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TEACHING STAFF ADVANCED TRAINING: EUROPEAN EXPERIENCE

ABSTRACT

The issue of teaching staff advanced training is paid much attention in many countries. In the Republic of Moldova progressive professional credits system is used. Credits are scored not only in assigning teaching degrees or issuing a certificate of continuing professional education, but also for teachers' evaluation at the educational institution. Advanced training of teaching staff in France is provided by various institutions of postgraduate education, university institutes and regional centers of education in order to help teachers to renew their professional knowledge and at the same time to refocus it on the level of consciousness according to the real problems of school and the community. The feature of teaching staff advanced training in France is that it is teachers' personal matter and duration of all periods of training should come to one year during all professional career. In Finland, teaching staff advanced training is organized directly in schools under aegis of the National Board of Education, the National Centre for Advanced Training in Education, departments of teacher education and other faculties of higher educational institutions on credit system basis. Among the topical forms there are targeted, cascade, common (cooperative) teaching and learning by own example. In the UK, advanced training takes place in two models: the course model based on higher educational establishments and school based in-service education. The main purpose of advanced training system is to familiarize teachers with theoretical and practical innovations in educational activities, progressive teaching technologies, and consolidate their skills of independent acquisition of knowledge necessary for their professional development.

Key words: advanced training, postgraduate education, teaching staff, continuing education, the Republic of Moldova, Belarus, France, Finland, the UK, Germany.

INTRODUCTION

Nowadays a complete reform of the educational system is going on in Ukraine. A teacher remains a central link of an educational process. However, the teacher's profession in Ukraine in recent decades has become non-prestigious, so teachers often lack time and sometimes desire for their self-development. Traditional advanced training course does not always meet the real needs of a teacher and prove to be ineffective. So, one of the important issues of educational reform is significant change in the system of postgraduate education, including the search for new models of its organization.

The Law of Ukraine "On Higher Education" defines postgraduate education as a specialized improvement of education and professional training of a person by deepening, expanding and updating his/her professional knowledge and skills, or obtaining another profession, specialty based on previously acquired educational level and practical experience (Закон України «Про Вищу освіту», 2014). Postgraduate training is provided by higher educational establishments "on terms of free choice of content, curriculum, forms of training, organizations and institutions accredited according to the established procedure to



conduct training”. Advanced training is a mandatory requirement for certification of teaching staff (Типове положення про атестацію педагогічних працівників, 2010). The aim of advanced training is personal professional development by deepening and expanding its professional knowledge and skills, gaining experience of performing additional tasks and responsibilities within his or her profession (Положення про підвищення кваліфікації та стажування педагогічних і науково-педагогічних працівників вищих навчальних закладі, 2013). At the stage of reforms implementation it is important to take into account the best experience of teaching staff advanced training of the countries with advanced educational system.

THE AIM OF THE STUDY

The aim of the study is to analyze the experience of teaching staff advanced training in European countries (the Republic of Moldova, Belarus, France, Finland, the UK, Germany).

THEORETICAL FRAMEWORK AND RESEARCH METHODS

Teaching staff advanced training is carried out according to the Laws of Ukraine “On Education”, “On Higher Education”, “On scientific and Technical Activity”, “Regulations on Teaching Staff Advanced Training and Probation of Teaching Staff of Higher Educational Institutions” and other legal documents.

The problem of improvement of postgraduate education system developing a professional competence of teaching staff was studied in the works of T. Aheykina-Starchenko, A. Bodnarchuk, M. Byrka, L. Danylenko, L. Karamushka, N. Klokar, V. Kovalchuk, V. Maslov, V. Oliinyk, V. Palamarchuk, V. Putsov, V. Semychenko, L. Sihayev, T. Sorochan, T. Sushchenko, L. Vashchenko, N. Vasylenko and others. Foreign experience of postgraduate education was studied by N. Abashkina, V. Hamanyuk, N. Kozak, A. Leontiev, N. Postryhach, O. Protsenko, L. Puhovska, S. Synenko, S. Sysoieva, T. Vakulenko and others.

The main methods used to achieve this goal are analysis and synthesis of philosophical, pedagogical and psychological literature on teaching staff professional development, enabling the disclosure of this process identity in European countries and debunking of the main approaches to its organization in education.

RESULTS

Advanced training of teaching staff in the Republic of Moldova is based on the use of professional credits system, which provides unitary accumulation of credits at the total system of continuing education. Credit scoring is performed not only on the results of awarding educational degrees or issuing a certificate of continuing professional education, but also takes into account teachers’ evaluation at the educational institution. Coordination and monitoring of continuing education of teaching and administrative staff of educational institutions is performed by the department of teaching staff certification and improvement of the Ministry of Education and Youth of Moldova (Кодекс об освітанні Республіки Молдова, 2014).

