TEACHER ATTITUDES & PRACTICE CHANGE : A CASE STUDY OF TEACHER PROFESSIONAL DEVELOPMENT IN (POST)CONFLICT DR CONGO

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SELF-EFFICACY AS A LENS TO MOTIVATION

* Motivation is the result of"Self-Efficacy" (Bandura, 1994)
  + "people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives" (p.71).
  + Act vs. Avoid

* Elements of self-efficacy
  + Enactive Mastery
  + Role Models
  + Praise & Encouragement
  + Emotional arousal / Coping mechanisms

TPD THEORY TOWARDS PRACTICE CHANGE

- ✖ "More knowledgeable other" - Vygotsky, 1978
- ✖ "Spiral curriculum" - Bruner, 1960
- ✖ "Communities of Practice" (Wenger, 1998)
  - ✚ Reflection
  - ✚ Context
  - ✚ Duration
  - ✚ Content
  - ✚ Collective participation

SELF-EFFICACY & PRACTICE CHANGE
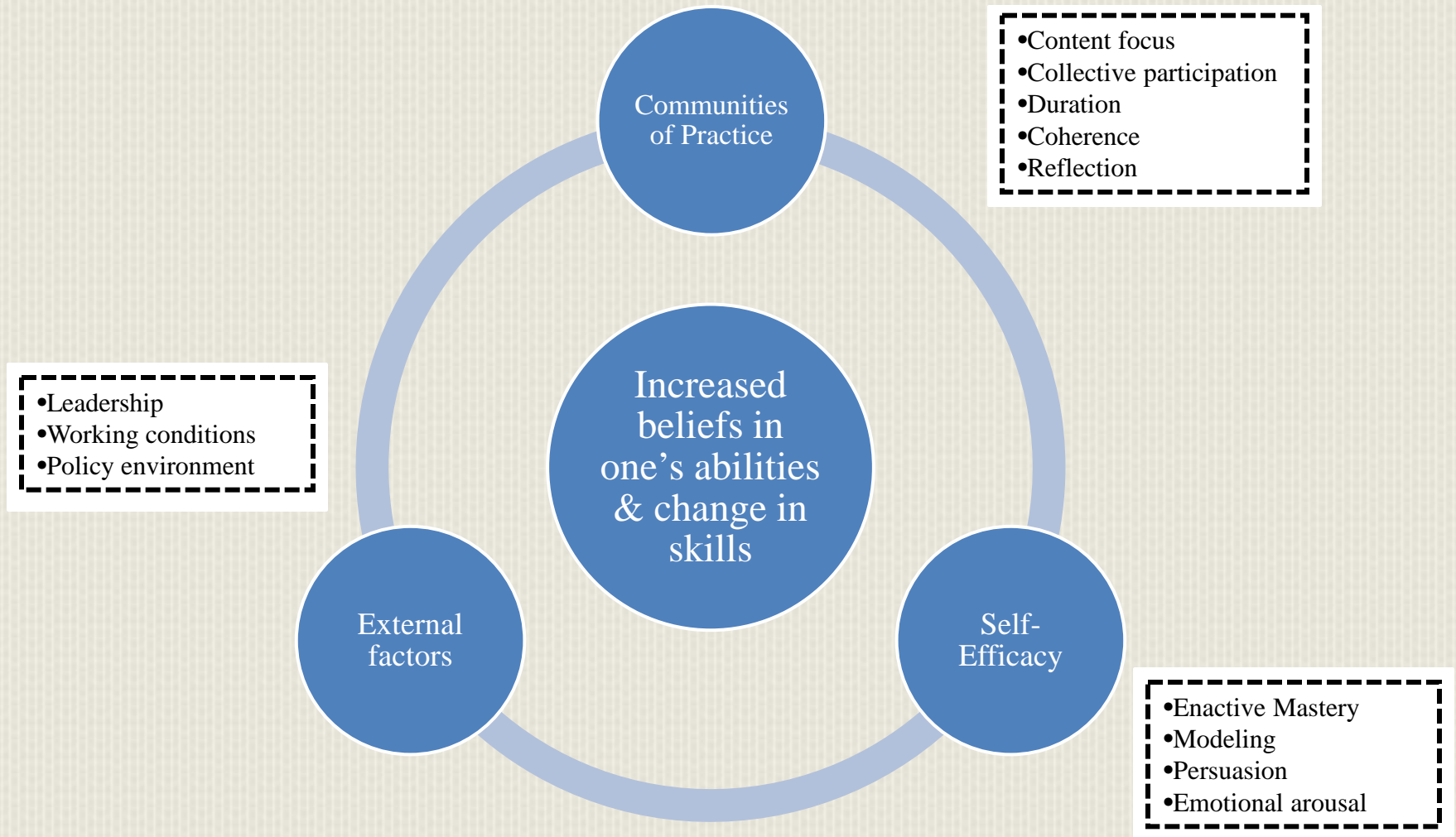
PROBLEM & CONTEXT

✖ OPEQ PROJECT

