



Teacher development:

Building cooperative structures and professional learning communities

International symposium "Linking
Health, Equity and Sustainability in
Schools"



Speakers

1. Edith Flaschberger, Ludwig Boltzmann Institute Health Promotion Research, Austria
2. Palo Almond, University of Southampton, UK
3. Patricia Mannix McNamara, University of Limerick, Ireland
4. Didier Jourdan, University Blaise Pascal in Clermont-Ferrand, France



Discussion

Two parts:

- The first will be focused on the presentations
- The second will be open to broader topics especially professional development and professional learning communities



Professional development

- “The sum total of formal and informal learning experiences throughout one's career from preservice teacher education to retirement”
Fullan, 1991
- Trust in teachers and their contribution to the development of their capacity to undertake health promotion and health education activity is an underlying principle for professional development.

Workshop : Health Education And Health Promotion In Teacher Education: State Of The Art And Perspectives

- Monday 12 July: 14:30-16:00
- This symposium aims to bring together researchers who focus on health education and health promotion in teacher education and to discuss the most recent and relevant results pertaining to this field.



20TH IUHPE WORLD CONFERENCE ON
HEALTH PROMOTION
10-15 JULY 2010 | GENEVA | SWITZERLAND

Workshop : Health Education And Health Promotion In Teacher Education: State Of The Art And Perspectives

- This symposium is closely linked to a wider project.
- The expected result is to launch a discussion about the framework for studying teacher education in health promotion and health education in an international research group.

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Workshop : Health Education And Health Promotion In Teacher Education: State Of The Art And Perspectives

Facilitators:

- D. Jourdan Professor IUFM University Blaise Pascal, Chamalières, France
- C. Vince Whitman Senior Vice President Health and Human Development Division Newton, MA, USA

Speakers:

- L. Kannas Professor University of Jyväskylä, Finland
- J. Byrne Lecturer University of Southampton, UK
- E. Flaschberger Junior Researcher Ludwig Boltzmann Institute Health Promotion Research, Vienna, Austria
- P. Mannix Mc Namara Senior Lecturer University of Limerick, Ireland



Lack of cooperative structures – a possible barrier to school health promotion

Edith Flaschberger, Martina Nitsch, Karin Waldherr

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Vienna, Austria



Overview

- introduction (background, research question)
- study on pilot training course for school health promotion in Austria (background, study results, conclusions)
- discussion



School health promotion – The emergence of the health-promoting school approach

- Ottawa Charta (WHO 1986) → setting approach
- single interventions for specific aspects of health
 - change of individual behaviour
-
- holistic approach (*health-promoting school approach/ whole-school approach*)
 - change of settings/ organisational change



Knowledge Base

- teachers as *change agents* (cf. Jourdan et al., 2008)
- identified barriers to implementation for school-based interventions:
 - inadequate provision of training for the implementers
 - incongruence of programme and organisational needs (cf. Greenberg et al., 2005)
- teacher education/ training
- lack of knowledge regarding teacher education/ training for comprehensive approaches



Objective

- What kind of teacher education/ training is needed to support the implementation of the holistic health-promoting school approach?



Teacher education/ training for health promotion in Austria

- integration of health promotion (HP)/ health education (HE) in initial teacher education and in-service training to varying degrees
- regional differences, differences in regards to school type
- pilot training course (2008/09)
 - part of national strategy project “Gesunde Schule“ (“Healthy School“)
 - Austrian Federal Ministry for Education, the Arts and Culture; Austrian Federal Ministry for Health; Main Organisation of the Social Security Institutions
 - scientific support: Ludwig Boltzmann Institute Health Promotion Research



Pilot training course – basic facts

- small-scale training course as pilot (ECTS = 1.5)
- November 2008 - February 2009
- following the health-promoting school approach
- quality management and school development
- participants: 1 school head and 1 teacher per school
- 21 schools from all over Austria



Pilot training course – phases

11/08	phase of attendance (seminar)
11/08	cooperative e-learning-phase
11/08 – 02/09	implementation phase (e-platform and external service providers)
02/09	phase of attendance (feedback seminar)



