TEACHERS’ PROFESSIONAL DEVELOPMENT:
TRENDS, CHALLENGES AND INTERNATIONAL COMPARISON

Kyiv 2015
Content

Module 1. Teaching and schools policy: European political context

Module 2. Teaching and learning effectiveness: continuous professional development of teachers

Module 3. Teachers’ professional development: school context

Module 4. Mentoring and induction programs for new teachers: international comparison
Professional Development

• **Initial professional development (IPD)**—a period of development during which an individual acquires a level of competence necessary in order to work as autonomous professional

• **Continuing professional development (CPD)**—the systematic maintenance and improvement of knowledge, skills and competence throughout a professional’s working life
System of education

Formal
Specialised institutions to teach knowledge, abilities and skills specified by the state standards

Non-formal (out-of-formal school) education
provision of special type of training for children, youth and adults during extra-curriculum activities or outside of workplaces

Informal education
all means of influence on the population whose age exceeds 1 or 2 years
Professional Development

• **Formal**: IPD – teacher education at institutes, colleges, universities; CPD – post graduate programs.

• **Non-formal** – means by which members of professional associations maintain, improve and broaden their knowledge and skills, develop the personal qualities

• **In-formal** – means of surrounding circumstances
Managerial professionalism – formal

- Direct learning (consulting, coaching, lesson study, mentoring, reflective supervision, technical assistance etc.)

Democratic professionalism – informal

- Learning in school (innovations, master classes, practice for would-be teachers, research projects etc.)
- Learning out of school (networks, programs of professional associations, collaborative projects, summer/winter schools, partnerships, online PD courses etc.)
A secondary analysis based on the TALIS dataset
Editor: Professor Jaap Scheerens, University of Twente

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Professional development:
Basic conceptual framework
Figure 5.2b: Empirical model of factors affecting experienced impact of professional development (all TALIS countries) © European Union, 2010
A Typical Teacher Preparation Curriculum in Ukraine (BA)

Compulsory Components
- Social and Humanitarian
- General scientific and fundamental courses
- Professionally-oriented training

Teaching practice
- Observation (1 week)-1st year
- Psychological and pedagogical research (1 week) – 2nd year
- Work at the retreat camp (4week) - 3d year
- Student teaching (12 weeks)- 4th year

Optional Components
- University choice
- Student choice
EERA
European Educational Research Association (1994)

ECER

http://www.eera-ecer.eu
2015 Budapest
2014 Porto
2013 Istanbul
2012 Cadiz
2011: Berlin
2010: Helsinki
2009: Vienna
2008: Göteborg
2007: Ghent
2006: Geneva
2005: Dublin
2004: Crete
2003: Hamburg
2002: Lisbon
2001: Lille
2000: Edinburgh
Networks

1. Continuing Professional Development: Learning for Individuals, Leaders, and Organisations
2. Vocational Education and Training (VETNET)
3. Curriculum Innovation by Schools and Teachers
4. Inclusive Education
5. Children and Youth at Risk and Urban Education
6. Open Learning: Media, Environments and Cultures
7. Social Justice and Intercultural Education
8. Research on Health Education
10. Teacher Education Research
11. Educational Effectiveness and Quality Assurance
12. LISnet - Library and Information Science Network
13. Philosophy of Education
14. Communities, families, and schooling in educational research
15. Research Partnerships in Education
16. ICT in Education and Training
17. Histories of Education
18. Research in Sport Pedagogy
19. Ethnography
20. Research in Innovative Intercultural Learning Environments
21. Research in Higher Education
22. Policy Studies and Politics of Education
23. Mathematics Education Research
24. Research on Children's Rights in Education
25. Educational Leadership
26. Didactics - Learning and Teaching
Creativity and Innovation in Educational Research

National governments and the European Union see innovation as increasingly important for the development of the 21st century knowledge society. It may contribute to economic prosperity as well as to social and individual wellbeing and may, therefore, be an essential factor for creating a more competitive and dynamic European society. In the effort to manage the challenges facing societies and economies, political agencies and systems expect educational research, the social sciences and humanities to find solutions for developing creative and innovative education as a means to foster creative competences and innovative skills among the next generation.

Educational researchers know that educational actors have the power to unlock the creative, innovative and critical potential of the young. At the same time, educational researchers care about what happens when a basic capacity for curiosity, experimentation and creativity is directed towards serving economic activity in an innovative society. Educational research builds on empirical, comparative, historical, societal, political and philosophical investigations and analyses, and is, therefore, able to consider the needs of society and the economy while not overlooking the impact this may have on individuals, communities and society.

Important Dates

* 15 November 2012
  Call for papers, submission time starts

* 1 February 2013
  Strict deadline for submission of proposals and abstracts

* 1 April 2013
  Announcement of the accepted proposals and abstracts
  Early bird registration starts

* 31 May 2013
  End of early bird registration

* 1 July 2013
  Presentation times to be announced
  Conference program to be published online

* 15 July 2013
  Final deadline for registration and payment
Partnership ‘School-University’: Ukrainian Experience of Teacher Professional Development

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ECER 2013