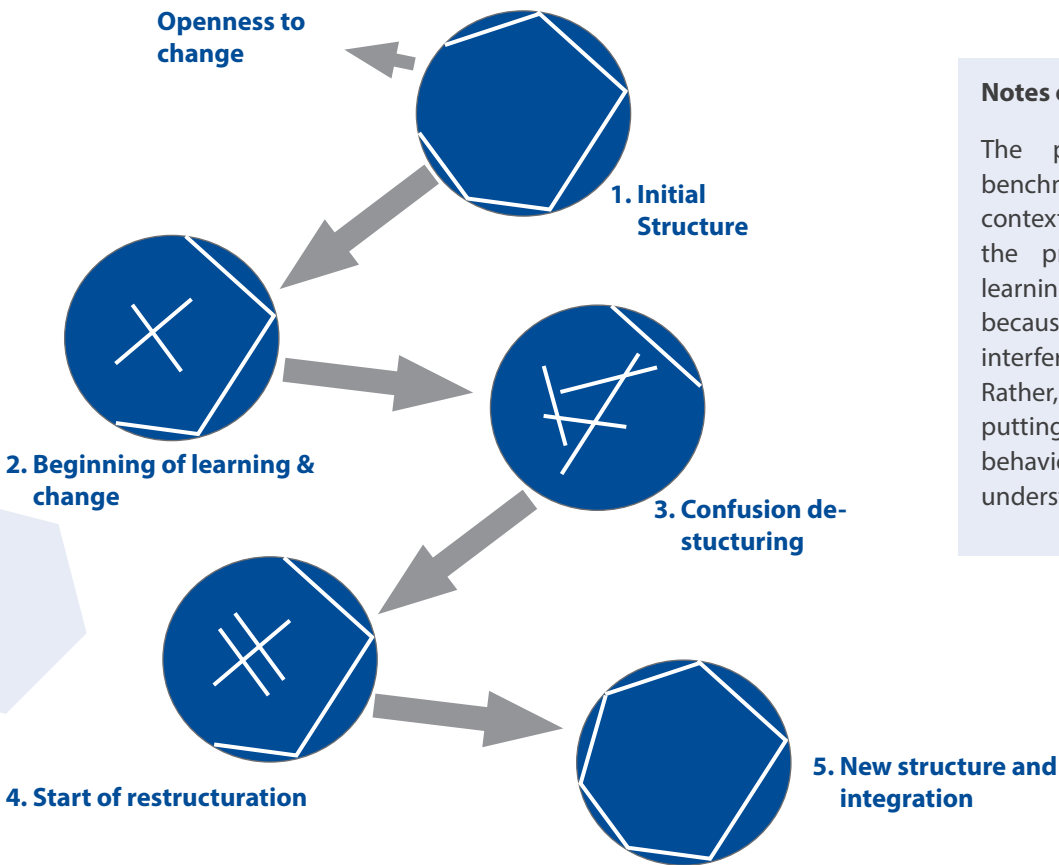


Notes on Figure 1:

Working to move from knowledge transfer to application transfer. Intervening with oneself and one’s activity at the level of the initiation of a systemic process to be mobilized in a situation to endow the teacher, faced with an unprecedented and renewed situation with various strategies in order to integrate the transfer.

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Figure 2 Learning and change processes (Leu, 2005)



Notes on Figure 2:

The phases functioning as benchmarks allow, in real context, the observation of the processes at work. The learning process is not linear because there is overlap and interference between phases. Rather, it is a simplified model for putting into words attitudes and behaviors "sometimes difficult to understand".

Table 1 Summary: learning/ transformation/change process

Phases/ Levels	Change & learning processes (Leu, 2005)	Transformation cycle (Boucher & Jenkins, 2004)	Levels of change (Roegiers, 2008, p.7)
1	Openness to change and desire to learn	Apprehension characterized by a feeling of insecurity facing upcoming changes	Adhere to change
2	Beginning of learning and change	Experimentation/Exploration of new practices	Change of representation with respect to the expected change object
3	Confusion & Destructuring	Appropriation with necessary adjustments	Change of practices in class
4	Start of restructuring	Open consolidation and questioning on the pertinence of the activity	Verify if the changes in class practices result in changes in learners' achievements
5	New structure & integration		

Notes on Table 1:

The first two processes are evolutionary and build over time. They are personal and related to the values, knowledge and beliefs of the subject and in particular to his or her relationship to the profession and to self. If the processes are recognized by the teacher as soon as he or she enters the profession, he or she could consolidate them and start them in the temporality, according to the following ternary rhythm that is maintained: Action/Reflection/Integration. As for Roegiers (2008), he proposes to consider levels of change in the manner of a coherent system, with a shift from a change of knowledge to a change in attitudes and behavior. He dismisses the idea of linear change in favor of a system that interweaves three interacting components, each of which conditions the other.

5.5. Preferred entry point options for teachers' induction into the profession: Entry point through the domains and competencies of the competency framework for teachers

The methodology adopted for the decision to be made regarding the entry points to be favored for the training induction curriculum was animated above all by a concern for coherence and anchoring. We first started by classifying the titles of all the trainings conducted in 2017-2018 and within the Regional Training Plans, according to the domains and competencies of the teachers' competency framework. This choice making was guided by the desire to frame the training modules against a recognized benchmark. This alignment against the competency framework for teachers helped to combine quantitative and qualitative information per center for in depth analysis. We then tried to categorize and bring out data in order to identify dominant, trends, recurrences, divergences, and gaps.

When we compared the results of the classification of headings according to this entry, we realized that the same heading could be classified in different boxes belonging to different competencies. The training being formulated in terms of complex tasks to perform in social situations before an audience. This approach carried the risk of confusing data leading to very disparate results. It could distort the tracks resulting in great variations in the readings of the same data.

5.6. Preferred entry point options for teachers' induction into the profession: Entry point through the components of the competency

We sought another categorization that could trigger the emergence of dominant trends, recurrences, gaps. We resorted to adopt another entry: the components of competencies in the framework.

