

## WORKSHEET A

<b>Title</b> Reflexivity and autonomy in the professional practice	
<b>Objective(s)</b> To understand how to be a reflexive teacher To define the notion of teacher autonomy	
<b>Keywords</b> Autonomy – reflexivity – non-directive character	
<b>Ref to the Guide</b> 0, I. 1, II. 2, II. 3	<b>Ref to the CEFR</b> Ch. 4 (Introduction), 6.3.4, 6.4.2
<b>Task A</b> ( 👤 👤 ) ou ( 👤 👤 👤 )	
<b>Step 1</b>	
There can be no autonomous learning if the teachers themselves are not autonomous. Before reading the explanations below, think in pairs or groups about your own definition of teacher autonomy. Consider the different aspects that underlie the notion of teacher autonomy.	
<b>Step 2</b>	
Read the definition/explanation of teacher autonomy “Teacher autonomy [...] might be defined as the ability to develop appropriate skills, knowledge and attitudes for oneself as a teacher, in cooperation with others. [...]” <sup>1</sup>	
Now read the note of the CEFR concerning the function of the question boxes inserted in the document from chapter 4 onwards “[...] Readers will see that from this point on, each section is followed by a box in which the Framework user is invited: ‘to consider and where appropriate state’ the answers to one or more questions that follow. The alternatives in the phrase ‘need/be equipped/be required’ relate to learning, teaching and assessment respectively. The content of the box is phrased as an invitation rather than as an instruction in order to emphasise the <b>non-directive character</b> of the Framework enterprise. [...]”	
(CECR, p. 43)	
In your opinion, how could we relate this note of the CEFR with the notion of teacher autonomy? How do you understand the qualities of an autonomous teacher? How can they be shown in practice? In your opinion, in what sense does the CEFR speak about non-directive character?	
<b>Task B</b> ( 👤 👤 )	
Among the characteristics of an autonomous teacher listed below, choose three you consider the most representative of your vision of teachers’ professionalism. Negotiate your choice with your colleague.	
<ul style="list-style-type: none"><li>• Capacity for self-directed teaching;</li></ul>	

<sup>1</sup> Smith, R. (2003). Teacher education for teacher-learner autonomy. In J. Gollin, G. Ferguson, & H. Trappes-Lomax, Symposium for Language Teacher Educators: Papers from Three IALS Symposia (CD-ROM). Edinburgh: IALS, University of Edinburgh. Also available: [http://www.warwick.ac.uk/~elsdr/Teacher\\_autonomy.pdf](http://www.warwick.ac.uk/~elsdr/Teacher_autonomy.pdf). Date: 1.08.2009.

- Freedom from control over own teaching;
- Capacity for self-directed teacher education;
- Capacity for integrating reflection in the teaching process;
- Ability to adjust the teaching practice to the cognitive and educative needs of the learners;
- Ability to cooperate with other teachers so as to achieve common goals
- Ability to adjust the teaching practice to the demands of the educational system
- Capacity for acquiring new abilities within the training offer for teachers
- Ability to define own teaching objectives
- Ability to manage successfully constraints in the teaching practice
- Motivation to find solutions to the problems arising in the classroom
- Capacity for organising own learning and for exploiting resources
- Ability and willingness to self-assess own teaching abilities
- Awareness of what the methodologies applied aim at
- Ability to take targeted and well-informed decisions
- Ability to cooperate with other teachers.

### Task C ( † )

Perrenoud (2006) in his book *Dix nouvelles compétences pour enseigner*<sup>2</sup> identified the fundamental competences of the teaching profession and he classified them in 10 groups:

1. To organise and enliven teaching situations.
2. To manage successfully the progression of learning.
3. To conceive and make evolve differentiation strategies.
4. To involve the pupils in their learning and their work.
5. To work as part of a team.
6. To take part in the management of the school.
7. To inform and involve parents.
8. To use new technologies.
9. To face duties and ethical dilemmas in the profession.
10. To manage successfully one's own continuous training.

Moving from these 10 categories and the characteristics you had chosen in task B, write a paragraph stating your vision of teaching and including considerations on the role of teachers as autonomous professionals.

<sup>2</sup> Perrenoud, Ch., (2006). *Dix nouvelles compétences pour enseigner. Invitation au voyage*. Paris : ESF (5th ed., 1st ed. 1999).