Milestones of implementation phase

- **health promotion team**
- **„health conference“**
 - introducing HP to all school members
- **self-evaluation** on status quo
 - guided by a self-evaluation tool
- **plan** on main goals and measures
 - HP implementation plan



Method and central theme

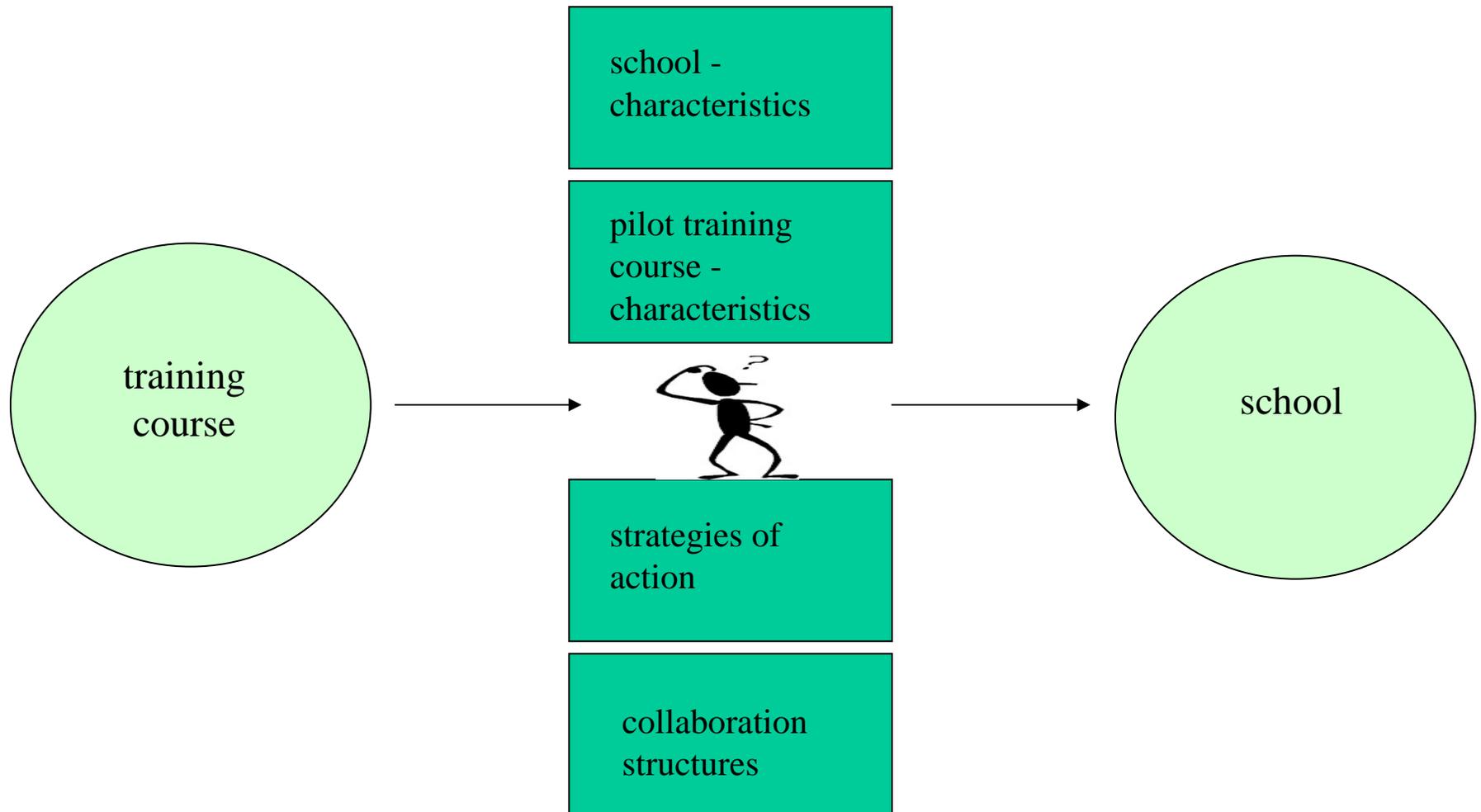
- **3 focus groups** in feedback seminar
- recorded and transcribed → analysis

- **coding method for thematic analysis** following Froschauer & Lueger (2003)

- central result: **compatibility/ incompatibility** between pilot training course and school setting:
- (lack) of sustainability
 - add-in/ add-on
 - (lack of) motivation/ commitment
- **overstrain/ pressure**



Compatibility/ incompatibility between pilot training course and school setting is associated with...





