

# **Professional Learning Community in Placements**

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# **The context of education in Vietnam**

- **VN is preparing for the next reform in basic education after 2015**
- **Main points of the basic education reform: competence-based education, active learning, integrative teaching, differentiated teaching for individual learner's development needs**

# **Current issues of teacher education**

- **Low quality of graduating student teachers, not meeting requirements of teaching and learning innovation**
- **Lack of competences - based teacher development management**
- **Lack of coherent Lifelong teacher education process, isolating Initial Training (IT) from induction and continuing teacher development**
- **Limitations of University-School relationships for teaching profession development**

# **Current IT Programme**

- **IT programme of 4 years => Bachelors degree**
- **Training theoretical knowledge on campus + practicum on placements of about 10-12 weeks**
- **Practicum – integral part, by which student teachers connect theoretical based study to practice for developing their own professional knowledge and experiences**

# **IT practicum**

- **Student teachers learn in teaching profession and acquire their own teaching experiences through making observations, teaching practices**
- **Student teachers learn to understand the real education situations with mentor- teachers**
- **Student teachers learn by doing teaching practice under mentors' supervision**

# **Current issues of PL in placements**

- **Hierarchical relationships in school placements: between principals/vice principals and teachers, teachers and student teachers => Unopened professional discussions,**
- **Teachers' Public lessons are performed ⇔ unreal meanings of teaching practices**
- **Lack of student Teachers PL methods: observation skills, reflection skills**
- **Shortages of whole school post teaching discussions (mainly within groups of a mentor with several student teachers)**



# **Current issues of IT programme**

- **IT is not professional Competences – oriented,**
- **IT places stress on professional theoretical knowledge, shortage of practical learning in placements**
- **Isolation of student teachers' professional learning (PL) from school teacher's continuing professional developments**
- **Lack of transparent and open professional learning environments for student teachers' professional learning.**

# IT reform

- **Approach: Competence-oriented teacher education**
- **Preparation student teachers for Life long teacher learning process**
- **Learning outcomes in IT : Teachers as educators, lifelong learners, practitioner researchers**
- **University-school close relationships for teacher profession**
- **PL in/from/for school practice**
- **Research/Inquiry – based PL**



# PL in Placements

- **School teachers (including student teachers) learn by collaborating with other teachers for improvement of school/classroom practice (Action research/lesson study/ problem solving)**
  - **Student teachers learn by participation with experienced teachers for dealing with practical problems**
  - **Mentor – teachers/ experienced teachers learn by helping other teachers (including student teachers) through sharing professional knowledge/experiences/practice reflections**
- ⇔ **Connections of experienced and novice teachers' learning together**

# Advantages of PLC in placement

- Full professional environment of relationships and activities
- Diversity of teachers at different development levels: student teachers, experienced teachers
- Diversity of teacher- learners with different learning purposes and styles

=> Scaffolding for effective teachers' developments (the concept of '*zone of proximal development*' (vygotsky) <=> Additional value

# **Zone of proximal development**

**The concept of 'ZPD' (Vygotsky): the 'gap' that exists for an individual between what he is able to do alone and what he can achieve with help from one more knowledgeable or skilled than himself )**

# **Building Placements as PLC**

- **Strategy for promoting long-term professional development for educators at different levels**
- **School culture of Collaborative, trusted and democratic relationships between student teachers, teachers and teacher educators for school improvements**
- **Lesson study process, including Public everyday lessons; Reciprocal learning from each other through classroom visits; joining in lesson discussions and reflections**

# **Roles of Placements in TE**

- **Placement as a Professional environment where professional practices are happening**
- **Placement as a resource of practical professional knowledge (both present and potential)**
- **Placement as a strategy to increase teacher's learning**
- **Placement as a Professional development school (PDS), which develops novice professionals, the continuing development of experienced professionals, and research, and development of the teaching profession**

# **PLC in placement**

- **Promoting placements as PLC - the solution to student teacher's PL:**
  - **Promoting Lesson Study at school level (replace same subject / same classroom)**
  - **Promoting teachers to share their experience to deal with their teaching problems**
  - **Promoting school improvements in action research**



**Thank you very much!**