This approach helped generate significant dominance. As such, it could help the program designer put in place evolving modules that would cover all components of the competency. In addition, this approach leads the trainer to take into account the intersection of data in terms of content and know-how as well as their interweaving. This could lead to the consideration of scalable and inter-complementary modular modules covering all components.

We found that some training modules were unclassifiable in the competency components while they were in high demand and met the needs of teachers. We also noticed that other titles covered several components at once. This would require the setting up of heavy and long-term training, because the same competency is disaggregated, into several specific objectives spread over a more or less indefinite duration. This training modality based on the construction of a long course could, however, hinder the teachers' participation. The years of teacher training reveal

that the needs of the teachers change and vary according to the situations they face or go through. Limiting one's choice and placing it in a rigid monolithic framework (a competency composed of 7 components), while the needs are diverse, may be less likely to respond to the teachers' need.

5.7. Preferred entry points for teachers' induction into the profession: Entry point through the professional activities

After the attempts to classify the training modules according to the competencies of the teaching profession. The need arose to opt for another entry point. The entry by the professional activities seemed to take precedence over the others, because it is the entry by the collective of the profession. This choice facilitated the emergence of the real needs in reference to the typologies of the activities pertaining to the profession of the teacher.

The UNESCO Chair adheres to an epistemology of analysis of the real work of teachers, and more particularly to an "entry activity", which postulates that the formatting of social science objects, in terms of activity or reference to the activity, constitutes a privileged approach for the construction of transversal thinking tools in several fields of research and corresponding practices (Barbier & Durand, 2003). The work of the UNESCO Chair is grounded on the assumptions of an "activity entry", based on the following specific criteria (Lussi Borer et al., 2014): (1) to distinguish between prescribed work and actual work; (2) apprehend the activity in its finest dimensions and in its context of emergence; (3) remember that one learns mainly by acting and conceptualizing or developing work language.

The notion of activity refers to the notion of real work, in other words to "the effective activity of professionals in the contexts and systems of constraints in which they operate" (Champy-Remoussenard, 2005, p.9). It is also in line with the notion of actor when it acquires a sense of the subject's fundamental place in relation to his or her activities and experience (Dubet, 1994, 105). This last term brings all the significance to us.

In general, the activity is considered as an extraordinary and atypical structure which "expresses at the same time the prescribed task and the agent that executes it" (Leplat, 1997, 33). It reflects the subject's competencies, the considerations that drive him or her to act, and his or her values.

The professional activities of the teacher vary between pedagogical activities carried out in situ and in-service activities carried out within the school with other actors (colleagues, management, parents of learners, etc.). These activities take place at school as part of the working time. However, to properly manage the organization of work, upstream, the teacher is led to design and develop educational activities at home "non-students". The process of reflexivity on action proves unavoidable because it

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leads the teacher to become aware of the factors involved in the management of the situation in order to regulate and reorganize the course of action differently.

Unlike other employees, teachers' working time is defined on the basis of a minimum weekly schedule reflecting mainly classroom-based teaching activities as well as activities with the educational community (teachers, parents, learners, etc.). This service time, called the "service regulatory obligation", only covers part of the teacher's working time. It is also displayed in the weekly timetable. These hours mainly correspond to the hours of teaching and/or accompaniment and follow-up.

However, the hours devoted to pedagogical activities (planning, preparation of lessons and tools, correction of copies ...) made at home "out of school", far exceed the actual hours posted and required. These latter do not cover the anticipatory and reflexive tasks performed outside scheduled working hours on the free time of the teacher. This creates at least as much "non-student" work time and, in some cases, significant time constraints on teachers that could affect their well-being at work. For example, the youngest teachers report a fairly high weekly hourly volume exceeding the 45 hours.

6. The teacher training induction curriculum: A pathway to professionalization

In Lebanon, novice teachers and contractual teachers in service, upon entry into the profession, are not always closely accompanied, at the educational level, by tutors or local trainers. In addition, they are often called upon to find solutions to difficult situations and unforeseen events. That is why choosing to attend a training could be a way for the teacher to express his or her commitment and choice in the "here and now". Bourgeois (1998) believes that the commitment or entry into training is the process that encourages an adult, at a specific time in his or her career, to follow or start such training. In other words, his or her explicit commitment translates his or her abdication to other options available. This drive is directly related to internal determinants including that of learning in the exercise of one's profession.

The essential aim of our TTCM is the construction of transversal competencies which constitute the royal way of building the professionalism of the trainers. These skills aspire to the development of different types of learning: observation, analysis, listening, communication, explanation, formalization, confrontation, reflection, synthesis, writing, (Perrenoud, Altet, E.Charlier & Paquay, 2012, p.284).

The CRDP teacher trainer, is a subject evolving at the heart of the actual challenges pertaining to the relationship to the profession and the conceptualization of practices and professional activities in in the situational logical inference (Perez-Roux, 2007).

7. The theoretical and methodological benchmarks used in setting up the teacher training induction curriculum

Our ultimate goal is to set up a coherent and progressive training structure or modular training program. We strove to go beyond the models already used in the regional training plans. For this it was important for us to set solid methodological benchmarks to ensure a coherent structure. The adopted organization is likely to mark the differences and show the progression within the multi-year training program as well as the thresholds that determine the limits from one year to the next.

It was deemed necessary to design a two-year training program linking the target audience in each category of novice teachers with the specific training content components of each. These elements are formulated in terms of indices that can distinguish between categories of teachers. The indices are essential because they reveal the specificities of each category of teachers. They act as pedagogical benchmarks that come into play in the description of the professionalism of the teacher as a subject actor.

The identified categories of teachers relate to three dimensions: (1) experience, (2) pedagogical training and (3) teaching in one's field of specialty.

- Experience: having already taught or not
- Initial pedagogical training or not
- Teaching in field of specialty or not.

Following the linking of these indices and with reference to the six categories identified, we arrived at eight identifiers by developing all the possible combinations of the six categories. We maintained the entry through professional activities, by the realities of the trade, namely (1) planning, (2) methodologies, (3) professional relations with peers, administrative team and with learners, and (4) Evaluation.

