

Quality of Continuing Education: a Quebec Example in Teacher Education

**Université de Sherbrooke
Sherbrooke,
Quebec, Canada**



**Colette Deaudelin, Professor
Dean of the Faculty of Education**

**Julie Desjardins, Professor
Associate Dean, Academics, Faculty of Education**

**André Beauchesne, Professor
Associate Vice-Principal, Academics**


**Université de Sherbrooke
Sherbrooke
Quebec, Canada**

Colette.Deaudelin@USherbrooke.ca



Context

- Quality shift in higher education
 - Choices made at institutional level
- Quality and pertinence
 - The case of continuing education of primary and secondary school teachers in Quebec



**An example:
Inservice training
in Quebec
(Canada)**

Context

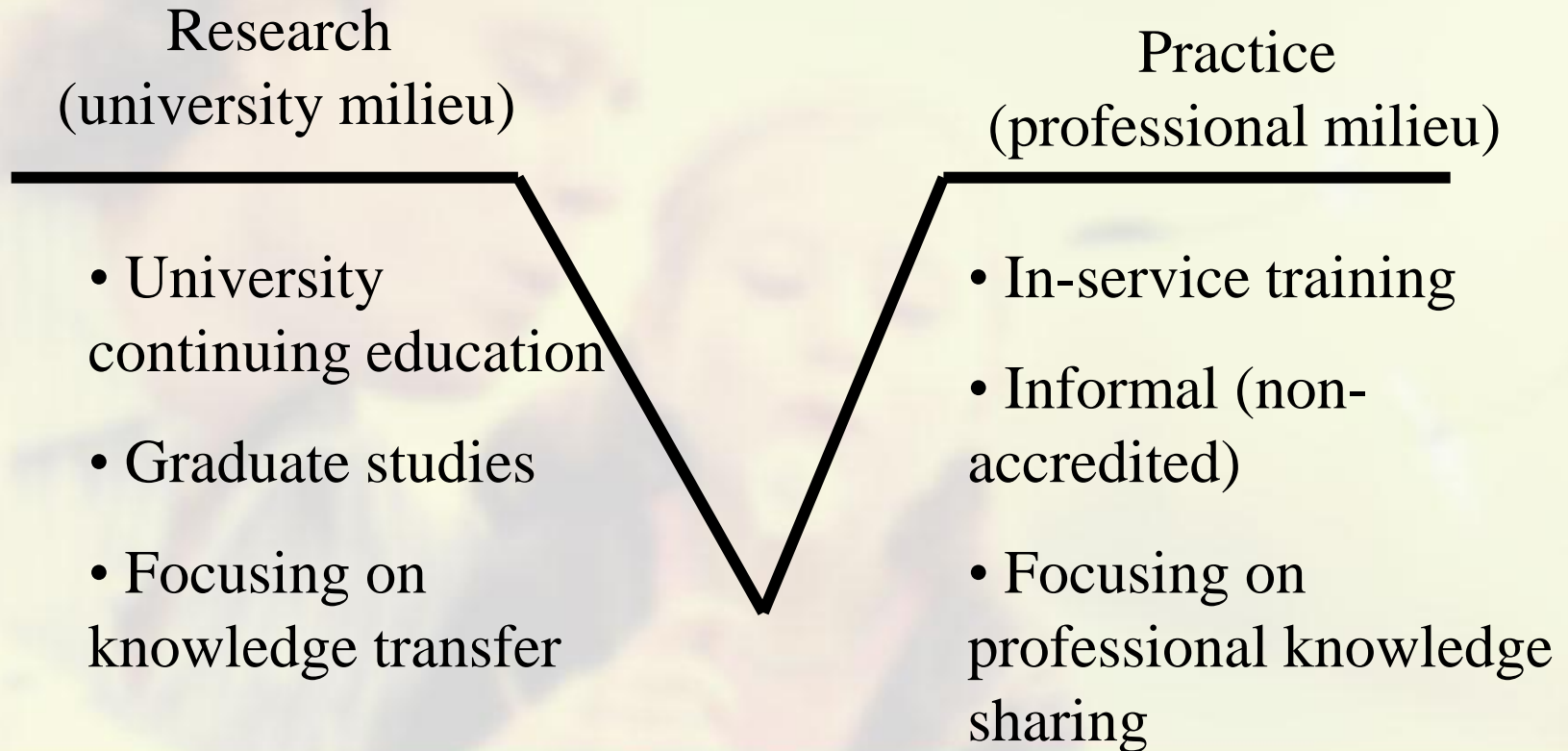
- Teacher education in Canada: a province concern
- Recent reform of primary and secondary education led to changes in pre-service teacher education programs based on a profile of competencies
- Reaffirmation of the importance of teacher professional development throughout the career
 - Teacher commitment
 - Linked with research



