



## **PAPER PRESENTED AT THE EECERA Conference – Glasgow 2003**

**A process-oriented approach in Teacher Training or how rewarding focusing on wellbeing and involvement can be.**

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### Framework

In Flanders a lot of teacher training colleges are introducing students in the screening of 'well-being' and 'involvement' of children in early childhood and primary education, but they are struggling with the question how to implement this process-oriented approach in the methodology of the teacher training. That was the start for the development of a Process-oriented Self-Assessment Instrument for Students (PSAI-S).

### Research Questions

The development of the PSAI-S in teacher training started in 1999. Since then several versions have been developed. The aims of the research project reported in this paper were: (1) to add to the practicability of the PSAI-S by a further operationalization of each of the dimensions, (2) to test the reliability of the scale and (3) to develop expertise through action research about possible interventions to raise levels of well-being and involvement in students.

### Research Design

The first phase of the research design took place in two cycles of action research:

- (1) February-June 2001 action research in 10 small-groups ( 5 to 30 students) in 3 different teacher training colleges;
- (2) November 2001-June 2002 action research with all students from the first and second year of teacher training in two different teacher training colleges. In school 1: 620 students; school 2: 350 students were involved.

This gave us information to improve the PSAI-S and to start the second phase. The PSAI-S was changed fundamentally in order to guide students to reflect better on their own wellbeing and involvement in teacher training.

- (3) September 2002- June 2003 action research with all students from the first and second year in 4 different teacher training colleges in Flanders and The Netherlands.

This process-oriented self-assessment instrument offers the students several items to guide them in answering the fundamental questions about their well-being and involvement in the different curricular areas. The instrument is offered in a digital version in order to have an easy way to monitor all data.

- (1) The individual scores give student handhold for reflection in order to enhance their own involvement in teacher training.
- (2) The scores of the group give curriculum developers information by looking at the levels of well-being and involvement of the different curricular areas.

Starting with this information a new pedagogical approach can be created.

## Results

The action research shows that the instrument proved to be valid in collecting the information about student's wellbeing and involvement. The analysis of the data revealed substantial information about the quality of the context in relation to individual students and the whole group. The data support the following conclusions:

- (1) self-assessment is a necessary first step in starting to enhance possibilities to succeed in the first year of training; the instrument makes students aware of what is going on and helps them to become more successful in managing their work;
- (2) students revealed to be real experts in telling us what should be done in teacher training to improve the quality; the instrument gives them a voice and can make student-centered education become reality.