  ✚ Teacher Learning Circles (TLCs) part of in-service teacher training

✖ Teachers' working conditions in DRC

  ✚ Teachers' well-being / Job satisfaction nuances

  ✚ Post(Conflict) DRC

✖ How are in-service TLCs working in context?

RESEARCH QUESTIONS

Question:

✖ In crisis and post-crisis DRC, what are teachers' experiences of TLCs?

Sub-Questions:

✖ According to Congolese teachers, what are the advantages of the content, instructional practices, and community support components of the TLCs?

✖ According to Congolese teachers, what are the challenges of the content, instructional practices, and community support components of the TLCs?

✖ How do Congolese teachers adapt and use content, instructional practices and community support concepts in and outside of the TLCs?

METHDOLOGY

* Qualitative

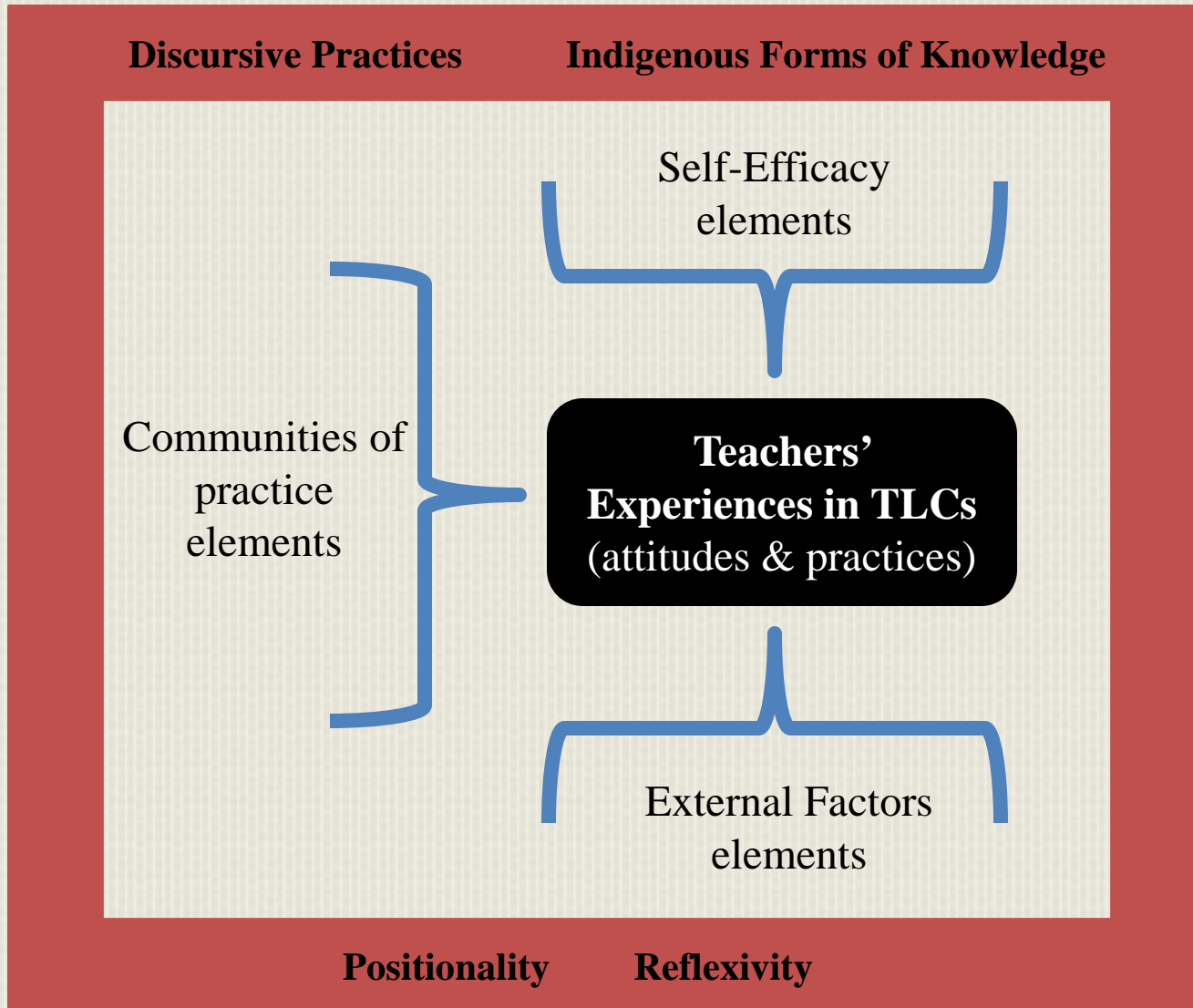 (interviews, class & TLC observations, focus groups, document collection)