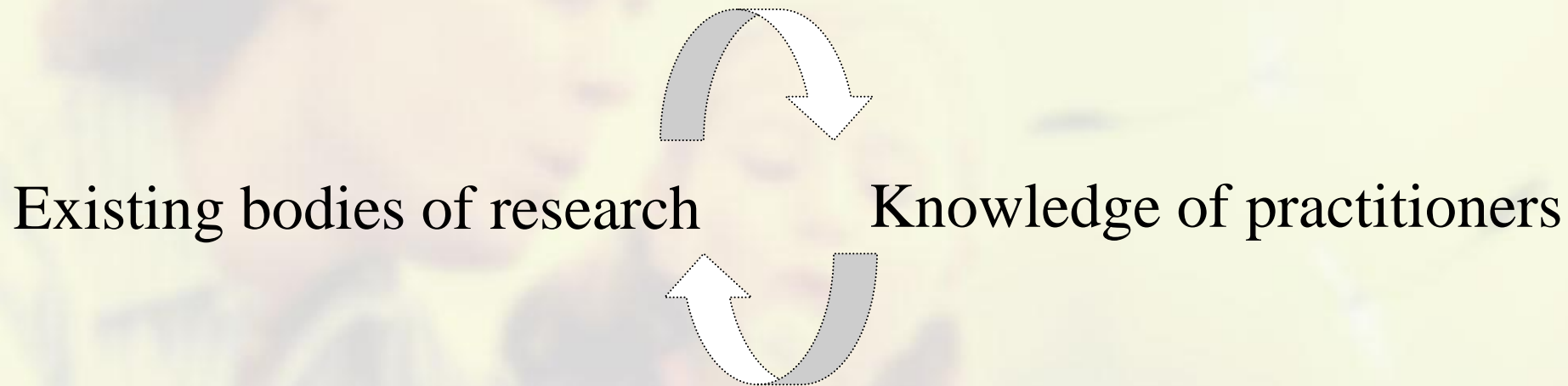
Problem

- A decline in numbers of in-service teachers who attend university programs, for university continuing education seems irrelevant for those who register in it
- A gap between professional knowledge-based in-service training in the workplace, and research-based university continuing education
- A decrease in government funding: 30% since 2006

The problem seen as a research-practice gap



Linking research and practice



Heid *et al.* (2006)

