



Evidence for establishing PROFILES ownership

Dvora Katchevich, Malka Yayon,
Avi Hofstein, Rachel Mamlok-Naaman

Klagenfurt 15-18th of September



SEVENTH FRAMEWORK PROGRAMME

5.2.2.1 – SiS-2010-2.2.1

Grant agreement no.:266589



Caracturization of Ownership

- ⊙ Feeling and acting for Sharing and Disseminating the PROFILES modules.
- ⊙ The willingness to continue and participate in the CPD program.
- ⊙ Feeling empathy towards the project and believe in its rationale .
- ⊙ The promotion of the teacher's status among peers.
- ⊙ Promotion of the teacher's status in his/hers classroom.
- ⊙ Feelings referring to the professional development of teachers.



Sharing & Dissemination

- ⊙ Presenting PROFILES project and providing information related to the design and implementation of the modules in class in a national conference of chemistry teachers. Preparing posters about the modules.
- ⊙ Publishing articles in teachers' journals about the experience, the design and implementation of the modules.
- ⊙ The willingness to involve other teachers in school in the project.
- ⊙ "The next assignment is to disseminate the module to more teachers in more schools. Personally I want to be involved in such an initiative "(B. 6/2012)

Sharing & Dissemination

The process of preparing the poster and the lecture were really interesting. ... The process required a different mindset on the module and on the project....Attractive presentation that will cause other teachers to join the project, or make them want to run the modules in their classrooms .

"We presented the module we had developed ... We prepared a poster and presentation and it was interesting to realize that there was great interest ... The responses we got were: "We are waiting for your next module."

Presentation in the chemistry teachers conference



Sharing & Dissemination

“Sophie made bracelets with fluorescent beads for distribution to the listeners.

Sophie and me organized boxes and labels for distribution of hand lotion that we would make during the lecture. (Attached is an example of page with labels).

Now we are only missing T - shirts and hats - and PROFILES will be a good competition to McDonald's ... Marketing of course, because **there is no question about the quality ...**” (Bo. 12/2012)



Sharing & Dissemination



Stickers (labels) for the sun cream

Sharing & Dissemination

The poster presentation



An article in the teachers' journal



בכתבה זו נסקור את פיתוחן של שתי מבניות לימוד (מודולות) על ידי קבוצת מורי כימיה הלומדים בתכנית רוטשילד-ויצמן במסגרת מסלול לתואר שני במכון ויצמן. פיתוח המודולות נעשה ברוח הרציונל של PROFILES. PROFILES הוא פרויקט איחופי של האיחוד האירופאי, כדי לקדם את ההוראה בדרך החקר (Inquiry Based Science Education). בפרויקט משתתפות תשע-עשרה מדינות, וישראל מכן ויצמן. היא אחת מארבע המדינות המובילות. הגישה בפרויקט רואה במורים מפתח לקידום חינוך דרך מדע. לכן הפרויקט שם

The willingness to continue in the 2nd year CPD program

Six teachers joined PROFILES in the second year, and their feedback (face to face and on-line) provides evidence for their ownership and enthusiasm about PROFILES.

"Because we really enjoyed the first course of Profiles, when we were told that a second round course is opened we joined it happily" (Sm. 3/2013).

"The option of continuing on another PROFILES course, , and to be involved and affect the development of other modules - are very appealing to me" (Bo.6/2012).

Teachers Identifying themselves with **PROFILES** rationale

- ◎ The willingness to identify socio-scientific issues (to be developed) that have a local characteristics (e.g. an environmental-type issue).
- ◎ "I think teaching chemistry through inquiry is right for me and for my students." (So. 5/2012)



...Teachers Identifying themselves with **PROFILES** rationale

"I was glad to hear that the PROFILES project will provide me with experiences to develop as professional teacher (as well as my peers). From my experience in the CPD, I can say that my active and personal involvement in the project enabled me to develop as an active participant and as a result to develop me personally to become a leading teacher." (Bo. 6/2012)

"I'm sure that teaching chemistry through inquiry in relevant contexts of everyday life, has a lot of impact on the motivation of the students to choose to learn chemistry." (So. 3/2013)

Promotion of the teacher's status in his/hers classroom

Tell your student that you were involved in the development or adaptation of the module as a part of an international project.

