



Can reflective writing be used to develop cross-disciplinary skills in school librarians' professional development?

28 June 2024

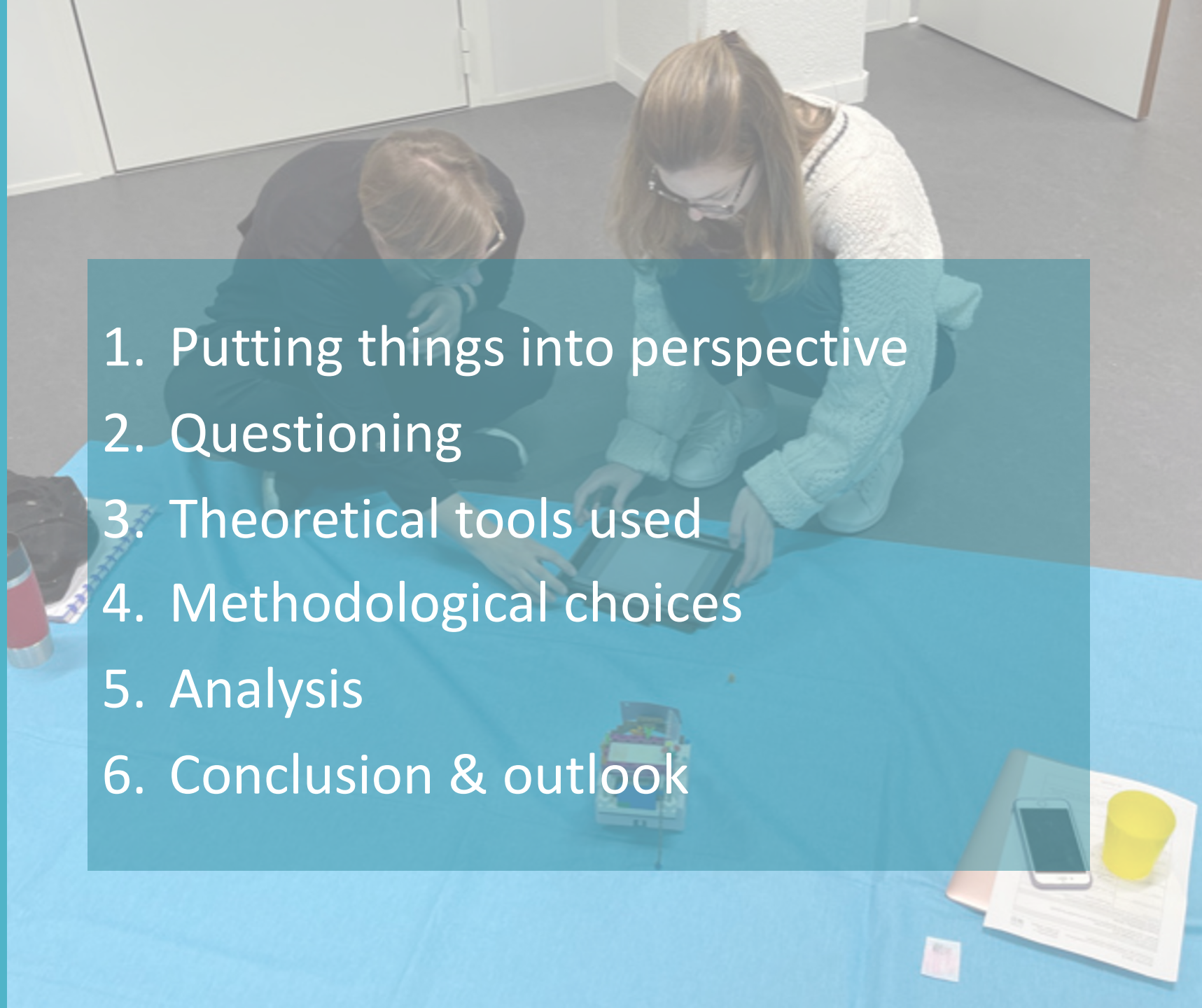
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CONGRÈS
ssre 2024

hep/ haute
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Presentation outline

