

Teachers' beliefs about barriers towards implementation of innovative teaching practices

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Framework and context

- Resistance to innovation (*Rogers, Eichholz*)
- Need for shared meaning of educational reform among all stakeholders (*Fullan, Hargreaves*)
- Construct of teachers' beliefs (*Pajares*)
- Teachers' beliefs about creativity-fostering learning environment and barriers to it (*Bereczki & Kárpáti, Andiliou & Murphy*)

Russian Federation: context

- Facing global educational challenges nowadays

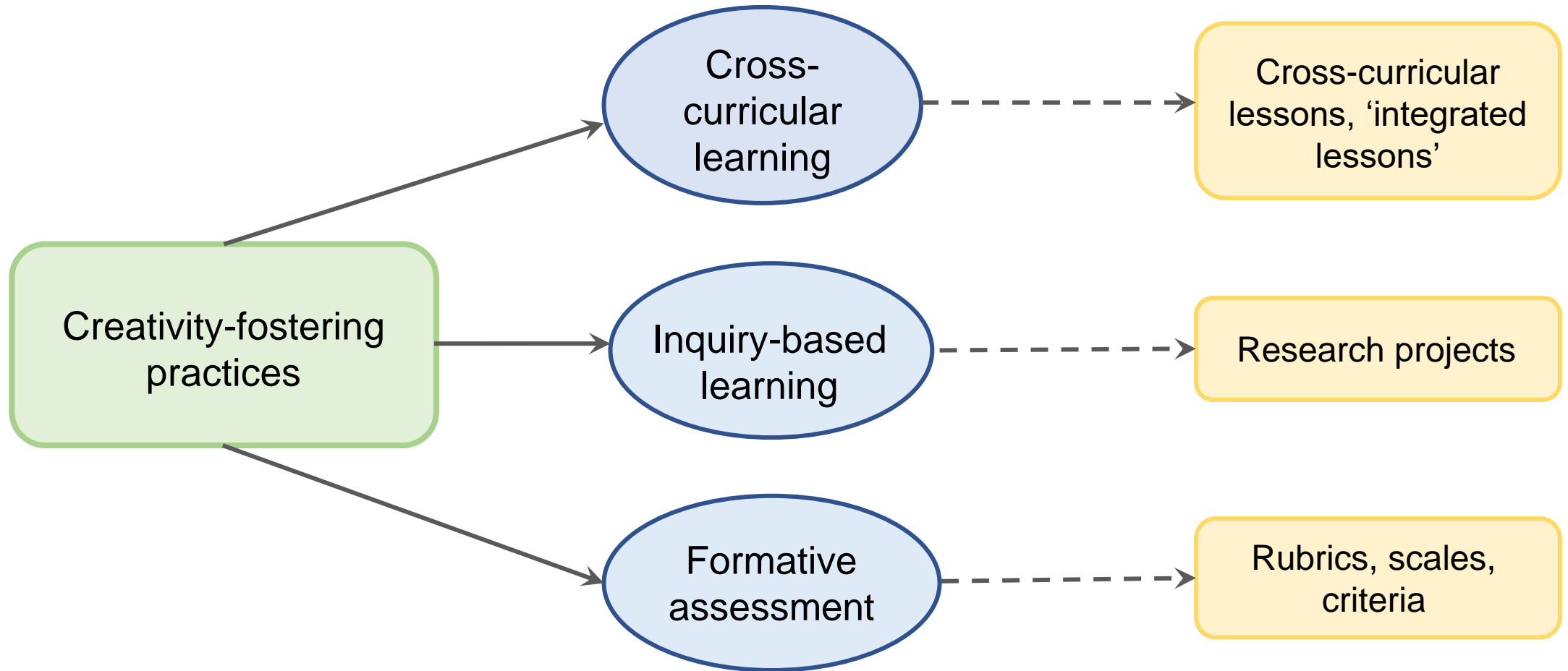
Decree of the President of May 7, 2018:

“introduction of new teaching methods, development of students’ basic skills and abilities, increase in their motivation for learning and involvement in the educational process”

- Own history of innovative pedagogy from the times of late USSR (pedagogy based on ideas of Vygotsky; TRIZ-pedagogy)

Creativity and creativity-fostering practices

- *Sternberg & Lubart*: production of ideas that are both novel & useful
- *Kaufmann & Beghetto*: developmental perspective (mini-c creativity), classroom contexts for creativity
- *Csikszentmihalyi*: teachers act as gatekeepers to different cultural domains. They help to recognize whether students' ideas are valuable
- Creative training (*Scott, Leritz, Mumford, 2004*)
- Creative learning environments (*Davies et al, 2013*)



Methodology

- 15 focus-groups with 144 teachers from 6 schools in Moscow region
- Guiding questions:
 - acquaintance with creativity-fostering practices
 - attitude towards these practices, possible reasons for not using them
- Coding (atlas.ti software), interpretative analysis, summing up codes to categories

Results: 6 categories

From the most frequently mentioned to the least

“Students are not ready for such a change”

“In the whole school there may be one or two thoughtful kids. What about the rest of them...”