* Case Studies

  (OPEQ project schools: 2 urban schools, 2 "emergency" schools, 1 village school

* "Crystallization" (Ellingson, 2008)

  (Participatory data collection & continuous analysis with IRC staff & MOE inspectors)

CONCEPTUAL FRAMEWORK

DATA COLLECTED

Data Collection Tool	Collected From
TLC Observation (Video-recording, notes)	9 TLCs meetings
TLC Teacher Interview (audio-recording, notes)	26 TLC Teacher-Participants
Classroom Observation, Feedback/ Member-Checks (video recording; Teaching observation protocol, notes)	26 TLC Teacher-Participants
Artifact Collection (lesson plans, teaching materials, TLC materials)	26 Teachers 5 School Principals
Teacher Focus Groups (video-recording, notes)	5 Focus Groups
Researcher Focus Groups (audio-recording, notes, materials)	Daily Team Focus Groups
Field-Notes	Researcher after each data collection activity

DATA ANALYSIS

* "Crystallized" – Deductive/Inductive (Ellingson, 2008)

* "Positionality" & Reflexivity (Mosselson, 2010)

* Focused & Open Theme / Category Generation (Rossman & Rallis, 2003)

PRELIMINARY THEMES & SUB-THEMES

* La motivation
  + Conditions de travail (salaire, effectifs, situation des salles de classe…)
  + Motivation psychologique / intellectuelle
  + Renforcement de capacités
* L'impact de l'environnement social sur l'enseignant
  + Rapport entre le Directeur et ses enseignants
  + Rapport entre la communauté et ses enseignants
  + Impacts des intervenants en éducation (MEPSP, ONGs, organisations religieuses, fondations, ect.)