8. Conclusion

The setting up of several training schemes with reference to the needs identified among teachers enrolled in the different categories is a solid step towards the professionalization of these actors. In addition, the teacher induction training curriculum integrates into the system of its functioning "the levers of motivation" that are the meaning (the intrinsic value, the extrinsic value and the importance) that the learner gives to the tasks proposed in training and the feeling of self-efficacy to carry out these tasks (Galand & Bourgeois, 2006). This self-efficacy, as a major factor of self-regulation of behavior, leads the trained teacher to re-orientate the work by focusing on how he or she subjectively controls the activity (Bandura, 2002). The educational design adopted by the TTCM committee defines the route to be followed in the construction of the training modules as well as the steps with their specific objectives.

Capacity development reinforcing learning is done through activities of conceptualization and verbalization. The process of learning of the subject-actor in situ consists of “configuring or reconfiguring” his or her cognitive resources in order to modify his or her own activity so that it is more adapted to the lived situations and the training contexts.

The establishment of a global training system also contributes to the creation of a professional identity. The teacher training induction curriculum encourages the

development of the intellectual abilities and triggers the process of self-learning throughout life. The challenge is to implement a progressive elaboration of concrete devices and to emerge models of contextualized training, proposing ways to evaluate these devices in relation to local conditions. Strengthening the training and supporting the path of the trained teacher through different modes of remote support or tutoring or individualized help contributes to consolidate new learning and facilitate the transfer of knowledge in real situations.

Table 2 Categories of novice teachers and training pathways

Categories of novice teachers	Training pathways
The teacher has no professional experience (NO.EXP) did not receive initial pedagogical training (NO.PED) does not teach specialization discipline (NO.SPEC)	NO.EXP NO.PED NO.SPEC
The teacher does not have professional experience (NO.EXP) did not receive initial pedagogical training (NO.PED) teaches specialization discipline (SPEC)	NO.EXP NO.PED SPEC
The teacher has professional experience (one to three years) (EXP) did not receive initial pedagogical training (NO.PED) does not teach specialization discipline (NO.SPEC)	EXP NO.PED NO.SPEC
The teacher has no professional experience (NO.EXP) completed an initial pedagogical training (PED) does not teach specialization discipline (NO.SPEC)	NO.EXP PED NO.SPEC
The teacher has no professional experience (NO.EXP) completed an initial pedagogical training (PED) teaches specialization discipline (SPEC)	NO.EXP PED SPEC
The teacher has professional experience (one to three years) (EXP) did not receive initial pedagogical training (NO.PED) teaches specialization discipline (SPEC)	EXP NO.PED SPEC
The teacher has professional experience (one to three years) (EXP) completed an initial pedagogical training (PED) does not teach specialization discipline (NO.SPEC)	EXP PED NO.SPEC
The teacher has professional experience (one to three years) (EXP) completed an initial pedagogical training (PED) teaches specialization discipline (SPEC)	EXP PED SPEC

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9. The training pathways of the teacher training induction curriculum of all the categories of novice teachers

The theoretical framework and the field study yielded a teacher training induction curriculum covering 8 training pathways as such:

The professional activities revealed by the theoretical study to form the entries of the teacher training induction curriculum are five in number: “planning PLAN”, “methods METH”, “Professional relations: teaching and administrative staff PR. SCHL”, “Professional Relations - Learners PR.LRN”, “Assessment ASMT”. Both competencies leveraging technology for learning and lifelong learning or self-development, are considered transversal in this curriculum. They are an integral part of the modules of this curriculum, so technology is integrated into the teaching methods of trainers, and each training module systematically suggests resources and references for self-development.

It should be noted that the curriculum is built according to the TTCM architecture. It adopts, therefore, the principles of inclusion, child protection, gender equality and other cross-cutting themes of education.

Following is a description of the modules for each category of novice teacher. The curriculum is planned over 17 credits for the first year of practice. The credit covers approximately 5 hours of training. In order to complete their integration into the profession, novice teachers must complete the path corresponding to their respective profiles and then complete their training to arrive at the profile of “the teacher with professional experience (one to three years) (EXP), having followed initial pedagogical training (PED) and teaching his or her discipline of specialization (SPEC)”. Hence, all novice teachers must complete the 17 credits but each according to his or her corresponding pathway and stages for the first year of practice then continue the training of 17 credits at most during the second year of practice.

The teacher has no professional experience (NO.EXP) did not receive initial pedagogical training (NO.PED) does not teach specialization discipline (NO.SPEC)			
Professional Activity	Code	Description	# of credits
Planning PLAN	PLAN – NO.EXP	<ul style="list-style-type: none"> • Extract basic elements for efficient time management. • Discover available resources for effective planning. 	5 credits
	PLAN – NO.PED	<ul style="list-style-type: none"> • Design a session of the teaching unit • Prepare the annual distribution in accordance with the curriculum and with the textbook. • Use a checklist to develop the teaching unit. • Analyze planning specimens of educational sequences • Adapt resources according to the needs and levels of the learners. 	
	PLAN – NO.SPEC	<ul style="list-style-type: none"> • Study the vertical progression of the content of the academic discipline. 	
Methods METH	METH – NO.EXP	<ul style="list-style-type: none"> • Discern between didactic (frontal) teaching methods and active constructivist methods and the importance of each. • Extract indicators to distinguish between a teacher with frontal practice and a mediating teacher in teaching - learning situations. 	3 credits
	METH – NO.PED	<ul style="list-style-type: none"> • Identify learning style and multiple intelligences. • Deduct strengths and weaknesses of some teaching-learning techniques. 	
	METH – NO.SPEC	<ul style="list-style-type: none"> • Choose the most suitable method to learn a particular concept. 	
Professional Relations: Teaching and Administrative Staff PR.SCHL	PR.SCHL – NO.EXP	<ul style="list-style-type: none"> • Discover school rules (official texts governing relations - coordinator and teacher - administration). • Develop openness and acceptance of otherness in all its forms (inclusion, child protection, human rights, children's rights, cultures, gender equality, environments, contexts). 	3 credits
	PR.SCHL – NO.PED	<ul style="list-style-type: none"> • Study adult psychology • Deduct the importance of communication and the creation of a positive and secure climate. 	
	PR.SCHL – NO.SPEC	<ul style="list-style-type: none"> • Design a procedure to pool scientific information in order to build a communication with peers of the same discipline. 	
Professional Relations - Learners PR.LRN	PR.LRN – NO.EXP	<ul style="list-style-type: none"> • Develop the capacity to resolve conflicts. • Infer the importance of the class charter in collaboration between the teacher and the learner. • Infer the importance of body language, voice control and posture. 	3 credits
	PR.LRN – NO.PED	<ul style="list-style-type: none"> • Study the psychology of the child and the adolescent. • Deduct the importance of positive communication and its foundations. 	
	PR.LRN – NO.SPEC	<ul style="list-style-type: none"> • Possess techniques to reformulate scientific concepts with the same learning objective. 	
Assessment ASMT	ASMT – NO.EXP	<ul style="list-style-type: none"> • Develop the capacity to resolve conflicts. • Discover available resources in references, sites. 	3 credits
	ASMT – NO.PED	<ul style="list-style-type: none"> • Clear the definition of evaluation, its types, and the function of each. • Discover examples of summative tests. • Use a proofreading grid to judge whether it meets the required criteria. • Deduct types of questions and their respective characteristics. • Design a summative evaluation tool. 	
	ASMT – NO.SPEC	<ul style="list-style-type: none"> • Select exercises and reliable documents. 	

