

Simoncini, K. M., Lasen, M., & Rocco, S. (2014). **Professional Dialogue, Reflective Practice and Teacher Research: Engaging Early Childhood Pre-Service Teachers in Collegial Dialogue about Curriculum Innovation.** *Australian Journal of Teacher Education*, 39(1). <http://dx.doi.org/10.14221/ajte.2014v39n1.3>

## Introduction

[1]Currently, there is impetus for educational reform in both pre-service teacher education and professional learning for practising teachers (Australian Department of Education, Employment and Workplace Relations, 2011; Masters, 2009). In an early paper, Cochran-Smith and Lytle (1999, p. 258) highlighted shifting emphases in teacher learning and concluded that “it is now broadly understood that teacher learning takes place overtime rather than in isolated moments and that active learning requires opportunities to link previous knowledge with new understandings”. Indeed, the “complex and situated nature of teaching” means that ongoing professional learning will be a lifelong activity for 21st century practitioners (Queensland College of Teachers QCT, 2012, p. 12). According to the Australian Institute for Teaching School Leadership (AITSL, 2012), teachers are required to take responsibility for and actively engage in professional learning in order to build their capacity and that of others. Teacher capacity comprises the potential for growth in terms of the disciplinary content and pedagogical content knowledge, skills, values and dispositions needed to be effective in diverse school communities (McDiarmid & Clevenger-Bright, 2008; QCT, 2012). (...)

## Reflection, Dialogue and Participation in Communities of Practice and Inquiry

[2] In Australia and internationally, “reflection on one’s own perceptions, beliefs, experiences and practices is a core activity for all teachers – pre-service and in-service, in schools and universities” (Walkington, 2005, p. 59). (...) Reflection is so well established in teacher education that some scholars have noted that reflective practice is at risk of being taken for granted (Rocco, 2010). It is important to note that not everyone is predisposed to reflection (Hobbs, 2007). Developing skills and dispositions for reflection “requires practice, intellectual engagement and purpose” (Rocco, 2010, p. 313). Arguably, these conditions can be enhanced by combining reflection with professional dialogue.

[3] Professional dialogue is “a discussion between peers that allows the other to explicitly articulate, appreciate and extend their understanding of their practices” (Nsibande, 2007, p. 4). It is widely acknowledged that professional dialogue allows teachers to grow professionally (Corrigan & Loughran, 2008). Professional dialogue can play a key role in consolidating understanding of concepts shared by a professional community and, in its absence, learning is typically slower (Bereiter & Scardamalia, 1993). According to Cochran-Smith (2003, p. 9), professional dialogue promotes learning of new knowledge and practices as well as eradication of old ideas, beliefs and practices. Professional dialogue and reflective practice have much in common. Peer-to-peer exchange is an essential characteristic of professional dialogue and can enhance the quality of reflective practice (Rocco, 2010).

[4] Despite its standout role in professional learning, there are substantial barriers to teachers participating in professional dialogue (Daniel, Auhl, & Hastings, 2013). Teaching has long been characterised as an individual and isolated profession (Wei, Darling-Hammond, Andree, Richardson, & Orphanos, 2009; Westheimer, 2008). While the experienced teacher is seen as confidently independent and self-sufficient (Lortie, 1975), teachers who ask their peers about practices, request advice or open up their classrooms may be perceived as less than competent or may fear a loss of privacy and security (Cochran-Smith & Lytle, 1993; Lytle & Fecho, 1991; Richardson-Koehler, 1988). So too, advising peers about practices may well be interpreted as ‘presumptuous’ (Richardson-Koehler, 1988) in a culture wherein there are prevailing norms of noninterference, privacy and harmony (Carver & Katz Little, Gearhart, Curry, & Kafka, 2003). Horn and Little (2010) identified numerous constraints on professional dialogue, including the following: difficulties in making tacit

knowledge explicit; issues of difference and disagreement; insufficient structural and social supports; and demands of immediate and multiple tasks.

[5] In spite of these barriers, Horn and Little (2010, p. 182.) recommended that substantivedialogue about teaching and learning should be encouraged and investigated further, given the “significance of teachers’ collegial relationships as a factor in school improvement” and the rapidly increasing interest in ‘professional learningcommunities’ across schools and regions. Professional school communities comprising close collegial relationships between teachers are focused on student learning, teacher learning, collaboration, de-privatized practice and reflective dialogue (Kruse, Louis, & Bryk, 1995; Lieberman, 2011). Different measures on ‘professional community’ have been revealed in large longitudinal studies between stagnating and improving schools (Bryk, Sebring, Allensworth, Luppescu, & Easton, 2009). (...)

### **The study**

[6] This study adopts “a broad and complex framing of teaching as an activity thatintegrates teachers’ essential knowledge, interpretive frameworks, teaching methods and skills, and knowing how to learn within inquiry communities” (Cochran-Smith, Mitescu, Shakman, & the Boston College TNE Evidence Team, 2009, p. 6). The reflective accounts of pre-service teachers’ about the processes and challenges of planning, initiating and engaging in professional dialogue with their supervising teachers that constitute the data for this paper. The paper explores factors that enabled and constrained the dialogue, the benefits of pre-service teachers’ engagement in dialogue, reflection and inquiry, as well as the implications of the study’s findings for pre-service teacher education and on-going professional learning.Two broad organising themes emerged from the data:i. Challenges and strategies in initiating and facilitating collegial dialogue about sustainability; ii. Benefits of participation in collegial dialogue about sustainability. Our hypothesis is that the combination of professional dialogue and reflection would allow for established ideas and practices to be challenged, and novel ideas, skills and practices to be created by both the pre-service and supervising teachers. Accordingly, our key research question is as follows: What are the benefits of an assessment task primarily focused on professional dialogue for pre-service teachers andwhat are the implications for teacher professional learning?

