



DOI: 10.1515/rpp-2016-0013

Doctor of Pedagogical Sciences, Full Professor, **NATALIYA MUKAN**
Lviv Polytechnic National University, Ukraine
Address: 12 Stepan Bandera St., Lviv, 79013, Ukraine
E-mail: nmukan@polynet.lviv.ua

PhD in Pedagogical Sciences, Associate Professor, **IRYNA MYSKIV**
Lviv Polytechnic National University, Ukraine
Address: 12 Stepan Bandera St., Lviv, 79013, Ukraine
E-mail: myskiviryna@i.ua

Senior Instructor, **SVITLANA KRAVETS**
Lviv Polytechnic National University, Ukraine
Address: 12 Stepan Bandera St., Lviv, 79013, Ukraine
E-mail: s.f.kravets@gmail.com

THE CHARACTERISTICS OF THE SYSTEMS OF CONTINUING PEDAGOGICAL EDUCATION IN GREAT BRITAIN, CANADA AND THE USA

ABSTRACT

In the article the systems of continuing pedagogical education in Great Britain, Canada and the USA have been characterized. The main objectives are defined as the theoretical analysis of scientific-pedagogical literature, which highlights different aspects of the problem under research; identification of the common and distinctive features of the systems of continuing pedagogical education in Great Britain, Canada, the USA. The legislative and normative framework of teachers' CPD in Great Britain, Canada and the USA has been highlighted; the levels of the systems of continuing pedagogical education have been presented; the main functions of these systems have been determined; the key models, forms and methods of teachers' CPD have been defined. Foreign and domestic scientists have studied the teachers' CPD: teacher leadership (T. Bush, M. Clement, D. Jackson, D. Pavlou, R. Venderberghe), models, forms and methods of teachers' CPD (L. Chance, A. Hollingsworth, D. Ross, E. Villegas-Reimers), non-formal teachers' CPD (J. Scheerens). The research methodology comprises theoretical (logical, induction and deduction, comparison and compatibility, structural and systematic, analysis and synthesis) and applied (observations, questioning and interviewing) methods. The research results have been presented.

Key words: *theoretical framework, the system of continuing pedagogical education, levels of the system of continuing pedagogical education, functions of the system of continuing pedagogical education, Great Britain, Canada, the USA.*

INTRODUCTION

Nowadays the priority is given to public school teachers' professional development. Continuing professional development is one of the most significant factors promoting the improvement of students' achievements. The necessity of teachers' continuing professional development, for them to be able to provide high-quality educational services and to improve the work of public schools, is emphasized.

The study and analysis of the systems of continuing pedagogical education in Great Britain, Canada, the USA are an important source of information, necessary for



determining strategic directions of developing the system of continuing pedagogical education in Ukraine in the scopes of which teachers' professional development is realized. Great Britain, Canada and the USA are the countries that play a leading role in the international educational environment. They have the multi-level systems of continuing pedagogical education and make substantial investments in their development. The high-quality teachers' CPD services are provided in these systems according to national programs, various systems of standards, while using special projects, financing teachers' CPD as well as intensifying scientific research in the sphere of teachers' professional development etc.

Exploration of the research sources and the results of the existing educational practices analysis in the field of teachers' professional development in Ukraine allowed to reveal controversies between: challenges of the modern globalized society and the level of professional competency of teachers needed for performing their functional duties in domestic public schools; teachers' needs in professional development and inconsistency of mechanisms for its satisfaction as well as inconsistency of the existing proposals concerning upgrading their qualification in the system of continuing pedagogical education; conditions of pedagogical training in the institutions of formal education and unrealized opportunities of cooperation between formal and non-formal education for teachers' professional development; dynamic development of the system of continuing pedagogical education and absence of the appropriate normative-legislative, organizational and scientific-methodical support.

The analysis of scientific works and the revealed contradictions in the national pedagogical environment justify the expediency and necessity of conducting this research.

THE AIM OF THE STUDY

The characteristics of the systems of continuing pedagogical education in Great Britain, Canada and the USA is the research aim. The authors have defined the following objectives: 1) to conduct the analysis of scientific-pedagogical literature, which highlights different aspects of the problem under research and 2) to identify the common and distinctive features of the systems of continuing pedagogical education in Great Britain, Canada, the USA.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

Comparative-pedagogical research of teachers' professional development in the systems of continuing pedagogical education of Great Britain, Canada and the USA is performed using the following concepts: analytical (characteristics of the systems of continuing pedagogical education in Great Britain, Canada and the USA), critical (dynamics of functioning and reforming systems of continuing pedagogical education in the discourse of teachers' professional development), prognostic (application of effective ideas and experience of the studied countries in Ukrainian pedagogical theory and practice) and mechanisms of unification and diversification of the information obtained as the result of studying the normative-legislative base and scientific-pedagogical literature.