Results 1: School – characteristics

- size of school
- staff turnover
- (lack of) preexisting knowledge/ experiences
- (missing) structures und processes
- (lack of) motivation and commitment
- competing projects and demands
- way of decision-making regarding training course



Results 2: Pilot training course – characteristics

- pace of implementation
- too much paperwork
- use of management tools
- (lack of) clarity in concept and realization
- (lack of) support from higher authorities
- (lack of) exchange between schools



Results 3: Strategies of action in the project

- adaptation of concept of training course
- (in-)voluntary collaboration/ work in spare time

“There are very dedicated colleagues, but they are not working on one project, they are working on five. However, because they are reliable and working well, they get yet another project. And I know that they are the first to say: It’s enough.” (FG 2, 195)



Results 4: Collaboration structures in the project

- teamwork versus solitary activists
- role of the school head
- (lack of) involvement of parents
- cooperation with external service providers

“It is crucial to see how much the team can carry it somehow, so that it becomes perceptible, tangible and a real attitude of the school.” (FG 3, 112)



Conclusions I

- Effective internal and external collaboration structures are crucial for the compatibility between training course and school setting as well as for the implementation of the HPS concept.
- Teacher training for comprehensive health promotion can possibly increase its sustainability by focusing on collaboration issues.



Conclusions II

„ingredients“ for HPS approach:

- knowledge about health topics
- AND competences for coordination
 - planning, management, leadership, evaluation
(cf. Deschesnes et al., 2003)
 - collaboration

→ How can those competences necessary for the HPS approach be conveyed?



Traditional teacher training

- seminar, workshops
 - problem: individual teacher - difficulties in integrating acquired knowledge and skills in own school

- school-based training for faculty
 - problem: no or hardly any focus on collective learning

(cf. Maeroff, 1993; Hargreaves, 2000)



Teacher collaboration

- Study results indicate that teacher collaboration is scarce and difficult to sustain (cf. Sawyer & Rimm-Kaufman, 2007).
- If teacher collaboration is happening, it is more often informal collaboration as a result of personal initiatives than formal collaboration.



Professional learning communities

- key characteristics or features:
 - shared values and vision
 - collective responsibility
 - reflective professional inquiry
 - collaboration
 - promotion of group as well as individual learning
(Stoll et al., 2006)

- change of daily practices at school
- sustained, collective professional development
- reduction or dissolution of solitary workers in schools
- potentially: change of organisation



Discussion

- Do professional learning communities have the potential to initiate change processes such as those needed to implement and also institutionalise the health-promoting school approach?
- What would schools need to achieve this? What could be hindering, what could be supporting factors?



Thank you for your attention!

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Literature

- Deschesnes, M., Martin, C., Hill, A.J. (2003). Comprehensive approaches to school health promotion: how to achieve broader implementation? *Health Promotion International*, 18 (4), 387-396
- Froschauer, U., Lueger, M. (2003). *Das qualitative Interview. Zur Praxis interpretativer Analyse sozialer Systeme*. Wien: WUV
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- Stoll, L., Bolam, R., McMahon, A., Wallace, M., Thomas, S. (2006): Professional learning communities: a review of the literature. *Journal of Educational Change*, 7, 221-258

Professional Learning Community: A Case Study from Southern England

*Palo Almond, Jenny Byrne, Viv Speller, Sue
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Mohebati, Anjum Memon (BSMS)
July 2010*

Collaboration

- *University of Southampton*
 - *South East Teaching Public Health Network (SETPHN)*
 - *School of Medicine*
 - *School of Education*
 - *School of Health Sciences*
- *Brighton and Sussex Medical School*
- *University of Brighton – School of Education*