“They will stop learning completely. There won't be any results at all.”



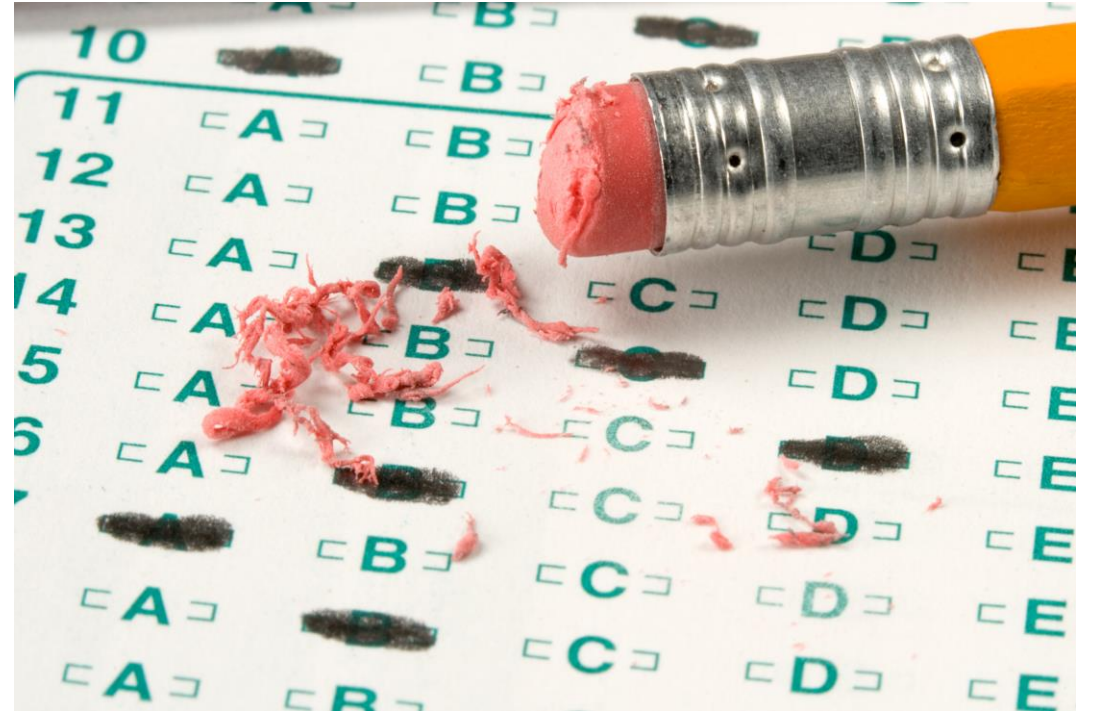
“This should be done by professionals”

“Probably we truly need students to do research projects at school. But this should be done by an individual with specific education, maybe from scientific background, and not by a teacher.”



“We have plenty of topics to cover in a face of standardized exam”

“Cross-curricular lessons can be held often, but... I usually don't have time to tell my own stuff. I want to give so much information. If I let cross-curricular stuff in here, it will take half of the lesson from my part.”



“Strict organization leaves no room for creativity”

“As a teacher of Physics, I am for sure interested in Biology and Chemistry and would like to collaborate with my colleagues. But everything is organized so that we can't spend time together. So, cross-curricular lessons are something that can happen only in summer.” *(laughs)*



“Learning tasks are badly designed”

“Students are not interested in research project tasks that can be found in our textbooks. Moreover, students are not eager to look for solution individually, as expected from them. They want to act in a team, but the tasks do not provide such an opportunity.”



“Parents want their kids to be taught in a traditional way”

“In general, parents understand the issue of assessment only as labeling: 5, 4, 3, 2. Just the digits!”

“Parents have a power to guide a child, to show him different approaches to the topic. But most parents do not care about their child’s learning path.”



Conclusions

Most beliefs about barriers were previously mentioned worldwide.

BUT

Belief about students being not prepared for frequent use of creativity-fostering practices seems to be prevalent only among Russian teachers.

SO ARE TEACHERS...

Unable to apply flexible control? Unable to motivate students while providing them with a certain degree of freedom?

Questions? Contact me!

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