The forms of continuing education include: a) advanced training and retraining courses and programs; b) practical and specialized training; c) seminars, conferences, round tables, workshops; d) distance-learning courses; e) other forms. The result of this activity is *Education Portfolio*, which is evaluated and remains in a teacher’s disposal for use in professional activity (Кику, Гораш-Постикє, 2010).

Teaching staff advanced training in postgraduate education is provided on the basis of the framework programs schedules for modules according to the instructions of the Ministry of Education and Youth, which involve updating knowledge on the specialty, subject’s didactics, psychological and pedagogical knowledge, with reference to their



conceptual, curriculum, technology and assessment updates of the Republic of Moldova Education. The purpose of these programs is to provide a relative balance between training in the specialty and professional teacher development. Framework programs of continuing education provide an opportunity to develop their own training program and itinerary depending on the interests and aspirations that promotes and encourages their advanced training (Барбэрошиє, Гремалски, Жигэу, 2009).

Teaching staff advanced training and retraining in the Republic of Belarus is provided by the Academy of Postgraduate Education, 7 regional institutes of teaching staff advanced training (6 regional and 1 municipal), 9 teaching staff advanced training institutes being a part of universities structure (for certain categories of teaching). The system takes into account a full range of changes in education: the intensification of the educational process; new content and forms of its organization; social, cultural and value reorientation of education; mastering innovative educational technologies, etc. (Тавгень, 2006).

Teaching staff advanced training is carried out through theoretical, practical, laboratory and other classes organized in advanced training institutions. The training includes measures to improve teaching and research skills, mastering the methods of work with new educational technologies and sources of information, studying the history and achievements of pedagogy, psychology and science in the specialty. Modern conditions allow reducing the duration of training down to two weeks and on-the-job scientific or methodological training is widely practiced (Развитие образования. Национальный доклад Республики Беларусь, 2001).

Advanced training of teaching staff in France is provided by various institutions of postgraduate education, university institutes and regional centers of education and is to help teachers to renew their professional knowledge and at the same time reorient them towards the real problems of the school and the community. Among the priorities of reforming the system of continuing education in France there are a significant improvement of teacher training, learning through research, overall introduction of innovations in the educational process, creating new educational and research institutions of higher level (Синенко, 2002).

The peculiarity of teaching staff advanced training in France is a person-oriented professional development of teachers. Only in rare cases when there is a need for simultaneous retraining of teachers of the same specialty (this happens after significant changes in curriculum), the Ministry of National Education, Research and Technology had to resort to mass events that comes close in form to the training in Ukraine (Корсак, Гранюк, 2002). Traditional issues both for Ukraine and France are a problem of teachers' personal motivation, the decisions of the head of the institution and the possibility of replacing teachers during teaching staff advanced training, the lack of budget (Скрипчук, 2007).

The feature of teaching staff advanced training content in France is a harmonious combination of secondary, special-subject disciplines and theoretical psychological-pedagogical component and use of acquired knowledge in practice in the school environment. Teachers are offered a wide range of courses on pedagogy, psychology and methodology (Лящихіна, 2009). They use teaching demonstration videos, modeling, microteaching, "mini-courses", role plays, projects presentations, telecommunication and information technologies, etc.

Average length of training in France at the expense of budget or enterprise from the beginning of active professional life until the retirement should come to one year (or 1200 hours in case of on-job training) (Andritsou, 2005).

In Finland, teaching staff development is organized directly in schools under the aegis of the National Board of Education, the National Centre for Professional Development in Education, departments of teacher training and other faculties of higher



educational institutions on credit system basis. Among the topical forms there are targeted, cascade, common (cooperative) teaching and learning by own example (Strong Performers and Successful Reformers in Education: Lessons from PISA for the United States, 2011).

Each teacher has the privilege to attend usually 2–3 days training per month, which is a part of their teaching hours. And if a teacher does not want to attend the training, the head of the institution has the right to withdraw part of his salary for those days. This system definitely stimulates professional development of teachers, their desire for advanced training (Asunta, 2006).

Each year teachers attend another type schools and during a week watch the organization of educational process or learn certain aspects (involve in common examples, hidden leadership, monitoring the teaching, support of students with disabilities and students from ethnic minorities). During such training, teachers write diaries, record new ideas and make report at a teaching staff meeting after the training. Visits to other schools are optional and provided only through mutual arrangements among the schools. During this period, any teachers' studies are held on their own cost (Strong Performers and Successful Reformers in Education: Lessons from PISA for the United States, 2011).

