

# Partnership 'School-University': Ukrainian Experience of Teacher Professional Development



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# Partners

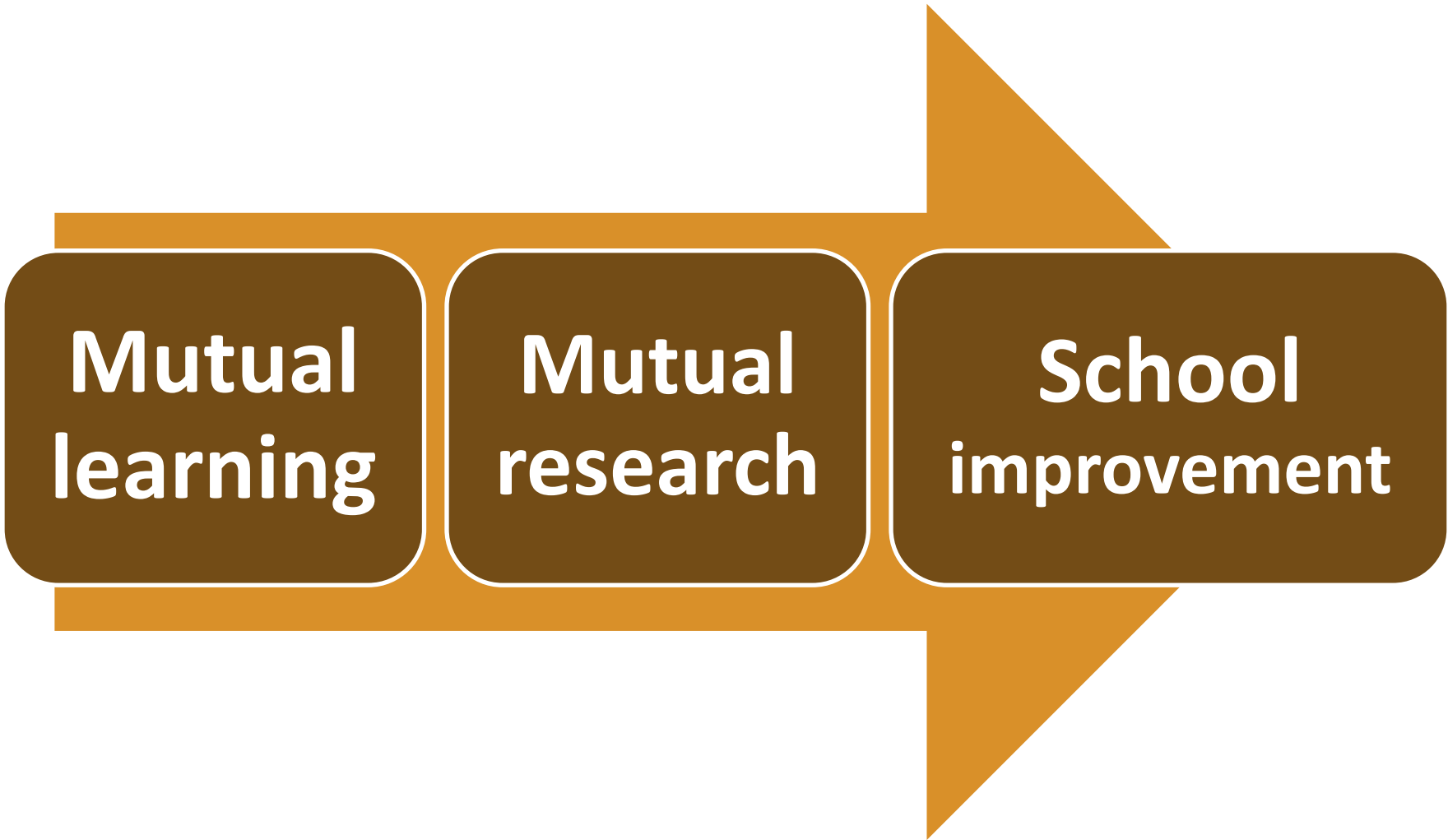
## **Gogol State University at Nizhyn**

- English teacher training program
- Research
- Student teaching
- Student research
- Consulting

## **Schools at Nizhyn District**

- Teaching and Learning Process
- Innovation
- Practice for would-be teachers
- Consulting

# Professional Development



**Mutual  
learning**

**Mutual  
research**

**School  
improvement**

# Collaboration: re-thinking how we conduct it in the era of sharing



Hassall et al. (forthcoming). Reciprocal Dispersed Collaborations: Re-thinking how we conduct international research on teaching and learning in the era of sharing

# Objective

- defining the conditions of transition from collaboration to partnership of school teachers and professors of Nizhyn State University.

# Research Methods and Procedures

Group  
discussions

Observations

Interviews

Data  
analyses

Case-studies

# Research Stages



# Results

**2010**

**2013**

**Passive role of teachers  
Unwillingness to  
participate**

**Continuation of  
partnership on the  
initiative of teachers**

**Lack of the will to spend free  
time on partnership**

**Attendance of seminars in free  
time**

**Observation of peer  
communication**

**Active part in the communication**

**Lack of time to analyze  
experience**

**Reflection on the experience**

**Unwillingness to work beyond  
the seminars**

**Participation in online forums,  
engagement in planning  
demonstrative lessons, workshops**



# Theories

## Top-down approach

- more courses
- more tests
- more mandatory curricula
- more standards
- more sanctions

## Bottom-up approach

- more attention to teachers' qualifications and capacities
- more attention to developing schools through changes in teacher education
- more attention to certification processes
- more attention to teacher networks

# Conclusion : teachers learn best by

sharing ideas

planning  
collaboratively

critiquing each  
other's ideas

conducting  
collaborative  
experiences

reducing the  
isolation

# Conclusion: transition from collaboration to partnership 'School-University' is possible through

networked  
learning  
communities

involvement of  
students

innovative  
activities

improvement of  
teacher training  
programs

mutual  
research at  
school

**Thank you for your attention**

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