A complex of theoretical methods has been used as the basis of the research: comparative-historical method that allowed to study educational documents, normative-legislative regulations and laws on education and scientific-pedagogical literature; induction and deduction used for gathering theoretical and factual material, its generalization as well as realization and interpretation of separate phenomena of pedagogical reality; the method of comparison and compatibility that allowed to define similarities and differences in the systems of continuing pedagogical education in the countries being studied; the structural and systematic method used for considering structural elements and functional peculiarities of the systems of continuing pedagogical education of Great Britain, Canada and the USA.



The following empirical methods have been used: observations, questioning and interviewing teachers for gathering primary pedagogical information; interviewing and surveying research and teaching staff, administrative staff and students of educational departments, workers of teachers' associations and federations in Great Britain, Canada and the USA for clearing out specifics of organizing collaboration with schools; personal participation in workshops organized by Alberta Teachers' Association (Canada).

RESULTS

On the basis of the research done, peculiarities of realization of teachers' professional development in the systems of continuing pedagogical education in the countries studied as well as teachers' non-formal professional development in the activities of international educational organizations have been presented.

It has been cleared out that at national/federal level there are developed strategies to provide teachers' professional development and programs reflecting its conceptual foundations: 21st Century Schools: a World-class Education for Every Child (Department for Children, Schools and Families, 2008), Every Child Matters (Great Britain) (The Stationary Office, 2003), No Child Left Behind (USA) (Olivert, 2004), Learn Canada 2020 (Canada) (Council of Ministers of Education, Canada, 2008), though different approaches are used for its realization, and its financing is of decentralized nature.

Content, context and operational components of teachers' professional development are reflected in normative and legislative documents. Professional development programs are developed in accordance with branch standards of training specialists in the field of education, the stage of teacher's career cycle as well as analysis of modern demands to teachers' competencies in the international educational environment and adjustment of national educational and material resource base to these demands.

The availability of a modern developed multi-level system of continuing pedagogical education within which teachers' professional development being realized is a common feature of all the countries studied:

- ministries/departments of education that update syllabi and manage the development of national policies in the field of education;
- school councils that implement the programs of having days of obligatory and voluntary professional development;
- regional centers of teaching that analyze the current state of the teacher's profession, determine its advantages and disadvantages;
- teachers' unions, volunteer, professional subject associations of teachers that provide various forms of professional development;
- universities, that offer Master of Education, Doctor of Education programs, programs of teachers' certification.

Great Britain, Canada and the USA provide equal legal conditions for institutions of the system of continuing pedagogical education and use market mechanisms to ensure the effectiveness of professional development programs. It is worth mentioning that in Great Britain and Canada preference is given to professional development programs of teachers' subject associations and in the USA there is widely used the practice of involving private providers of professional development programs.

There have been analyzed the main functions of the systems of continuing pedagogical education in the countries studied. Among them we determine: providing teachers' training, retraining, teachers' professional development; promoting teachers' adaptation to professional activities in conditions of fast social and economic changes and national peculiarities of the



country; introducing innovative education technologies and the experience of the national and international educational environment; providing methodical, information and consulting assistance; developing and meeting the standards and requirements of the pedagogical profession; conducting fundamental theoretical and applied research on the issues of education development; supplying resources; developing and implementing various models, forms and methods of professional development; providing educational, expertise and information services.

The research done allowed discovering and comparing models, forms and methods of professional development in the countries studied to which teachers give preference. Among those preferred there are collegial ones (Villegas-Reimers, 2003), namely, professional development school (Chance, 2000), cooperation in School network or Teachers' network (the USA), method of collegial development (Canada, the USA) (Ross, 2000), reflection (Great Britain, Canada) (General Teaching Council for Northern Ireland, 2007), narrative method (the USA), portfolio (Great Britain, Canada), cooperation with colleagues in school environment (Canada) (Hollingworth, 2004), participation in school leadership development programs (Great Britain) (Pavlou, 2004) and so on.

Common to the countries studied is the spread of such a phenomenon as school leadership that is collegial cooperation of teaching and support staff, school administration, education management bodies directed towards maximum meeting training needs and interests of all participants in the educational process and using the potential of everybody to improve the work of school (Bush, 2002; Clement, 2001).

The widespread introduction of information and communication technologies is another specific feature of providing teachers' professional development in the systems of continuing pedagogical education in the countries studied. The major dominant factors of teachers' professional development based on information and communication technologies are the following:

- humanistic character (orientation towards all-round development of the personality of a teacher; accumulation of professional experience with the aim of applying creativity in everyday activities; acquisition of social knowledge, formation and development of skills necessary for maintaining interactions with all participants in academic process and the society as a whole; promotion of multicultural, civil, moral, intellectual development of the personality);

- pedagogical approach to the application of information and communication technologies that facilitates the development of new concepts, didactic models, forms and methods of continuing professional development, ensuring their efficiency;

- expediency of using information and communication technologies based on critical analysis and evaluation of planning, organization and management of professional development, its content component;

- conformity with the standards of professional development worked out at the state level;

- safety of information and its circulation to ensure confidentiality and protection of copyright;

- mobility and portability that allow adjusting and supplementing teachers' professional development programs and offer possibility of getting certified;

- integration of the traditional format of professional development with the format based on using information and communication technologies.