Aim of presentation

- *Background and impetus for collaboration*
- *Outline our research and curriculum innovation project*
- *Opportunities and challenges*

Policy drivers for targeting school teachers and child health

- *The Children's Plan: Building Brighter Futures (DCFS, 2007)*
- *Healthy Lives, Brighter Futures: the strategy for children and young people's health (DCFS, 2009)*
- *National Healthy Schools Programme for England (DCFS and DH, 2009)*
- *MacDonald (2009) review of PSHE Statutory*
- *Professional standards for qualified teachers (QTS), (2007)*

Other drivers

- *Teachers' knowledge, skills and attitudes about health and promoting health (St. Leger, 1998)*
- *Training issues and focus on pre-service training (Jourdan et al, 2008, Leurs et al., 2007)*

Opportunities

- *Collaboration*
- *Quality research is predicated on inter-sectoral, inter-agency work*
- *Multi-disciplinary research led by experienced project manager and academics*
- *Cross School/Faculty/University working*
- *Maximise limited resources, and support from local and regional health organisations*
- *Promote innovation*
- *Promote child health*
- *Work with health and social care colleagues*

Challenges

- *Geographical distance*
- *Time, capacity and competing demands*
- *Fair distribution of responsibilities and workload*
- *Motivation levels*
- *Outputs and future funding*
- *Appreciation and understanding of different priorities*
- *Understanding each others priorities (ie educational standards, health competencies)*
- *Understanding different systems and structures*
- *Cooperation from colleagues affected by changes to curriculum*

Capitalised on opportunities:

- **Phase 1 (2008)** *Survey of health education content in 35 initial teacher training institutions across the South East of the UK (43% return rate)*
- **Phase 2 (2008-09)** *Longitudinal survey at course commencement and completion (n=680), of trainees' knowledge, skills and attitudes towards health and teachers' role in health promotion in Brighton and Southampton (54% return rate); Focus group*

Capitalised on opportunities:

- **Phase 3 (2008-09)** *Mapping curriculum content against qualified teacher standards and public health competencies for the secondary PGCE course in Southampton; Development of a revised curriculum for secondary PGCE course in Southampton*
- **Phase 4 (2009-10)** *Evaluation of intervention among secondary PGCE students in Southampton (n=250), pre- & post- survey as compared to secondary PGCE students at Brighton and Canterbury , focus groups, Health Day evaluation*

Thank you

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Team work and cooperation in schools:

from research data to a program based on professional development and team support

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Background of the research

- The promotion of health, equity and sustainability is most effective where the school uses its full organisational potential.
- Team work and cooperation in school are then key factors.

Background of the research

- In teacher's job description, "*working with others to plan and coordinate work*" " *working with parents and School Boards*" are always included
- "*As I said, in collaboration with a team, with the nurse, the school staff, the other teachers, for me, its no problem being involved [...] I think we need to communicate among all teachers, there is a need to build a collective project*" (teacher).
- But, it's only a minority of teachers (15%), there is a need to promote a culture of collaboration.

A research based on an Health Promotion program

- 21 schools
- 116 teachers
- 4 years
- A realistic approach using an embedded MM design(QUAL/quan)
- The qualitative study was based on the analysis of 1/ 698 documents collected during a 3 years period in the 21 primary schools and 2/ interviews of the teachers (113)



The Health Promotion program: objectives

- to promote children's social, emotional and physical health by contributing to children's well-being at school and enhancing their life skills;
- to develop relevant HP teaching practices and the health promoting environment in schools;
- to develop sustainable HP projects in schools by the empowerment of local stakeholders.

Principles - The program...

Integrates public health and educational sciences approaches

Is based on international best practices

Is based on partnerships between professionals and researchers

Takes into account specificities of the French school setting

Integrates a global and ecological perspective of health

Combines top down and bottom up approaches

Considers ethical issues

Practices – The program...