17 credits

The teacher has no professional experience (NO.EXP) did not receive initial pedagogical training (NO.PED) teaches specialization discipline (SPEC)			
Professional Activity	Code	Description	# of credits
Planning PLAN	PLAN – NO.EXP	<ul style="list-style-type: none"> Extract basic elements for efficient time management. Discover available resources for effective planning. 	5 credits
	PLAN – NO.PED	<ul style="list-style-type: none"> Design a session of the teaching unit. Prepare the annual distribution in accordance with the curriculum and with the textbook. Use a checklist to develop the teaching unit. Analyze planning specimens of educational sequences. Adapt resources according to the needs and levels of the learners. 	
	PLAN – SPEC	<ul style="list-style-type: none"> Develop the vertical/horizontal progression of the content of the academic/academic discipline. Prepare learning activity with progressive difficulty level for the same objective (content and product/results). 	
Methods METH	METH – NO.EXP	<ul style="list-style-type: none"> Discern between didactic (frontal) teaching methods and active constructivist methods and the importance of each. Extract indicators to distinguish between a teacher with frontal practice and a mediating teacher in teaching - learning situations. 	3 credits
	METH – NO.PED	<ul style="list-style-type: none"> Identify learning style and multiple intelligences. Deduct strengths and weaknesses of some teaching-learning techniques. 	
	METH – SPEC	<ul style="list-style-type: none"> Adapt the method according to the concepts of the academic/academic discipline. 	
Professional Relations: Teaching and Administrative Staff PR.SCHL	PR.SCHL – NO.EXP	<ul style="list-style-type: none"> Discover school rules (official texts governing relations - coordinator and teacher - administration). Develop openness and acceptance of otherness in all its forms (inclusion, child protection, human rights, children's rights, cultures, gender equality, environments, contexts). 	3 credits
	PR.SCHL – NO.PED	<ul style="list-style-type: none"> Deduct the importance of communication and the creation of a positive and secure climate. Study adult psychology. 	
	PR.SCHL – SPEC	<ul style="list-style-type: none"> Propose procedures for pooling experiences with colleagues and the coordinator (blog- google drive- social communication network) Propose strategies to build bridges with colleagues from other disciplines 	
Professional Relations - Learners PR.LRN	PR.LRN – NO.EXP	<ul style="list-style-type: none"> Develop the capacity to resolve conflicts. Infer the importance of the class charter in collaboration between the teacher and the learner. Infer the importance of body language, voice control and posture. 	3 credits
	PR.LRN – NO.PED	<ul style="list-style-type: none"> Study the psychology of the child and the adolescent. Deduct the importance of positive communication and its foundations. 	
	PR.LRN – SPEC	<ul style="list-style-type: none"> Prepare a discussion forum. Exchange digital resources on a specific topic to elucidate a concept through social networks. 	
Assessment ASMT	ASMT – NO.EXP	<ul style="list-style-type: none"> Extract the basic principles to prepare a test in the discipline. Discover available resources in references, sites. 	3 credits
	ASMT – NO.PED	<ul style="list-style-type: none"> Clear the definition of evaluation, its types, and the function of each. Discover examples of summative tests. Use a proofreading grid to judge whether it meets the required criteria. Deduct types of questions and their respective characteristics. Design a summative evaluation tool. 	
	ASMT – SPEC	<ul style="list-style-type: none"> Formulate progressive conceptual objectives. 	
			17 credits

