

The role of teacher professional development into activation of learning community

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The international comparative analysis on pre-primary educational policies (COM, 2020; OCSE-Eurydice, 2009; OCSE-TALIS, 2009) highlights the growing importance of learning contexts widened on the redefinition of teacher professionalism, fostering a process of transformative changing that include, alongside traditional skills teaching, other strategic components of social fallout.

The research investigates the capability process on professional agency (Sen, 2000; Nussbaum, 2011) of preschool teachers and its correlation with the improvement of professional qualification. The enhancement of dimensions as empowerment (Alsop *et al.*, 2006) and choice for individual fulfilment allows to redefine professional development as a experiential and self-determined learning with transformative value. This allows to build new models of development able to combine the skills acquisition with their activation, through a "capability" agency.

A comparative analysis of Italo-Brazilian policies launched the first step about definition of the pre-school teacher profiles: the construction of a Model of Competences and self-assessment questionnaires based-on allows to sound out about seventy Italian pre-school teachers. The second step involves the definition of capability activation processes through an Action Research activity with interviews introduced to three pre-selected teachers, in order to highlight the conversions factors that attend on professional qualification.

First data indicate the increasing value acquired by extracurricular dimensions on teacher professionalism, related to Areas of Competences of Networking and Governance.

Into the Area of Networking, teachers take account of significant differences into levels of competences' development of:

- i. Competences of cooperation and joint action into network of peers,
- ii. Competences of professionalism increase through networking opportunities,
- iii. Competences to influence the policy making through networking action.

Into the Area of Governance, relates to extracurricular planning and joint collaboration with educational stakeholders into the local community, the comparison between owned and wanted competences reveal that the increasing of these competences within professional profile is much significant and desirable for teachers sound out.

Its suggests:

- the re-think of vocational and training policies, able to include informal aspects of learning contexts widened within learning communities (Krašovec S. J., Radovan M., Močilnikar Š., Šegula S., 2014).

- the re-define of a new teacher's figure, actively involved into co-design of learning environment as a educational integrated system with inclusive importance (Ellerani, 2011)

- the support of professional function of corroboration and dissemination of reflexivity, able to produce community learning in a terms of *learnfare*¹ and active welfare² (Margiotta, 2012; Costa, 2012).

- the creation of communities of practice of politic and pedagogic value, based on participatory processes and democratic negotiation (Marinetto, 2014).

⁽¹⁾ Margiotta explains that development of individual empowerment makes the subject can "do its part" actively participating at the economic, social and political life of his country. (Margiotta, U. (2012). *Educazione e formazione dopo la crisi del welfare*. In: Baldacci, M., Frabboni, F., Margiotta, U. (2012). *Longlife/ Longwide learning; Per un trattato europeo della formazione*. Milano: Bruno Mondatori.)

⁽²⁾ Costa M., in *Agency formativa per il nuovo welfare*, express that welfare represents a strategic framework to think about the concept of development within which to combine both freedom and human responsibility through the primacy of the subject and their fulfilment project. (Costa, M. (2012). *Agency formativa per il nuovo learnfare. Formazione & Insegnamento*, vol. 2, pp. 83-107.)