Sustains local resources

Is based on teacher training

Provides tools and encourages teachers to share their practices

Links with parents and communities

Is integrated into schools' practices

Results

- 272 activities declared as being in relation to the HP programme at the school level
- An increase of the number of such activities year 1: 43 ; year 2: 111 ; year 3: 167

Collective work

Analysis of the nature of the professional documents showed collective work takes place in:

- Conseils d'école (minutes of the school board meetings 121)
- Conseils de maîtres (minutes of staff meetings at school level 45)
- Conseils de cycle (minutes of staff meetings at cycle level 11)
- Conseils d'enfants (minutes of the students board meetings 17)
- etc



Collective work

Analysis of the interviews showed collective work could be:

Formal (conseil d'école),

- Semi formal (conseil de cycle, des maîtres, ou d'élèves)
- Informal

- Collective work depends on the context
- Includes very often the parents (256)
- It is more often informal in small schools ...



Collective work

In relation to the HP programme, school staffs had 5 different modes of collective work:

- opportunistic
- implementation (A and B)
- innovative
- Opponent

« Opportunistic Mode »

- Low level of collective work
- Mostly outside contributors
(associations, doctors, nurses ...)
- A « subcontracting » mode

« Implementation mode »

- A collective work focused on the implementation of the programme
- School staff consider the programme as a kind of prescription
- Two submodes

« Implementation mode A »

- They use the data from the quantitative evaluation, parents and students views etc ... to design actions focused on needs and demands
- Organize their own projects to meet the needs



« Implementation mode B »

- They implement classroom activities or school projects as suggested in the programme (meetings with parents and stakeholders etc)
- The programme is considered as a ready-made resource

« Innovative mode »

- High level of collective work
- Staff creates new projects (example : « caféduc » to increase parents involvement etc)
- Links are made between all school activities (Sustainability and Environmental Education , European citizenship)

« Opponent mode »

- Very few information
- Staff refused to give feed backs (questionnaires, documents). It usually linked to bad relationship with the authority (interviews)

Collective work

	Year 1	Year 3
Opportunistic	6	0
Implementation A	4	3
Implementation B	7	1
Innovator	1	14
Opponent	3	3

Conclusion

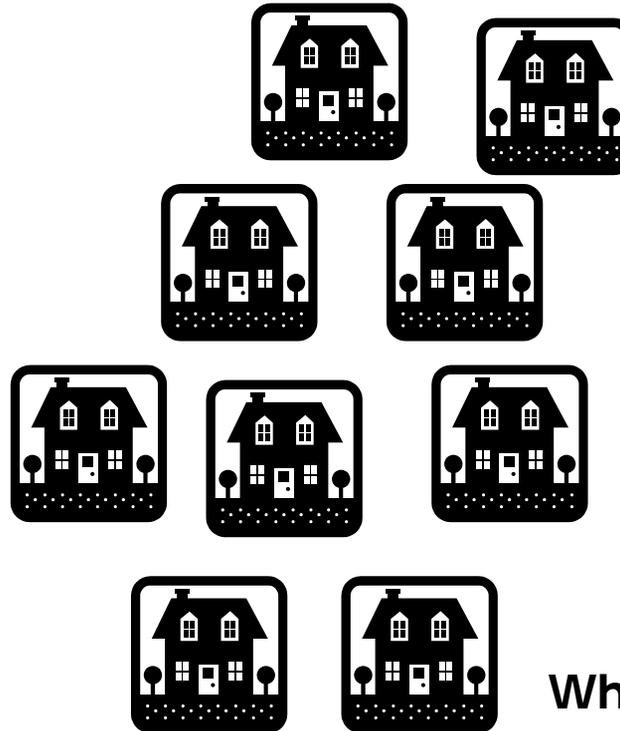
- The need to go beyond individual « training » and take into account the whole staff and the context
- To lean on staff's practices in terms of collaboration
- Perspective of professional development: *“formal and informal means of helping teachers not only learn new skills but also develop new insights into pedagogy and their own practice, and explore new or advanced understandings of content and resources”*

A Health Promotion programme based on professional development and team support

Partners involved in HPS policy at the regional level



School district



School



Ressources, evaluation

Whole school approach

Individual and collective professional development



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