

LSP teacher professional development: challenges in the post-pandemic era

Scripta Manent Special Issue

Call for papers

Current studies (Darling-Hammond et al., 2017) define *teacher professional development* as structured professional learning resulting in changes in teacher practices and improvements in student learning outcomes. As such, teacher professional development:

- is content-focused, because it focuses on teaching strategies associated with specific curriculum contents;
- incorporates active learning, as it actively engages teachers in designing and trying out teaching strategies, while adopting the same style of learning they are designing for their students;
- uses models of effective practice, thus providing teachers with best practices;
- supports collaboration and helps teachers to create a network where to share ideas and collaborate in their learning;
- provides coaching and expert support through shared expertise about content and evidence-based practices, focused directly on teachers' individual needs;
- offers feedback and reflection.

On top of that, one of the main characteristics of teacher professional development is that it should provide teachers with adequate time to learn, practice, implement, and reflect upon new strategies that facilitate changes in their practice. That time seems insufficient to develop new teaching strategies has always been a leitmotif in the pre-pandemic era (Copeland 2020). The pandemic has not only highlighted time inadequacy but also strongly challenged the whole education system, where the capacities and commitment of teachers have been highly tested (UNESCO 2021), including teacher professional development.

The promotion of in-service professional development through a broad range of high quality and pertinent training and refresher courses is clearly indicated in the 2030 Agenda for Sustainable Development and SDG 4 (UNESCO 2021) on education, which also confirms the fundamental role of teachers in achieving the goals of quality education for all, with inclusion and equity. Yet recognition of the critical importance of the role of teachers has been underscored by the critical situation created by the COVID-19 pandemic.

What has so far been considered to be 'normal' in teacher professional development has been destabilized or disrupted by the pandemic. Technology solutions have been adopted to save the whole education system. Teachers, and LSP teachers, in particular, have reinvented themselves within the new (post)Covid culture: COVID-19 has "catalyzed a new era in virtual language learning and teacher professional development" (Copeland 2021, webpage). Indeed, the pandemic has highlighted a significant gap in teacher preparation and training for emergency remote teaching, including teaching with technology to ensure continuity of learning.

So, where are we now?

This special issue of *Scripta Manent* focuses on LSP teacher education and/or professional development in the post-pandemic era. More precisely, the goal of this special issue is that of collecting contributions that address fundamental research challenges that directly address the issue of teacher education and of professional development centring around (but not only) the following topics:

- emerging technologies and digital tools to develop LSP professional learning and development;
- LSP professional development: education for all praxis;
- equity issues in LSP teacher professional development;
- European and global perspectives;
- pre-service and in-service LSP professional development during the pandemic;
- building (online) communities;
- simulated/online teaching experiences for LSP pre-service /in-service teachers;
- evidence-based practices;
- critical issues shaping the future of LSP teacher education;
- methodological approaches to LSP teacher professional development.

Submission guidelines

Abstract proposals can be written in English, French, German, Italian, or Slovenian, and must be submitted to scripta.manent@sdutsj.edus.si by 15th December, 2022.

In your submission, include a .doc file with the author's name/s and surname/s, institutional affiliation/s, email address, title, abstract (350 words, including five keywords and references), and the chosen topic. The subject line of your email will be: ScriptaManent2023 – your name.

Important dates

Decisions about acceptance will be communicated by 31th January, 2023.

Manuscript submission: May 15th, 2023

Special issue publication: December 2023

References

Copleand, Kate (2020) *Professional Learning and Teaching in the Post-Pandemic World*. Available at <https://sites.udel.edu/eli/2021/05/20/professional-learning-and-teaching-in-the-post-pandemic-world/>

Darling-Hammond, Linda, Hyler, Marie E., Gardner, Madeleine (2017). *Effective Teacher Professional Development*. Palo Alto, CA: Learning Policy Institute.

UNESCO (2021) *The teaching profession in the post-pandemic era*. Available at:

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