THEMES & SUB-THEMES

- La tenue des forums d'échange
  - La fréquence
 - La structure
  - Les avis / considérations des enseignants
- Partage ensemble
  - Discuter ensemble
  - Entre-aide
  - Influence des collègues
  - Résolution des difficultés
 - Relations entre collègues (amitiés et climat de travail)

THEMES & SUB-THEMES

* Application de nouvelles stratégies d'enseignement
  + Utilité et l'utilisation des matériels didactiques
  + Utilité et l'utilisation de nouvelles activités pour enseigner la lecture
  + Utilisation des outils du projet OPEQ
  + Explication et l'utilisation des principes des « classes sur le bien-être de l'enfant »

PRELIMINARY INTERACTION OF THEMES
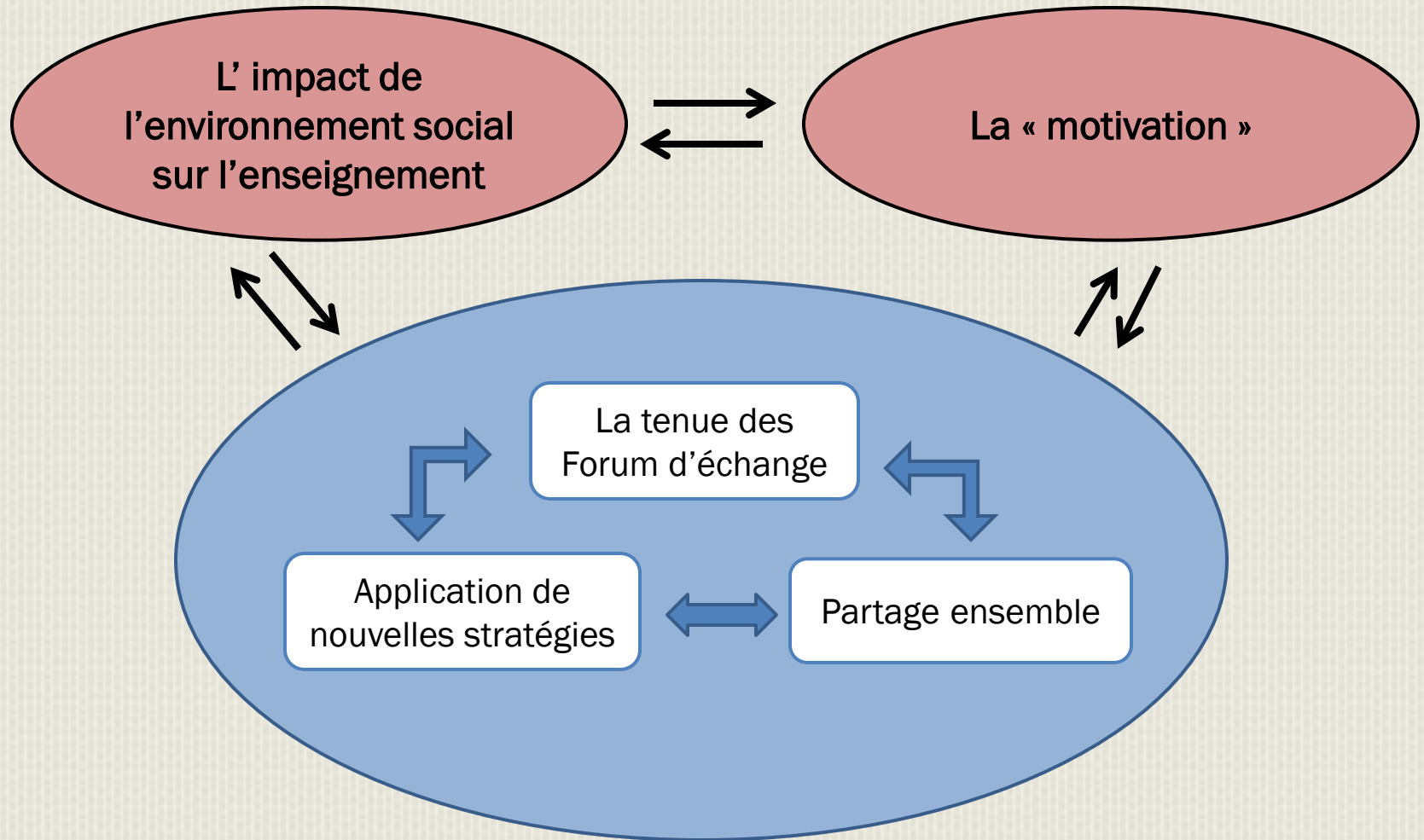
NEXT STEPS

- In-depth Analysis of transcriptions
- Crystallized coding
- Cases – Teacher, School, Context
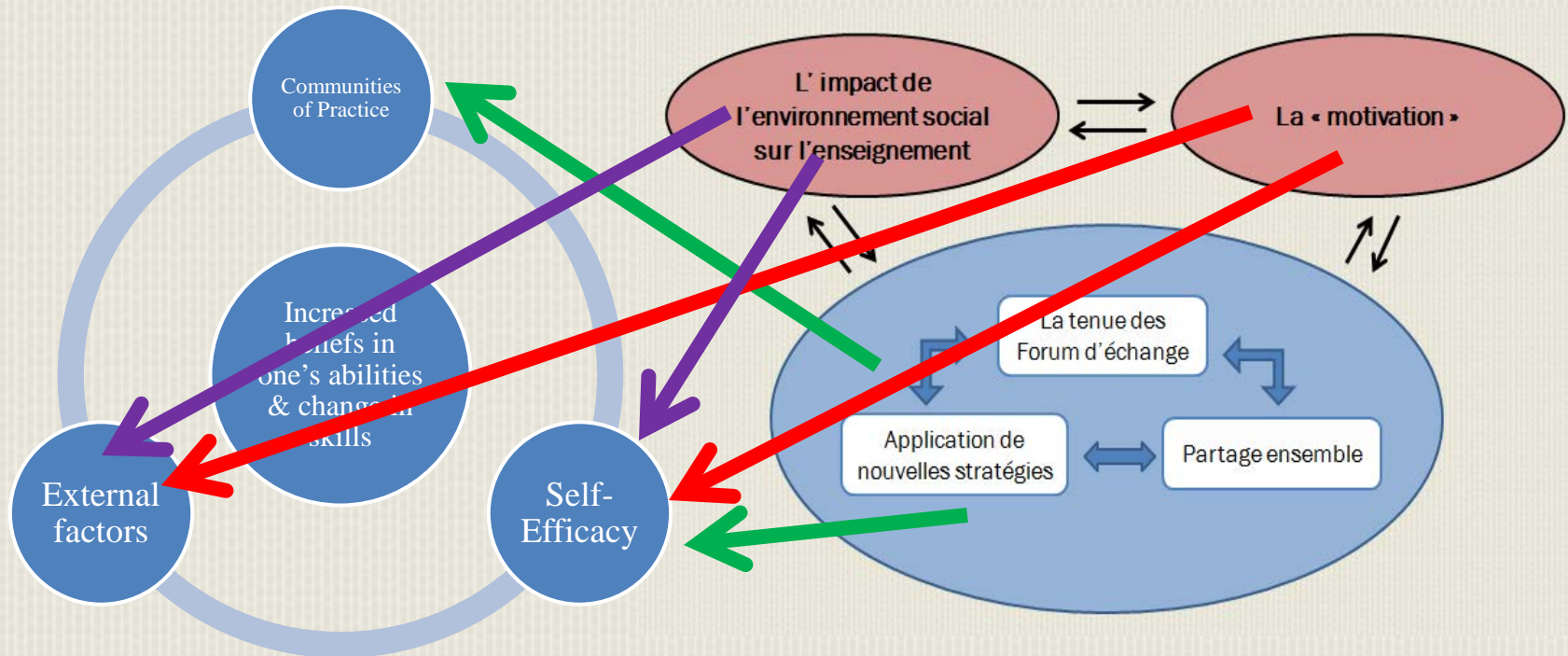
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THANK YOU!