1. Putting things into perspective
2. Questioning
3. Theoretical tools used
4. Methodological choices
5. Analysis
6. Conclusion & outlook




1. Putting things into perspective

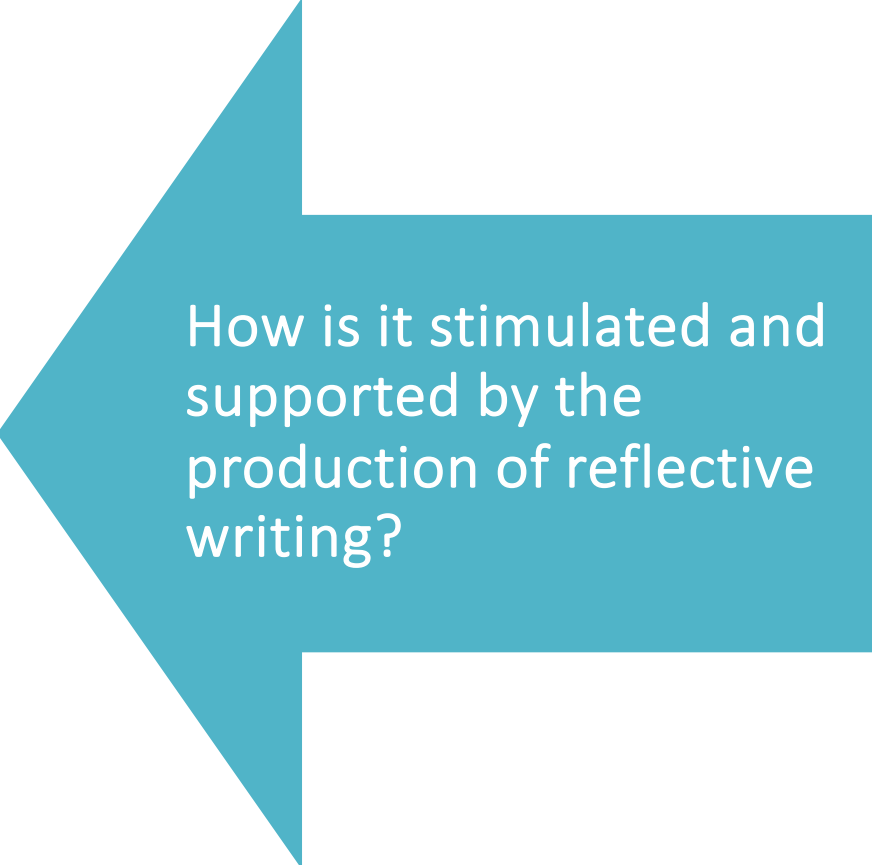
"We're not teachers, why should we learn all this?"»

In modules focusing on a school librarian's identity, his or her legitimacy and the role he /she adopts, what can be said about its development?

2. Questioning

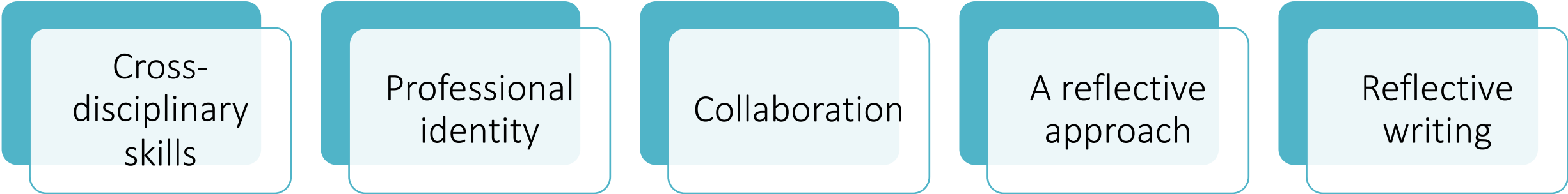


How does the development of cross-disciplinary skills contribute to the development of professional identity?



How is it stimulated and supported by the production of reflective writing?