The teacher has professional experience (one to three years) (EXP) did not receive initial pedagogical training (NO.PED) does not teach specialization discipline (NO.SPEC)			
Professional Activity	Code	Description	# of credits
Planning PLAN	PLAN – EXP	<ul style="list-style-type: none"> Adapt the design of a session according to the context - linking it to concrete examples. Adapt the design of a didactic unit according to the context - linking it to concrete examples. 	5 credits
	PLAN – NO.PED	<ul style="list-style-type: none"> Design a session of the teaching unit. Prepare the annual distribution in accordance with the curriculum and with the textbook. Use a checklist to develop the teaching unit. Analyze planning specimens of educational sequences. Adapt resources according to the needs and levels of the learners. 	
	PLAN – NO.SPEC	<ul style="list-style-type: none"> Study the vertical progression of the content of the academic discipline. 	
Methods METH	METH – EXP	<ul style="list-style-type: none"> Modify the methodology depending on the context. Adapt resources according to context and methodology. Reflect on professional practices. 	3 credits
	METH – NO.PED	<ul style="list-style-type: none"> Identify learning style and multiple intelligence. Deduct strengths and weaknesses of some teaching-learning techniques. 	
	METH – NO.SPEC	<ul style="list-style-type: none"> Choose the most suitable method to learn a particular concept. 	
Professional Relations: Teaching and Administrative Staff PR.SCHL	PR.SCHL – EXP	<ul style="list-style-type: none"> Design an educational situation promoting communication, listening and initiative skills. Construct a procedure for the circulation of information. 	3 credits
	PR.SCHL – NO.PED	<ul style="list-style-type: none"> Deduct the importance of communication and the creation of a positive and secure climate. Study adult psychology. 	
	PR.SCHL – NO.SPEC	<ul style="list-style-type: none"> Design a procedure to pool scientific information in order to build communication with peers of the same discipline. 	
Professional Relations - Learners PR.LRN	PR.LRN – EXP	<ul style="list-style-type: none"> Design preventive teaching activities that help to consolidate acceptance of the other, (inclusion, child protection, gender-equality). Steward group work and debates. Prepare activities to counter violence in school (develop procedures and treatment strategies). Simulate learning/teaching situations that require a diversified mastery of the body and the voice. 	3 credits
	PR.LRN – NO.PED	<ul style="list-style-type: none"> Study the psychology of the child and the adolescent. Deduct the importance of positive communication and its foundations. 	
	PR.LRN – NO.SPEC	<ul style="list-style-type: none"> Possess techniques to reformulate scientific concepts with the same learning objective. 	
Assessment ASMT	ASMT – EXP	<ul style="list-style-type: none"> Adapt the test to a specific context. Research and investigate evaluation documents (references, sites, ...) 	3 credits
	ASMT – NO.PED	<ul style="list-style-type: none"> Clear the definition of evaluation, its types, and the function of each. Discover examples of summative tests. Use a proofreading grid to judge whether it meets the required criteria. Deduct types of questions and their respective characteristics. Design a summative evaluation tool. 	
	ASMT – NO.SPEC	<ul style="list-style-type: none"> Select exercises and reliable documents. 	
			17 credits

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The teacher has no professional experience (NO.EXP) completed an initial pedagogical training (PED) does not teach specialization discipline (NO.SPEC)			
Professional Activity	Code	Description	# of credits
Planning PLAN	PLAN – NO.EXP	<ul style="list-style-type: none"> Extract basic elements for efficient time management. Discover available resources for effective planning. 	5 credits
	PLAN – PED	<ul style="list-style-type: none"> Adapt a lesson according to the different levels of learners. Develop a verification grid to develop the unit. Design a didactic unit according to the TTCM. 	
	PLAN – NO.SPEC	<ul style="list-style-type: none"> Study the vertical progression of the content of the academic discipline. 	
Methods METH	METH – NO.EXP	<ul style="list-style-type: none"> Discern between didactic (frontal) teaching methods and active constructivist methods and the importance of each. Extract indicators to distinguish between a teacher with frontal practice and a mediating teacher in teaching - learning situations. 	3 credits
	METH – PED	<ul style="list-style-type: none"> Conduct a research project to study the impact of a method and improve it by drawing on its results (learn by the project). Adapt the method according to the different levels of learners. Select the most appropriate method for the targeted skill. Align resources according to the approved method. 	
	METH – NO.SPEC	<ul style="list-style-type: none"> Choose the most suitable method to learn a particular concept. 	
Professional Relations: Teaching and Administrative Staff PR.SCHL	PR.SCHL – NO.EXP	<ul style="list-style-type: none"> Discover school rules (official texts governing relations - coordinator and teacher - administration). Develop openness and acceptance of otherness in all its forms (inclusion, child protection, human rights, children's rights, cultures, gender equality, environments, contexts). 	3 credits
	PR.SCHL – PED	<ul style="list-style-type: none"> Design a cooperative educational project promoting communication between staff from the same institution (administration, teaching staff, parents of students, civil society). Make class observations among peers in order to exchange and pool practices. 	
	PR.SCHL – NO.SPEC	<ul style="list-style-type: none"> Design a procedure to pool scientific information in order to build communication with peers of the same discipline. 	
Professional Relations - Learners PR.LRN	PR.LRN – NO.EXP	<ul style="list-style-type: none"> Develop the capacity to resolve conflicts. Infer the importance of the class charter in collaboration between the teacher and the learners. Infer the importance of body language, voice control and posture. 	3 credits
	PR.LRN – PED	<ul style="list-style-type: none"> Formulate the instructions in different forms so as to take into consideration the multiple intelligences of the learners (image, oral, written, kinesic) and their respective levels. Acquire leadership and entrepreneurial skills. Propose solutions to real educational problems through case studies. 	
	PR.LRN – NO.SPEC	<ul style="list-style-type: none"> Possess techniques to reformulate scientific concepts with the same learning objective 	
Assessment ASMT	ASMT – NO.EXP	<ul style="list-style-type: none"> Extract the basic principles to prepare a test in the discipline. Discover resources available in references, sites, ... 	3 credits
	ASMT – PED	<ul style="list-style-type: none"> Design a test example that is reliable and consistent with the principles of evaluation. Vary assessment tools according to the needs of learners. Design and develop a criteria grid for a summative evaluation tool. Formulate a learning objective. Formulate a unique instruction. Prepare a formative evaluation specimen, analysis of the results in order to develop remediation activities. 	
	ASMT – NO.SPEC	<ul style="list-style-type: none"> Select exercises and reliable documents. 	
			17 credits