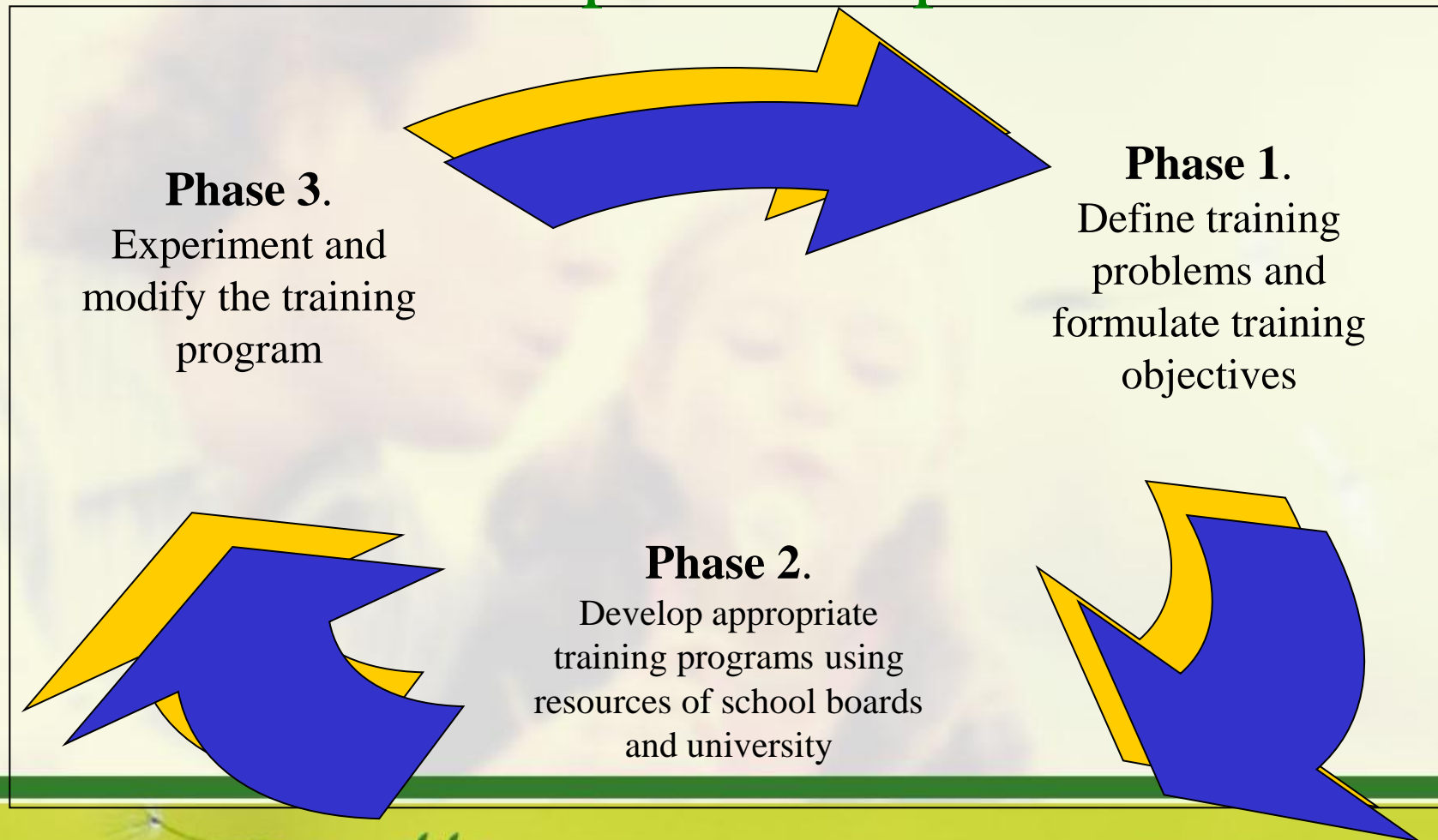
University – professional milieu gap



A government solution

- A major funding program aimed at the conception, deployment, and assessment of structuring university continuing education programs in partnership with primary and secondary schools

Partnership in three phases



Pedagogical perspective: Program characteristics

(based on Garet *et al.*, 2001)

- Core features
 - Learning objectives (Pedagogical content knowledge)
 - Learning strategies
 - Observing and being observed
 - Planning classroom implementation
 - Reviewing student work
 - Presenting, reading, and writing

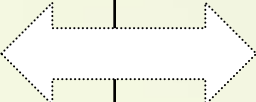
Pedagogical perspective: Program characteristics

(based on Garet *et al.*, 2001)

- Structural features
 - Type of activity: in the workplace, during schooltime, with peers of the same school, same level, same subject matter
 - Duration and pace (longer is the training, better are the results)

Organisational perspective: Partnership at three levels

- **MACRO:** Institutional level
- **MESO:** Organisational level
- **MICRO:** Individual or group level

	University milieu		Professional milieu
Macro	<p>University leaders</p> <p>Policy of continuing education that allows all the flexibility required</p>		<p>Ministry of Education leaders</p> <p>Program sustaining the development of continuing education programs</p>
Meso	<p>Faculty leaders and professors</p> <p>Policy and regulation allowing to adequately recognize continuing education in the school environment</p> <p>Need for coordination</p>		<p>School and school board leaders</p> <p>Identification of teacher education targets</p> <p>Support for the school team by adjusting working time</p>
Micro	<p>Professor-researcher</p> <p>Openness to professional knowledge and expertise in teacher education</p>		<p>Professional practitioners</p> <p>Openness to research-based teacher education</p>

Organisational perspective: challenges linked to government program

MACRO: Institutional level

MESO: Organisational level
coordination of projects

MICRO: Individual or group level
shift in perspective from research
to continuing education projects

Organisational perspective: the inevitable question of funding

- Non - accredited, punctual, and informal training:
 - 3 000 \$/ 3 days/15 teachers (school board charge)
- Accredited university continuing education:
 - school board pays tuition fees for teachers-students (150\$/person/1 credit-3 days) = 2 250\$
 - Training is funded by university in a research-based program
 - Support and coaching provided by school board and university

To conclude ...

- Challenge of
 - Quality
 - Pertinence
 - Funding
- The answer: partnership at three levels

References

Comité des études de l'ADÉREQ (2005). La formation continue du personnel enseignant: état de la situation, enjeux et perspectives de solution. Québec: Association des doyens et des directeurs pour l'enseignement et la recherche en éducation au Québec.

Garet, M.S., Porter, A.C. , Desimone, L., Birman, B. F., Kwang Suk Yoon (2001). Professional Development Effective? Results From a National Sample of Teachers. *American Educational Research Journal*, 38(4), 915-945

Heid, K. et al. (2006). The challenge of linking research and practice. *Journal for Research in Mathematics Education*, 37(2), 76-86.

Hemsley-Brown, J. V. E. & Sharp, C. (2003). The use of research to improve professional practice: A systematic review of literature. *Oxford Review of Education*, 29(4), 449-471.



La Faculté d'éducation

Faire *jaillir*
l'étincelle

Comments ?
Questions ?

 UNIVERSITÉ DE
SHERBROOKE

www.USherbrooke.ca/education