3. Theoretical framework



Cross-
disciplinary
skills

Professional
identity

Collaboration

A reflective
approach

Reflective
writing

Key concepts

Cross-disciplinary competence

- Non-technical competence, not linked to a specific task, non-disciplinary, linked to **personal dimensions** (Starck & Boanca, 2019), or competence linked to a **social, behavioural or emotional dimension** (Becquet & Etienne, 2016).
- These include, for example, the ability to ***organise, manage and communicate*** (Starck & Boanca, 2019).
- In the PER (Plan d'Etudes Romand), two types of cross-curricular skills are identified (Abbet, 2014): those linked to the development of **individual characteristics** (learning strategies, creative thinking, reflective approach) and those linked to **interactive dimensions** (communicating, collaborating).

Key concepts

Professional identity

1. A **dynamic process**, never set in stone, the result of **reconstruction and reworking** of lived experience (Kaddouri, 1999).
2. Two types of "state of mind" at the start of a professional development project (Kaddouri, 2019):
 - the **project of oneself for others**; training experienced as an imposition
 - the **project of oneself for oneself**; training is an integral part of the personal and chosen identity project.
3. Defining oneself through the role played: one's **role is negotiated** through social interaction and collaboration (Baugnet, 1998; Allenbach, 2016)
4. **Sense of professional competence (or sense of legitimacy)**; is correlated with collaborative working and access to ongoing training, as a result of which employees say they are more competent (Lessard & al., 2009).

Key concepts

Collaboration

4 characteristics linked to collaboration (Connac, 2020) :

1. Solidarity
2. Interdependence
3. A shared project
4. A division of labour

Collaboration is positive when (Allenbach, 2016):

1. People use collectives to support their identity (sense of belonging to a community with shared practices and values).
2. The group works together to analyse the problems encountered: working together allows knowledge to be questioned and this creates a support mechanism that reinforces the feeling of competence (Lessard & al., 2009).

Key concepts

A reflective approach ...

"enables students to take a step back from facts and information, as well as from their own actions; it contributes to the development of a critical sense" ([PER](#)).

1. Formulating a personal opinion (defining the issue, identifying the facts, adopting a position)
2. Questioning and taking a step back from oneself (comparing one's opinion with that of others, allowing room for doubt, exploring different existing and possible points of view)

Markers of reflective writing (Mauroux, 2019)

1. Second stance (Bautier & Goigoux, 2004)
2. Learning logic (Charlot, 1997)
3. Professional development indicators (Clerc-Georgy, 2014)
4. Statement of awareness, metacognitive skills and management of affective processes (Mauroux, 2019)

Key concepts

Reflective writing

"We define reflective writing as an "**academic reflective genre**" (...) aimed at the professional development of teachers along three axes (Vanhulle, 2016):

1. acquire reference knowledge for training
2. develop a professional identity
3. and regulate its actions (pp.1-2) (Mauroux, 2019)

Finally, according to Lafont-Terranova (2018)

--> Presence of linguistic complexity as the training progresses

4. Methodological choices

Qualitative method:

1. Categorical analysis (L'Ecuyer, 1990)
2. Atlas.ti software

2 Participants:

1. Two school librarians participated on a voluntary basis (Rosa and Gérald).
2. Followed in training and found again later once the training has been completed and who work in two different school libraries.

2 types of data :

1. Record 1 (start) and 2 (end) produced during the course
2. Data from the interview where participants retrace their steps 8 months after the end of the CAS

Training plan (2021-2022)

3 modules and 9 units

CAS Bibliothécaire en milieu scolaire - Calendrier de la formation 2021-2022

Modules et unités de formation :

Module 1 - Le métier : identité et défis

- **BMS100-1**: Légimité, collaboration et rôles dans le contexte scolaire
- **BMS100-2**: Évolution du rôle : nouveaux défis liés à la littératie et au numérique
- **BMS100-3**: Analyses de Pratiques professionnelles