The teacher has no professional experience (NO.EXP) completed an initial pedagogical training (PED) teaches specialization discipline (SPEC)			
Professional Activity	Code	Description	# of credits
Planning PLAN	PLAN – NO.EXP	<ul style="list-style-type: none"> Extract basic elements for efficient time management. Discover available resources for effective planning. 	5 credits
	PLAN – PED	<ul style="list-style-type: none"> Adapt a lesson according to the different levels of learners Develop a verification grid to develop the unit. Design a didactic unit according to the TTCM. 	
	PLAN – SPEC	<ul style="list-style-type: none"> Develop the vertical/horizontal progression of the content of the academic/ academic discipline. Prepare learning activity with progressive difficulty level for the same objective (content and product/results). 	
Methods METH	METH – NO.EXP	<ul style="list-style-type: none"> Discern between didactic (frontal) teaching methods and active constructivist methods and the importance of each. Extract indicators to distinguish between a teacher with frontal practice and a mediating teacher in teaching - learning situations. 	3 credits
	METH – PED	<ul style="list-style-type: none"> Conduct a research project to study the impact of a method and improve it by drawing on its results (learn by the project). Adapt the method according to the different levels of learners. Select the most appropriate method for the targeted skill. Align resources according to the approved method. 	
	METH – SPEC	<ul style="list-style-type: none"> Adapt the method according to the concepts of the academic/academic discipline. 	
Professional Relations: Teaching and Administrative Staff PR.SCHL	PR.SCHL – NO.EXP	<ul style="list-style-type: none"> Discover school rules (official texts governing relations - coordinator and teacher - administration). Develop openness and acceptance of otherness in all its forms (inclusion, child protection, human rights, children's rights, cultures, gender equality, environments, contexts). 	3 credits
	PR.SCHL – PED	<ul style="list-style-type: none"> Design a cooperative educational project promoting communication between staff from the same institution (administration, teaching staff, parents of students, civil society). Make class observations among peers in order to exchange and pool practices. 	
	PR.SCHL – SPEC	<ul style="list-style-type: none"> Propose procedures for pooling experiences with colleagues and the coordinator (blog- google drive- social communication network). Propose strategies to build bridges with colleagues from other disciplines. 	
Professional Relations - Learners PR.LRN	PR.LRN – NO.EXP	<ul style="list-style-type: none"> Develop the capacity to resolve conflicts. Infer the importance of the class charter in collaboration between the teacher and the learners. Infer the importance of body language, voice control and posture. 	3 credits
	PR.LRN – PED	<ul style="list-style-type: none"> Formulate the instructions in different forms so as to take into consideration the multiple intelligences of the learners (image, oral, written, kinesic) and their respective levels. Acquire leadership and entrepreneurial skills. Propose solutions to real educational problems through case studies. 	
	PR.LRN – SPEC	<ul style="list-style-type: none"> Prepare a discussion forum. Exchange digital resources on a specific topic to elucidate a concept through social networks. 	
Assessment ASMT	ASMT – NO.EXP	<ul style="list-style-type: none"> Extract the basic principles to prepare a test in the discipline. Discover resources available in references, sites, ... 	3 credits
	ASMT – PED	<ul style="list-style-type: none"> Design a test example that is reliable and consistent with the principles of evaluation. Vary assessment tools according to the needs of learners. Design and develop a criteria grid for a summative evaluation tool. Formulate a learning objective. Formulate a unique instruction. Prepare a formative evaluation specimen, analysis of the results in order to develop remediation activities. 	
	ASMT – SPEC	<ul style="list-style-type: none"> Formulate progressive conceptual objectives. 	

17 credits

The teacher has professional experience (one to three years) (EXP) did not receive initial pedagogical training (NO.PED) teaches specialization discipline (SPEC)			
Professional Activity	Code	Description	# of credits
Planning PLAN	PLAN – EXP	<ul style="list-style-type: none"> Adapt the design of a session according to the context - linking it to concrete examples. Adapt the design of a didactic unit according to the context - linking it to concrete examples. 	5 credits
	PLAN – NO.PED	<ul style="list-style-type: none"> Design a session of the teaching unit. Prepare the annual distribution in accordance with the curriculum and with the textbook. Use a checklist to develop the teaching unit. Analyze planning specimens of educational sequences. Adapt resources according to the needs and levels of the learners. 	
	PLAN – SPEC	<ul style="list-style-type: none"> Develop the vertical/horizontal progression of the content of the academic/academic discipline. Prepare learning activity with progressive difficulty level for the same objective (content and product/results). 	
Methods METH	METH – EXP	<ul style="list-style-type: none"> Modify the methodology depending on the context. Adapt resources according to context and methodology. Reflect on professional practices. 	3 credits
	METH – NO.PED	<ul style="list-style-type: none"> Identify learning style and multiple intelligences. Deduct strengths and weaknesses of some teaching-learning techniques. 	
	METH – SPEC	<ul style="list-style-type: none"> Adapt the method according to the concepts of the academic/academic discipline. 	
Professional Relations: Teaching and Administrative Staff PR.SCHL	PR.SCHL – EXP	<ul style="list-style-type: none"> Design an educational situation promoting communication, listening and initiative skills. Construct a procedure for the circulation of information. 	3 credits
	PR.SCHL – NO. PED	<ul style="list-style-type: none"> Deduct the importance of communication and the creation of a positive and secure climate. Study adult psychology. 	
	PR.SCHL – SPEC	<ul style="list-style-type: none"> Propose procedures for pooling experiences with colleagues and the coordinator (blog- google drive- social communication network). Propose strategies to build bridges with colleagues from other disciplines. 	
Professional Relations - Learners PR.LRN	PR.LRN – EXP	<ul style="list-style-type: none"> Design preventive teaching activities that help to consolidate acceptance of the other, (inclusion, child protection, gender-equality). Steward group work and debates. Prepare activities to counter violence in school (develop procedures and treatment strategies). Simulate learning/teaching situations that require a diversified mastery of the body and the voice. 	3 credits
	PR.LRN – NO. PED	<ul style="list-style-type: none"> Simulate learning/teaching situations that require a diversified mastery of the body and the voice. Deduct the importance of positive communication and its foundations. 	
	PR.LRN – SPEC	<ul style="list-style-type: none"> Prepare a discussion forum. Exchange digital resources on a specific topic to elucidate a concept through social networks. 	
Assessment ASMT	ASMT – EXP	<ul style="list-style-type: none"> Adapt the test to a specific context. Research and investigate evaluation documents (references, sites, ...). 	3 credits
	ASMT – NO. PED	<ul style="list-style-type: none"> Clear the definition of evaluation, its types, and the function of each. Discover examples of summative tests. Use a proofreading grid to judge whether it meets the required criteria. Deduct types of questions and their respective characteristics. Design a summative evaluation tool. 	
	ASMT – SPEC	<ul style="list-style-type: none"> Formulate progressive conceptual objectives. 	
			17 credits

