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

- Partnership in education
- Current attestation procedure
- Professional needs
- Possible activities

Mutual professional development program at the University
- Teacher professional skills
- Modern tendencies in foreign languages teaching and learning
- Interpersonal communication

Learning communities at school
- Teacher motivation
- Student motivation
- Mutual action research
## Results

<table>
<thead>
<tr>
<th>2010</th>
<th>2013</th>
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<tbody>
<tr>
<td><strong>Passive role of teachers</strong></td>
<td><strong>Continuation of partnership on the initiative of teachers</strong></td>
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<td>Unwillingness to participate</td>
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<td>Lack of the will to spend free time on partnership</td>
<td>Attendance of seminars in free time</td>
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<td>Observation of peer communication</td>
<td>Active part in the communication</td>
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<td>Lack of time to analyze experience</td>
<td>Reflection on the experience</td>
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<td>Unwillingness to work beyond the seminars</td>
<td>Participation in online forums, engagement in planning demonstrative lessons, workshops</td>
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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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