Module 2 - Promotion de la littérature & littérature jeunesse

- **BMS200-1**: Promouvoir la lecture jeunesse analogique et numérique
- **BMS200-2**: Des jeux et des outils numériques pour apprendre en bibliothèque
- **BMS200-3**: Accompagner la recherche documentaire & les usages conformes du numérique

Module 3 - Animation et intervention pédagogique

- **BMS300-1**: Accueillir et gérer un groupe d'élèves : la relation et l'autorité au service des apprentissages
- **BMS300-2**: Connaître son lectorat : développement de l'enfant et de l'adolescent-e
- **BMS300-3**: Concevoir des animations favorisant les apprentissages des élèves

Semestre 1 - Automne 2021

		Août 2021		Septembre 2021		Octobre 2021		Novembre 2021		Décembre 2021		Janvier 2022						
		Matinée	Après-midi	Matinée	Après-midi	Matinée	Après-midi	Matinée	Après-midi	Matinée	Après-midi	Matinée	Après-midi					
Me	25	BMS100-1 C33-723		22	BMS100-1 C35-110	BMS100-3 C35-110 (G1)	13	BMS100-1 C35-110	BMS100-2 C31-223 AID	17	BMS100-2 C33-523 AID	BMS200-1 C33-720 AID	8	BMS200-1 C35-110		19	BMS200-1 C35-110 AID	BMS100-3 C35-110 (G1)
Je	26	BMS100-1 C33-723		23	BMS100-3 C35-110 (G2)		14	BMS100-2 C35-110		18	BMS200-1 C35-110					20	BMS100-3 C35-110 (G2)	