The teacher has professional experience (one to three years) (EXP) completed an initial pedagogical training (PED) does not teach specialization discipline (NO.SPEC)			
Professional Activity	Code	Description	# of credits
Planning PLAN	PLAN – EXP	<ul style="list-style-type: none"> Adapt the design of a session according to the context - linking it to concrete examples. Adapt the design of a didactic unit according to the context - linking it to concrete examples. 	5 credits
	PLAN – PED	<ul style="list-style-type: none"> Adapt a lesson according to the different levels of learners. Develop a verification grid to develop the unit. Design a didactic unit according to the TTCM. 	
	PLAN – NO. SPEC	<ul style="list-style-type: none"> Study the vertical progression of the content of the academic discipline. 	
Methods METH	METH – EXP	<ul style="list-style-type: none"> Modify the methodology depending on the context. Adapt resources according to context and methodology. Reflect professional practices. 	3 credits
	METH – PED	<ul style="list-style-type: none"> Conduct a research project to study the impact of a method and improve it by drawing on its results (learn by the project). Adapt the method according to the different levels of learners. Select the most appropriate method for the targeted skill. Align resources according to the approved method. 	
	METH – NO. SPEC	<ul style="list-style-type: none"> Choose the most suitable method to learn a particular concept. 	
Professional Relations: Teaching and Administrative Staff PR.SCHL	PR.SCHL – EXP	<ul style="list-style-type: none"> Design an educational situation promoting communication, listening and initiative skills. Construct a procedure for the circulation of information. 	3 credits
	PR.SCHL – PED	<ul style="list-style-type: none"> Design a cooperative educational project promoting communication between staff from the same institution (administration, teaching staff, parents of students, civil society). Make class observations among peers in order to exchange and pool practices. 	
	PR.SCHL – NO. SPEC	<ul style="list-style-type: none"> Design a procedure to pool scientific information in order to build communication with peers of the same discipline. 	
Professional Relations - Learners PR.LRN	PR.LRN – EXP	<ul style="list-style-type: none"> Design preventive teaching activities that help to consolidate acceptance of the other, (inclusion, child protection, gender-equality). Steward group work and debates. Prepare activities to counter violence in school (develop procedures and treatment strategies). Simulate learning/teaching situations that require a diversified mastery of the body and the voice. 	3 credits
	PR.LRN – PED	<ul style="list-style-type: none"> Formulate the instructions in different forms so as to take into consideration the multiple intelligences of the learners (image, oral, written, kinesic) and their respective levels. Acquire leadership and entrepreneurial skills. Propose solutions to real educational problems through case studies. 	
	PR.LRN – NO. SPEC	<ul style="list-style-type: none"> Possess techniques to reformulate scientific concepts with the same learning objective. 	
Assessment ASMT	ASMT – EXP	<ul style="list-style-type: none"> Adapt the test to a specific context. Research and investigate evaluation documents (references, sites, ...). 	3 credits
	ASMT – PED	<ul style="list-style-type: none"> Design a test example that is reliable and consistent with the principles of evaluation. Vary assessment tools according to the needs of learners. Design and develop a criteria grid for a summative evaluation tool. Formulate a learning objective. Formulate a unique instruction Prepare a formative evaluation specimen, analysis of the results in order to develop remediation activities. 	
	ASMT – NO. SPEC	<ul style="list-style-type: none"> Select exercises and reliable documents. 	

17 credits

The teacher has professional experience (one to three years) (EXP) completed an initial pedagogical training (PED) teaches specialization discipline (SPEC)			
Professional Activity	Code	Description	# of credits
Planning PLAN	PLAN – EXP	<ul style="list-style-type: none"> Adapt the design of a session according to the context - linking it to concrete examples. Adapt the design of a didactic unit according to the context - linking it to concrete examples. 	5 credits
	PLAN – PED	<ul style="list-style-type: none"> Adapt a lesson according to the different levels of learners Develop a verification grid to develop the unit. Design a didactic unit according to the TTCM. 	
	PLAN – SPEC	<ul style="list-style-type: none"> Develop the vertical/horizontal progression of the content of the academic/academic discipline. Prepare learning activity with progressive difficulty level for the same objective (content and product/results). 	
Methods METH	METH – EXP	<ul style="list-style-type: none"> Modify the methodology depending on the context. Adapt resources according to context and methodology. Reflecti professional practices. 	3 credits
	METH – PED	<ul style="list-style-type: none"> Conduct a research project to study the impact of a method and improve it by drawing on its results (learn by the project). Adapt the method according to the different levels of learners. Select the most appropriate method for the targeted skill. Align resources according to the approved method. 	
	METH – SPEC	<ul style="list-style-type: none"> Adapt the method according to the concepts of the academic/academic discipline. 	
Professional Relations: Teaching and Administrative Staff PR.SCHL	PR.SCHL – EXP	<ul style="list-style-type: none"> Design an educational situation promoting communication, listening and initiative skills. Construct a procedure for the circulation of information. 	3 credits
	PR.SCHL – PED	<ul style="list-style-type: none"> Design a cooperative educational project promoting communication between staff from the same institution (administration, teaching staff, parents of students, civil society). Make class observations among peers in order to exchange and pool practices. 	
	PR.SCHL – SPEC	<ul style="list-style-type: none"> Propose procedures for pooling experiences with colleagues and the coordinator (blog- google drive- social communication network). Propose strategies for building bridges with colleagues from other disciplines. 	
Professional Relations - Learners PR.LRN	PR.LRN – EXP	<ul style="list-style-type: none"> Design preventive teaching activities that help to consolidate acceptance of the other, (inclusion, child protection, gender-equality). Steward group work and debates. Prepare activities to counter violence in school (develop procedures and treatment strategies). Simulate learning/teaching situations that require a diversified mastery of the body and the voice. 	3 credits
	PR.LRN – PED	<ul style="list-style-type: none"> Formulate the instructions in different forms so as to take into consideration the multiple intelligences of the learners (image, oral, written, kinesthetic) and their respective levels. Acquire leadership and entrepreneurial skills. Propose solutions to real educational problems through case studies. 	
	PR.LRN – SPEC	<ul style="list-style-type: none"> Prepare a discussion forum. Exchange digital resources on a specific topic to elucidate a concept through social networks. 	
Assessment ASMT	ASMT – EXP	<ul style="list-style-type: none"> Adapt the test to a specific context. Research and investigate evaluation documents (references, sites, ...). 	3 credits
	ASMT – PED	<ul style="list-style-type: none"> Design a test example that is reliable and consistent with the principles of evaluation. Vary assessment tools according to the needs of learners. Design and develop a criteria grid for a summative evaluation tool. Formulate a learning objective. Formulate a unique instruction. Prepare a formative evaluation specimen, analysis of the results in order to develop remediation activities. 	
	ASMT – SPEC	<ul style="list-style-type: none"> Formulate progressive conceptual objectives. 	