The country also implements a model of teachers' professional development, which calls for a close relationship between the higher and secondary schools. The basic concept of this model is that school teachers basing on their own professional experience daily "train" the university teachers. In turn, university professors tell teachers about the latest research of various aspects of the study and methodology of education, based on their own experience. In addition, the annual joint seminars and educational days are held (Asunta, 2006).

In the UK development training takes place in two models: the course model based on higher educational establishments and school based in-service education (Гапрай, 2003). The main purpose of advanced training system is to familiarize teachers with theoretical and practical innovations in educational activities, progressive teaching technologies, and consolidate their skills of independent acquisition of knowledge necessary for their professional development (Кіщенко, 2000). Advanced training has flexible and variative curricula in full- or part-time form including field classes.

Advanced training is free, and during the training teacher is dismissed from classes at school. Advanced training is specified in the labor contract. There are special professional assessment boards and professional certification procedures in the country. Highly specialized short-time courses are very popular. Structuring the programs' content they use technological approach, according to which a special attention is paid not only to predicting the knowledge and skills of teachers, but also to expected changes in the development levels of students after their teachers will be trained in these programs. In the curricula more than 60 % of the time is occupied by discussions and workshops (Соколова, 2009).

Among the forms of training there are group forms of work; active teaching methods such as role plays, dramatization, solving educational problems, watching and discussing videos from school practice; individual teacher training within schools; methodical seminars; conferences, "round tables"; discussions; group development of curricula, programs, teaching materials; days of professional development, supervising teacher research work (Кіщенко, 2000).

In general, continuing education of teachers in the UK is aimed at creating individual strategies and teaching styles, teachers who are able to self-development, which is ensured not only through scientific substantiation (definition of objectives, formation and structuring of content adequately to purposes), but also a thorough technological elaboration (Кіщенко, 2000).



Postgraduate pedagogical education in Germany includes two main directions: advanced training and additional training. The range of the first direction tasks is associated with teacher's professional development in accordance with its basic specialty (a subject teacher). The task of the second direction is associated with acquiring a new teaching specialty or improving his/her professional qualifications to move to a higher position (Синенко, 2002). The system of postgraduate education in Germany is special by decentralization of management, administrative and organizational vertical differentiation and in each of the 16 lands it is implemented in inter-lands (federal advanced training), land (central advanced training), local (local advanced training) and individual (personal advanced training) levels (Heimerer, Lohrer, 2000). Advanced training in Germany is a voluntary matter of a teacher, who can obtain additional specialty attending the courses organized by the land ministries of culture and education or at universities.

Additional subjects are chosen considering both the listener's wishes and needs of the institution. On completion of the training teacher takes an optional exam, and in case he/she succeeds he/she gets an access to the teaching on a specialty in all types of schools. These measures are wide spread in Germany today, as an expert, competent in various fields of science, has a better chance to realize his/her abilities and aspirations in the labor market, to improve his/her financial well-being (Вакуленко, 2005). The main ways of teaching staff advanced training at the central level are: participation in scientific conferences, seminars, colloquiums of a national and federal levels; attending regional events of advanced training; distance-learning at the institute; teaching staff advanced training of natural and mathematical subjects within the public education system at universities with pedagogical and specialized scientific fields; sharing experience exchange abroad or in other universities of Germany; research and development in the field of applied sciences or teaching of certain subjects (Гаманюк, 1995). Institutions of postgraduate education in Germany (teaching staff advanced training academies and school pedagogy institutes) offer teachers a flexible, mobile and dynamic learning, stimulating their professional development. Among the *group forms* of professional development we can define qualification certification courses providing interconnected theoretical and practical training to acquire a higher categorical level; specialized courses and seminars to implement specific innovations in school practice; specialized courses and seminars that are designed to prepare teachers to perform new professional functions; subject-methodical conferences; subject contests and popular science sessions; information on the latest scientific achievements in a particular region, legal and organizational changes; lecture series; separate reports; symposia and conferences; seminars and courses to prepare for further examination to obtain a new specialty (Häring, 2000).

CONCLUSIONS

The results of the study on the teaching staff advanced training in European countries make it possible to use the best practices in the national system of postgraduate education, taking into account the best results of leading countries, namely the decentralization of postgraduate pedagogical education; school-based in-service education, according to their interests and development programs of the institution; active cooperation with universities and other advanced training institutions; teachers support by university specialists, authorities, community; diversity of training; organizational support of teachers in training; development of reward systems for teaching staff according to the results of training; the use of distance learning as an alternative form of training and retraining of teachers; NGOs involved in teaching staff professional development.



The conducted study does not exhaust the problem in question. Particularly promising could be further research on the creation of an effective model of teaching staff advanced training in Ukraine according to personal needs of professional development, and an agency of teaching staff professional development.

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