[7]There were 57 (34 online and 23 face-to-face) pre-service teachers enrolled in the Bachelor of Education (Early Childhood Education) of the University of Canberra, Queensland, Australia. 47 of that group of early childhood pre-service teachers and their field supervising teachers agreed in participating in the study, amounting to 94 participants in the study. The pre-service teachers carried out their curricular internships in 30 State, 12 Catholic and 5 Independent schools and preschools in regional, remote and metropolitan areas, predominantly in Queensland. (...)

1.Considere o Parágrafo [1]. Os autores do texto atestam que há um movimento de reforma na formação de professores envolvendo tanto a formação inicial quanto a formação continuada. Eles recorrem ao trabalho de Cochran-Smith and Lytle (1999) para explicar a mudança de foco no processo de aprendizagem de professores. Em que consiste essa mudança de foco, segundo Cochran-Smith and Lytle (1999)? (10 pontos)

In an early article, Cochran-Smith and Lytle (1999, p. 258) highlighted shifting emphases in teacher learning and concluded that “it is now broadly understood that teacher learning takes place over time rather than in isolated moments and that active learning requires opportunities to link previous knowledge with new understandings”.

Resposta1: A mudança consiste no fato de que atualmente o entendimento que se tem é que [o processo de] aprendizagem de professores ocorre ao longo do tempo e não em momentos isolados e exige oportunidades para se articular conhecimento prévio e novos entendimentos / novas compreensões / novo conhecimento.

2. Considere o Parágrafo [3]. Os autores do artigo sendo lido recorre a Nsibande (2004) para definir o termo diálogo profissional. Como Nsibande (2004) define diálogo profissional? (10 pontos)

Professional dialogue is “a discussion between peers that allows the other to explicitly articulate, appreciate and extend their understanding of their practices” (Nsibande, 2007, p. 4).

Resposta 2: O diálogo profissional é uma discussão entre pares que possibilita [aos participantes do diálogo] articular, apreciar e ampliar a compreensão que têm de suas práticas.

3. Considere o Parágrafo [4]. Os autores do texto iniciam o parágrafo afirmando que apesar de seu importante papel no processo de aprendizagem profissional, há vários empecilhos para que os professores tomem parte de diálogos profissionais. Eles recorrem a outros estudiosos para exemplificar essa afirmativa. Quais são as quatro restrições identificadas por Horn e Little (2010)? (05 pontos cada quesito; 20 pontos totais)

Horn and Little (2010) identified numerous constraints on professional dialogue, including the following: difficulties in making tacit knowledge explicit; issues of difference and disagreement; insufficient structural and social supports; and demands of immediate and multiple tasks.

Resposta 3: As restrições identificadas são: a) dificuldades em explicitar o conhecimento tácito; b) diferenças e desacordos; c) apoios [de ordem] estrutural e social insuficientes; e d) as exigências / demandas das tarefas múltiplas e imediatas / urgentes [envolvidas no exercício da profissão].

4. Considere o Parágrafo [6]. Qual é a hipótese dos autores do texto para este estudo? (20 pontos)

Our hypothesis is that the combination of professional dialogue and reflection would allow for established ideas and practices to be challenged, and novel ideas, skills and practices to be created by both the pre-service and supervising teachers.

Resposta: Combinar diálogo profissional e reflexão poderia criar oportunidade para se questionar / desafiar ideias e práticas estabelecidas / tradicionais e criar novas ideias, habilidade e práticas tanto por parte dos professores em formação quanto por parte dos para professores supervisores [de estágio].

Obs.: Na redação da resposta, opcionalmente, o sujeito da frase pode tomar a forma substantiva.

5. Leia as declarações abaixo. Marque as declarações verdadeiras com um **V** e as falsas com um **F** (8 cada quesito, total de pontos 40)

a.	( F )	Considere o Parágrafo [2]: Segundo Hobbs (2007), há uma predisposição natural para a reflexão. It is important to note that not everyone is predisposed to reflection (Hobbs, 2007).
b.	( V )	Considere o Parágrafo [6]: Dois grandes temas emergiram dos dados. O primeiro deles diz respeito aos desafios de se iniciar e de se facilitar o diálogo colegiado sobre sustentabilidade. Two broad organising themes emerged from the data: i. Challenges and strategies in initiating and facilitating collegial dialogue about sustainability; ii. Benefits of participation in collegial dialogue about sustainability.
c.	( F )	Considere o Parágrafo [6]: Devido ao fato de apresentarem uma hipótese, os autores se apresentaram uma pergunta de pesquisa. A pergunta de pesquisa aparece nas 3 últimas linhas do Parágrafo [6].
d.	( V )	Considere o Parágrafo [7]: Dos 94 participantes na pesquisa, 47 eram professores e formação que estudavam na Universidade de Canberra e os outros 47 eram seus supervisores de estágio. Resposta na primeira oração do Parágrafo [7].
e.	( F )	Considere o Parágrafo [7]: O campo de estágio foi composto de 47 escolas diferentes, mas todas eram de regiões metropolitanas do estado de Queensland. Resposta na última oração do Parágrafo [7].