17 credits

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Teaching with Technology (Training Module)

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Active literacy Across Content: A Content and Language Integrated Learning Approach (Training Module)

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- Lina El Masri
- Maha Hijazi
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Differentiated Instruction to Enhance Learning (Training Module)

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Unit Plan (Training Module)

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Inclusion: MTSS Policy & Implementation (Training Module)

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Inclusion: Multi-tier System of Support Screening Tools and Decision Making (Training Module)

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- Sabine Karam
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- Samer Seifeddine
- Samia El Khoury
- Tassama Saleh

Differentiated Instruction to Enhance Learning for Preschoolers (3-5 y old) (Training Module)

Coordinating expert:

- Tassoula Bassous

Differentiated Instruction to Enhance Learning (6-14 years old) (Training Module)

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Child Protection (Training Module)

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- Inas Amhaz
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Support work group:

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Kolibri (Training Module)

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- Rana Bou Gharios
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The Work Team

Teacher Training Induction Curriculum

1) The teacher has no professional experience, did not receive initial pedagogical training, does not teach specialization discipline

a) Planning

Coordinating expert:

- Nada Gergess

Main work group:

- Abir Bechara
- Ilda Mazraany
- Mary Sassounian
- Salma Daou
- Wael Kazan
- Wafaa El Kady

b) Methods

Coordinating expert:

- Nada Gergess

Main work group:

- Pierre Malek
- Salma Daou
- Wael Kazan
- Wafaa El Kady

c) Professional Relations: Teaching and Administrative Staff

Coordinating expert:

- Nada Gergess

Main work group:

- Abir Bechara
- Fatima Fadlallah
- Nisrine Tarchichi
- Wafaa El Kady

d) Professional Relation: Learners

Coordinating expert:

- Nada Gergess

Main work group:

- Abir Bechara
- Fatima Fadlallah
- Nisrine Tarchichi
- Salma Daou
- Wael Kazan
- Wafaa El Kady

e) Assessment

Coordinating expert:

- Nada Gergess

Main work group:

- Abir Bechara
- Fadia Hammoud
- Ilda Mazraany
- Salma Daou
- Wael Kazan
- Wafaa El Kady

2) The teacher has professional experience (one to three years), completed an initial pedagogical training, teaches specialization discipline

a) Planning

Coordinating expert:

- Nada Gergess

Main work group:

- Carla Chedid
- Mary Sassounian
- Rita Saadeh

b) Methods

Coordinating expert:

- Nada Gergess

Main work group:

- Nabila Ezz El Din
- Sabine Karam

c) Professional Relations: Teaching and Administrative Staff

Coordinating expert:

- Nada Gergess

Main work group:

- Abir Bechara
- Fatima Fadlallah
- Nisrine Tarchichi
- Wafaa El Kady

d) Professional Relation: Learners

Coordinating expert:

- Nada Gergess

Main work group:

- Nada Gergess
- Main work group:
- Abir Bechara
- Nabila Ezz El Din
- Rita Saadeh
- Sabine Karam

e) Assessment

Coordinating expert:

- Nada Gergess

Main work group:

- Imane Hnaineh
- Rita Saadeh

Developmental Checklists

Coordinating expert:

- Samar Ahmadiéh

Main work group:

- Psycho-motor Skills:
Carla Chedid
- Language Development and
Literacy Skills: Samar Haidar
and Pascale El Rami
- Cognitive Skills: Rola Balaa and
Carla Chedid
- Social Emotional
Development: Rola Balaa and
Lama Bendak

Disorders Screening Checklists

Coordinating expert:

- Samar Ahmadiéh

Main work group:

- Motor Coordination Skills/
Visual Constructive Praxia/
Handwriting Skills: Carla
Chedid
- Communications Skills/ Arabic
Vernacular Spoken Language/
Reading skills/ Writing and
written expression skills:
Samar Haidar and Pascale El
Ramy
- Attention Skills/ Logical
Thinking and Mathematical
Skills: Rola Balaa

Disorders Screening Checklists and IEP

Coordinating expert:

- Samar Ahmadiéh

Main work group:

- Visual and Hearing
impairment: Pascale El Ramy
- IEP: Pascale El Ramy and Carla
Chedid

Achievement checklists

Coordinating expert:

- Samar Ahmadiéh

Main work group:

- Arabic Language:
Amale Tanana
- French Language:
Hala Fayad
- English Language:
Najwa Jreidini
- Mathematics:
Samer Seifeddine

Assessment of CRDP Training Centers

Coordinating expert:

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Main work group:

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Faculties of Pedagogy in Lebanon - An Exploratory Review

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The TTCM Adult Learning Theoretical Framework

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TTCM Assessment Framework Theoretical Background and Practical Implementation

Coordinating expert:

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Trainer Training Induction Curriculum – Module 1

Coordinating expert:

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Trainer Training Induction Curriculum – Module 2

Coordinating expert:

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Trainer Training Induction Curriculum – Module 3

Coordinating expert:

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Trainer Training Induction Curriculum – Module 4

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Trainer Training Induction Curriculum – Module 5 (Rubrics)

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Trainer Survey

Coordinating expert:

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CFJ – Theoretical Framework

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Digitizing the Lebanese Curriculum

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