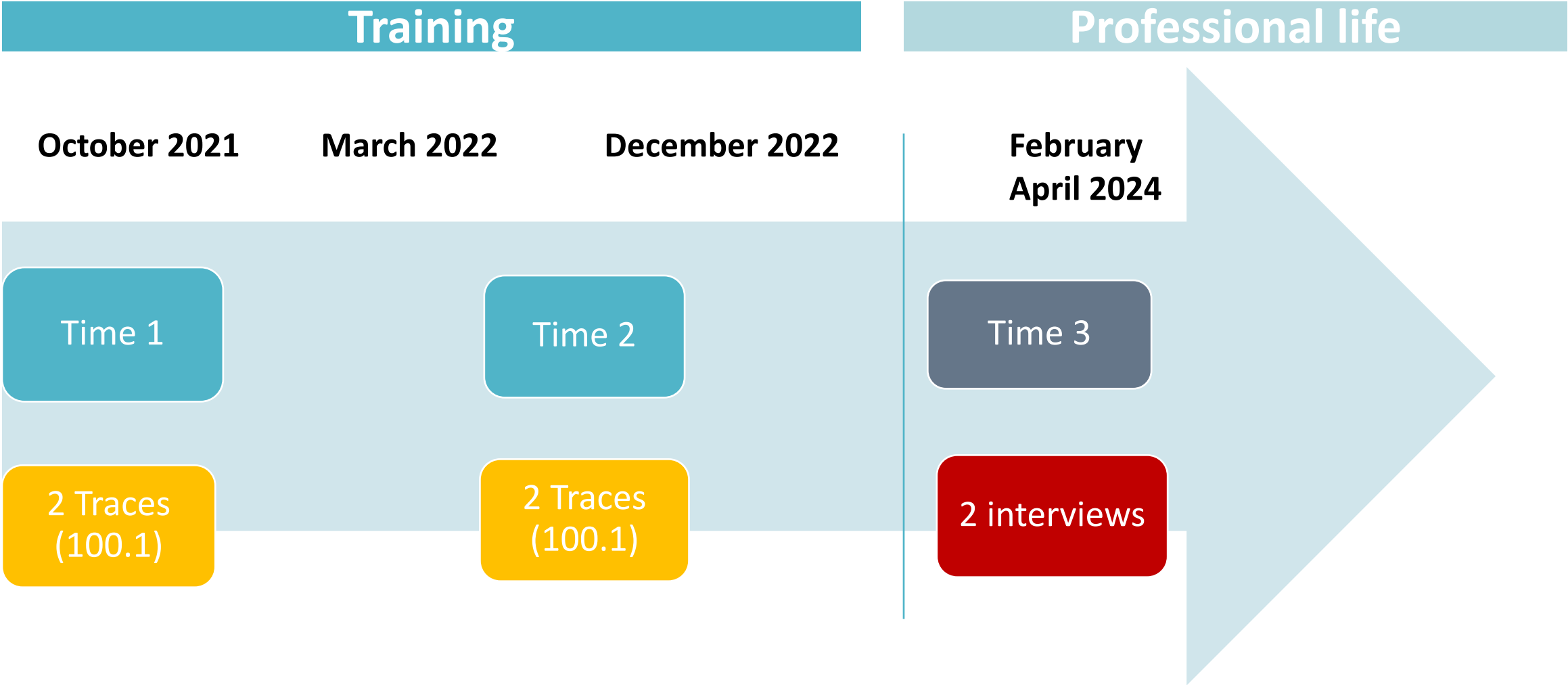
Semestre 2 - Printemps 2022

		Février 2022		Mars 2022		Avril 2022		Mai 2022		Juin 2022					
		Matinée	Après-midi	Matinée	Après-midi	Matinée	Après-midi	Matinée	Après-midi	Matinée	Après-midi				
Me	16	BMS300-1 C35-110 AID		16	BMS300-1 C35-110 AID		13	BMS200-2 SEB1-101 AID		11	BMS200-3 SEB1-101 AID		1	BMS200-3 SEB1-101	
Je	17	BMS300-1 C35-110		17	BMS100-3 C35-110 (G1)	BMS100-3 C35-110 (G2)	14	BMS200-2 SEB1-101		12	BMS200-3 SEB1-101		2	BMS100-3 SEB1-101 (G1)	BMS100-3 SEB1-101 (G2)

Semestre 3 - Automne 2022 (les salles seront communiquées ultérieurement)

		Août - sept. 2022		Septembre 2022		Octobre 2022		Novembre 2022		Décembre 2022			
		Matinée	Après-midi	Matinée	Après-midi	Matinée	Après-midi	Matinée	Après-midi	Matinée	Après-midi		
Me	31	BMS300-2		28	BMS300-3				2	BMS300-3			
Je	1	BMS300-2		29	BMS300-3				3	BMS100-3 (G1)	BMS100-3 (G2)	1	BMS100-3

Research plan



5. Analysis of results

Cross-disciplinary skills

- Communicate
- Organise
- Collaborate

Professional identity

- A plan for yourself, a plan for others
- Roles
- Legitimacy and a sense of competence

Reflexivity

- Learning logic
- Linguistic complexity (references)
- Future projects and actions, actions already in place --
>professional development markers
- Awareness, meta and affect regulation

5. Analysis of results (1)

Cross-disciplinary skills - Communicating for different purposes

- **Gérald:** *Looking outwards: graphic identity, library logo, communicating the library's activities, presenting its work, collections and services*

I have "created a visual identity for the library (logo, graphic identity)" and I want to "actively communicate about the library's activities" "present my work, the library's holdings and the various library services".

- **Rosa:** *Pupil-focused: During presentations, communicate objectives, instructions and metacognitive strategies to help pupils learn.*

"My instructions have to be clearly formulated, using vocabulary that is appropriate to their age. I now almost systematically add a visual aid to support the instructions".

"I've found that students appreciate it when I "unfold" my own thinking, when I make everything that's going on in my head accessible to them, by expressing out loud what I'm going to do.

5. Analysis of results (2)

Cross-disciplinary skills - Organising

Gérald:

- Organising space, time and materials for events and in the library
- Organising learning and activities with students

"Certain tools, such as metacognitive questions, enable me to anticipate questions or difficulties that pupils might have during a presentation..."

Rosa:

- Organising work with the assistants and teachers, tasks, relationships and partnerships to work together

"I've learnt how to construct, articulate and organise tasks more effectively. So, while I'm still responsible for managing and coordinating our work in the library, I've become even more aware of just how essential everyone's role is and how important it is to strike the right balance..."