"I feel that the students appreciate me more than before. Many times I heard my students telling about me and about the module to their friendsI was excited (So. 3/2013).

The teacher and her students with the cream they just prepared



...Promotion of the teacher's status in his/hers classroom

"The students asked me to tell them about PROFILES project and about my future plans for developing modules They asked me to develop a module on ice cream at the beginning of the second school year, and some of them asked to continue their work on sun screen - a module which they experienced in the following school year". (So. 3/2013).

Student testing the melting of ice cream

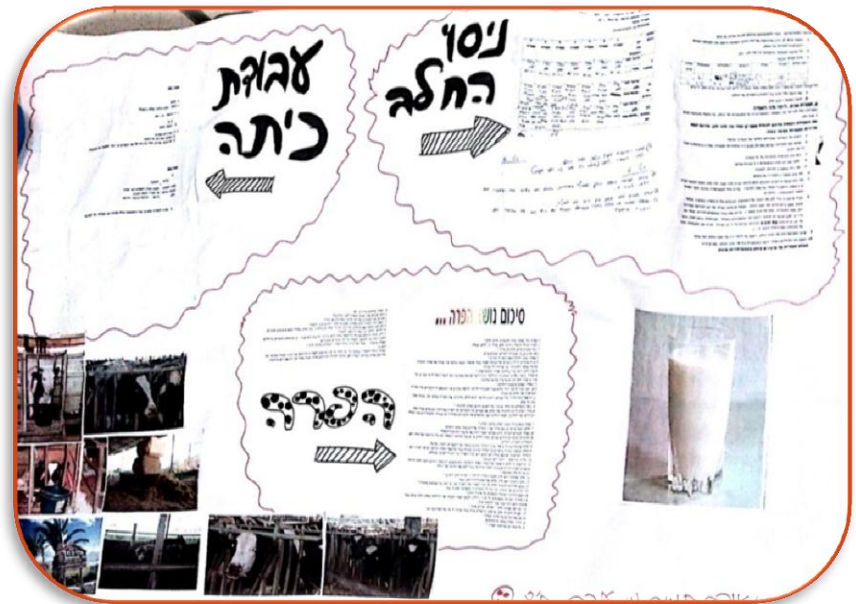


The promotion of the teacher's status among peers

- ◎ "The school principal has changed the attitude towards me greatly. She asked me how we develop modules. During the meeting of teachers in school, she shared with the school teachers about my project... Each teacher told me honestly at least few good words about my project." (So. 3/2013).
- ◎ "the Coordinator no longer thinks that it's unnecessary to implement the modules, she wants to do the activity in the gifted students class." (Li. 2/2012)
- ◎ "[regarding the newsletter]....It is heart warming! A wonderful idea, good energy and great way of marketing. I could not resist and sent it to Dorit (the Superintendent) and some other teachers..." (Bo 10/2011).

... The promotion of the teacher's status among peers

Teachers make an attempt to bring items (artifacts) that eventually will provide evidence for their classroom behaviour and practice.



Students' products that teacher brought to the workshop

... The promotion of the teacher's status among peers

Learning the spirit of PROFILES in the 2nd round from teachers who participated in the first round:

"....I suggest you to design a module, it was exciting to teach an activity that I planned myself." (Li 11/07/2012)



Professional Development: The teacher as a curriculum developer

" I enjoyed most the implementation of the biodiesel module for a very simple reason - I could say "this is mine, I am part of it." I was excited, and I felt "butterflies in my stomach".

After working a lot - implementing the module in class is the final step - to see whether the students enjoy the activity, whether it will go smoothly, whether it will be exciting. The module was developed for them!" . (Li. 6/2012).

"I developed a module and loved it. For a long time during the year I thought that it would not be possible to do that"Teaching is not about filling a container, but igniting a fire" Thanks a lot! (Er. 5/2012)

Professional Development

When teachers decide to make changes, alternations, and amendment to the original module. This is highly based on their self-reflections.

The willingness and ability of teachers to bring evidence to their accomplishment.

"Except to enriching me in teaching, educational issues and new pedagogy of teaching, developing new units added challenge, interest and intellectual and personal development." (Ba. 3/2013)

Can you bring some evidence for ownership from your workshop?

Thanks!