The modern innovative potential of education is characterized by a wide spectrum of possibilities for ensuring teachers' professional development by combining formal and non-formal education.



It has been found that the countries under research take an active position in the international educational environment and use the possibilities for providing teachers' professional development. International educational organizations (International Association for Continuing Education and Training, 2005; Scheerens, 2010) direct their own activities toward teachers' professional development and ensure:

- maintaining transnational connections and signing international agreements in the field of education and continuing professional development of its workers;
- developing and implementing international programs and pilot projects;
- organizing internships for pupils, students, school teachers, teachers of higher educational institutions in different countries of the world;
- performing scientific research and scientific methodical projects;
- publishing professional journals, manuals, textbooks;
- organizing seminars, conferences, symposia, courses, displays of pedagogical achievements of teachers;
- introducing information and communication technologies at all levels of the system of education.

CONCLUSIONS

Practice of teachers' professional development is a pluralistic democracy-oriented phenomenon integrating the following: activation of scientific research aimed at the development of theory, the normative and legislative base and improvement of professional development using world experience and national educational traditions; centralization (content component) and decentralization (operational component) of providing professional development; application of the system of professional development evaluation that facilitates determining the needs and demands of teachers as to professional development, its effect on the teachers' further activities and effectiveness of teaching students; establishment of cooperation among the institutions of the system of continuing pedagogical education applying market mechanism in the process of providing professional development; combination of theoretical and practical modules of professional development programs, their orientation towards achieving the defined standards of teaching activities and improvement of students' achievements; wide implementation of information and communication technologies into the practice of professional development that has an innovative effect on its content, methods and forms.

Teachers' professional development is provided by the institutions representing different levels of the system of continuing pedagogical education in the countries under research: level of government institutions (Great Britain, Canada – teachers' centers; the USA – resource centers, Great Britain, the USA – centers of professional development; ministries/departments of education); level of local education authorities (Canada, the USA – school councils; England, Wales – local education authorities; North Ireland – Council of education and libraries; local education authorities); level of teachers' groups (teachers' unions, teachers' associations; school reform projects, school collectives); university level (universities; pedagogical colleges); school level; level of cultural and educational institutions and educational organizations (theatres, museums, galleries, foundations).

Prospects for future research include the analysis of content and operational components of public school teachers' CPD in the countries under research.

REFERENCES

1. Bush, T., Jackson, D. (2002). A Preparation for School Leadership. *Educational Management and Administration*, No 30 (4), pp. 417–429.



2. Chance, L. (2000). *Professional Development Schools: Combining School Improvement and Teacher Preparation*. Washington, DC : National Education Association of the United States, 192 p.
3. Clement, M., Venderberghe, R. (2001). How Schools Leaders Can Promote Teachers' Professional Development: an Account from the Field. *School Leadership and Management*, No 21 (1), pp. 43–57.
4. Council of Ministers of Education, Canada. (2008). *Learn Canada 2020*. Calgary : Council of Ministers of Education, Canada, 3 p.
5. Department for Children, Schools and Families. (2008). *21st Century Schools: a World-class Education for Every Child*. Nottingham : DCSF Publications, 51 p.
6. General Teaching Council for Northern Ireland. (2007). *Teaching: the Reflective Profession. Incorporating the Northern Ireland Teacher Competencies*. Belfast : General Teaching Council for Northern Ireland, 52 p.
7. Hollingsworth, A. (2004). *The School as a Professional Learning Community: Perspectives from Tasmanian and English schools on the Essentials for Creating a Community of Learning in a School*. National College for School leadership, 25 p.
8. International Association for Continuing Education and Training. (2005). *Criteria and Guidelines for Quality Continuing Education and Training Programs: the CEU and other Measurement Units*. Dubuque, IO : Kendall/Hunt, 98 p.
9. Olivert, P. D. (2007). *No Child Left Behind: Text, Interpretations and Changes*. New York : Nova Publishers, 80 p.
10. Pavlou, D. (2004). Teacher Leaders and Reflective Practitioners: Building the Capacity of a School to Improve by Promising Research and Reflection. *Summary Practitioner Enquiry Report*. National College for School Leadership, 16 p.
11. Ross, D. (2000). Cooperating Teachers Facilitating Reflective Practice for Student Teachers in a Professional Development School. *Education*, Volume 122, No 4, pp. 682–687.
12. Scheerens, J. (2010). *Teachers' Professional Development. Europe in International Comparison. An Analysis of Teachers' Professional Development Based on the OECD's Teaching and Learning International Survey (TALIS)*. Luxembourg : Office for Official Publications of the European Union, 204 p.
13. The Stationary Office. (2003). *Every Child Matters*. Norwich : The Stationary Office, 108 p.
14. Villegas-Reimers, E. (2003). *Teacher Professional Development: an International Review of the Literature*. UNESCO : International Institute for Educational Planning, 197 p.