- Organising work, time, space, materials and pupil activity

5. Analysis of results (3)

Cross-disciplinary skills – Collaborate

Gérald:

- Building social relationships to benefit from professional collaboration with teachers. The assistant is seen as a pillar for the library, good collaboration. Reflection on the terms of reference for each and the AID/BMS roles.

For me there are "... two factors of collaboration (...) namely communication and social relationships."

Rosa:

- Stresses the sharing of a common project with teachers to enable pupils to learn as a lever for collaboration with teachers. In terms of collaboration with the AID, awareness of the need to respect each other's roles. The importance of trusting the AID and letting them try, suggest and initiate.

"These exchanges have led to a dynamic, effective and fruitful collaboration when organizing activities for the classes. In fact, the construction of certain activities has already benefited from the skills of the teachers, who have contributed to them. "

5. Analysis of results (4)

Professional identity – Self project for self and self project for others

Gérald:

Already "enrolled" in the project of self for oneself :

"I was really looking forward to being able to learn things in relation to the pupils but also in relation to the teaching profession... then I was delighted to do the training in the sense that this profession puts a lot of emphasis on teaching activities" (interview).

Rosa:

Shift from a project of oneself for others to a project of oneself for oneself:

"So it was almost with reluctance that I set off for the HEP for the first time" (trace 2)

"when I read the course description, there was all this terminology that I didn't understand and I thought: what the hell is this?"

"It was with a touch of nostalgia that I saw the lessons come to an end (...)" (trace 2)

"There's nothing I do like I used to" (interview)

5. Analysis of results (5)

Professional identity – Roles

Gérald:

- Has moved from a role as a provider of activities for teachers and pupils to a collaborative role where educational activities are developed in collaboration with the teaching staff:

"I now realise more clearly that teachers are the major factor in helping me carry out my tasks" (trace 2)

Rosa:

- Has moved from a 'library science' role to a school librarian role, and from a *'captain of a ship' role* to a *'skipper of a sailing boat' role*, delegating and collaborating more.

5. Analysis of results (6)

Professional identity – Legitimacy – sense of competence

Gérald:

Feeling of legitimacy already present at the start of the training:

"I'm regularly present in the staff room, I take part in discussions about pupils and current educational issues... these moments give me the opportunity to establish my role within the school" (trace 1)

Training has had the effect of reinforcing this legitimacy:

"Some of the applications used in training will enable me to continue my work with pupils on digital technology" and "I feel completely legitimate and fully assume my role" (trace 2).

Rosa:

At the start of the course, she expressed her desire to consolidate her legitimacy in her teaching role through the course inputs (trace 1). At the end of the course, she wrote:

"I now feel like a real and fully-fledged discussion partner for pupils and teachers" (trace 2).

5. Analysis – Reflexivity (7)

Gérard :

- Perceive your role in a new light, develop your sense of competence when dealing with younger pupils
-->increased legitimacy
- Two key areas of learning: the organisation of the library and its 4 areas, the learning process and child development.
- Looking to the future

Rosa:

- Tools for effective, caring collaboration
- Welcoming and effectively managing a group of students
- Skills in designing educational events
--> granting legitimacy
- Looking to the future and regretting that the course has come to an end.

Linguistic complexity

In trace 1:

Opinion, register

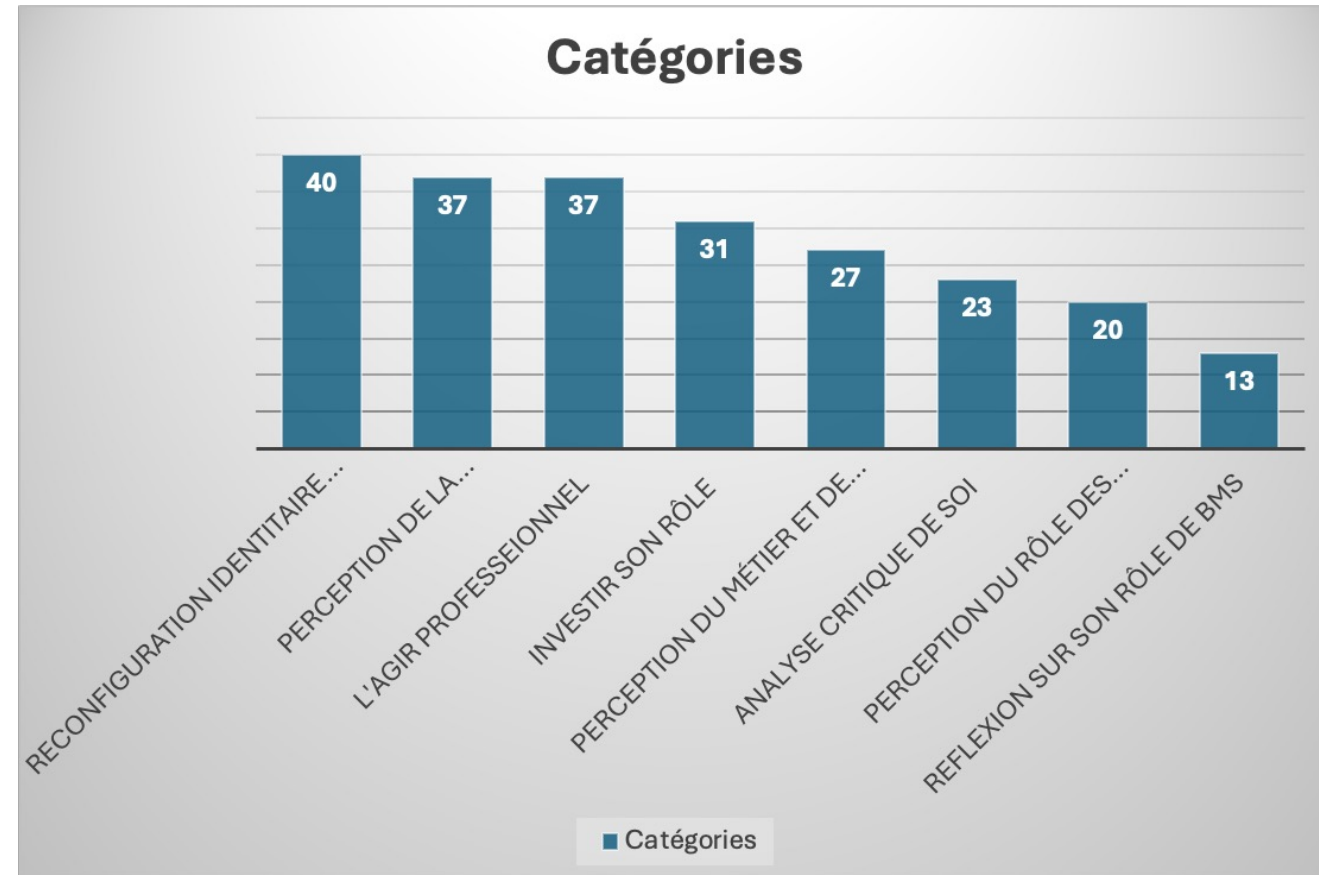
In trace 2:

References

In the interviews:
Solid integration of their understanding.

5. Analysis (7) Main findings

- A. How does the development of cross-disciplinary skills contribute to the development of professional identity?
- B. How is it stimulated and supported by the production of reflective writing?
- 40 references to the reconfiguration of identity through the written word,
 - 37 references linked to the cross-disciplinary capacity of collaboration
 - 37 references linked to professional actions undertaken.



6. Conclusion & Outlook

Main findings

Their writings bear witness to this evolution:

- the development of cross-disciplinary skills,
- their professional identity
- their conception of their role and that of others
- a feeling of legitimacy and competence.

The reflexivity displayed in writing is a testament to :

- awareness of what has been learnt and how it is used.
- their practical application in the actions envisaged,
- the reconfiguration of roles

Limits

- Exclusive focus on cross-disciplinary skills
- Two worlds (literacy and digital) that form a new professional alliance for school librarians
- Reported discourse is no guarantee of effective skills development

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