



# The Pestalozzi Programme Council of Europe Training Programme for education professionals

## Final report

**Pestalozzi Programme workshop 28, 29, 30 April 2015**  
**Lopota Resort, Georgia**  
**Career Advancement of Teachers through Continuous School-  
based  
Professional Development**



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26 May 2015

**28<sup>th</sup> April 2015**

The Pestalozzi Programme workshop: *Career Advancement of Teachers through Continuous School-based Professional Development* started with a short introduction and welcome by the hosts and Pestalozzi Programme representative, Višnja Rajić.

Representatives of the Ministry of Education and Science – MES: Ketevan Natriashvili, deputy minister of MES; Giorgi Machbeli, director of Teacher Professional Development Centre (TPDC) and Irina Abuldaze informed participants about activities of professional development organised by the National Centre for Teacher Professional Development as well as the activities of the Pestalozzi Programme in which Georgian teachers had participated and stressed how successful the cooperation had been. The Pestalozzi Programme representative, Višnja Rajić, welcomed the participants on the behalf of Mr Josef Huber the Head of the Pestalozzi Programme and stated the importance of this topic for teacher professional development. Ms Irina Abuladze presented the trends in professional development of teachers before and now (based on Georgia).

The key points of the presentation focused on the long term project of teacher professional development with different phases of implementation through 2015 – 2017. These included:

- Standardized instruments for teachers' evaluation to be approved in 2015
- Electronic database for teachers' evaluation to be created. Using the electronic database, teachers can be assigned to a category and then the electronic registration of teacher performance can start.
- New policy of school funding to be enforced, this envisions an increase of teacher salaries
- School based teacher evaluation groups to be created (management and members of subject specific fields)

By promoting higher salaries of teachers through this model, professional development becomes a social project as well.

Recommendations from the National Centre for Teacher Professional Development:

- Prepared guidebook
- Standardised evaluation instrument
- Training and consultation
- National Assessment and Examination Centre
- Standardised instrument for classroom observation

### **Systems of professional development:**

After the introductory activity participants worked cooperatively in small groups to compare their national systems of professional development, for example: levels of professional development; practitioner, senior teacher, leading teacher, mentor.



**29<sup>th</sup> April 2015**

The day started with a warm up activity “Opinion line: how good of a dancer are you?” Participants created a line, pairs, and played a mirror game.



After the warm up the participants presented their group work findings from the day before:

### **How is professional development organised in your country?**

Group presentations followed:

It was clear that teacher career development schemes differed between countries: In Georgia teachers are recognised by the level of their development and paid accordingly with no clear criteria as to how the assessment is made. Teachers need to create a portfolio – presenting their work; time for teaching and lesson preparation for assessment.

While teacher training courses existed in all the represented countries, the following differences in methods were noted: external observation in France and Bosnia and Herzegovina - professional development paid for by the government in Bosnia and Herzegovina but not in France; no local initiatives for professional development in France; currently in France, university professors give lectures for teacher professional development which are not compulsory and are not appropriate for the teachers’ needs; external evaluation of school ranking is organised according to the level of teacher professional development.

In Georgia and Poland professional development is usually time oriented and done every 3 years. Teacher professional development is school based and an external criterion needs to be met.

**The view of the Council of Europe Pestalozzi Programme on continuous school based professional development of teachers.**

Ms Rajić lead a workshop session on developing an understanding of schools as learning communities and Action Research as a means of school based professional development. Pestalozzi Programme activities on Action Research were presented as well as the forthcoming publication.

**Identification of the individual needs of the teacher - workshop session:**

- How to identify professional needs
- How to incorporate professional needs into the professional path



**Conclusions:** professional development based on the personal needs of teachers, student needs and formal changes of curricula.

- Self-evaluation needs: self-assessment; diary keeping; development of a personal professional development plan.
- Student needs: questionnaires; interviews; swot analysis; student portfolio; teacher portfolio.
- Informal or formal support for teachers: observation by peers; critical friends (internal and external observation); Regular cooperation with staff members (former class teachers)
- As a consequence of curricular change to help implement innovation, a link between teacher training centres and schools to find out the teacher needs: Training courses

**30<sup>th</sup> April 2015**

**From school based teacher professional development to school networks – workshop session:**

Creating learning communities / Communities of Practice 1.5 hrs per month for 1.5 years could lead to the following positive outcomes:

- Increased cooperative culture
- activating “critical friends” groups
- joint planning and integrated lessons
- creating combining learning resources
- joint projects
- educational conferences
- practical studies

This would need to be followed up by further development of school networks, creating necessary structures like institutes for school networks, consultants and training as well as permanent monitoring.

The following recommendations for possible collaboration were identified: preparation of detailed cooperation plans based on set goals and values; working out communication standards; equal participation of all members; creating evaluation plan; determining success criteria at planning stage.

#### **Ideal models for professional development and assessment of teacher performance.**

In small-groups participants created models for professional development in 2025.

A gallery walk was organised to present the proposed models.

The duties and responsibilities of teachers in such schools were discussed (ICT literacy, mobility, teacher wellbeing, the status of teachers, student-centeredness and gender equality) as well as classroom environment and sustainable development.

#### **Teacher Professional development: Georgian Primary education Project - Presentation**

An example of good practice is a pilot project currently running in around 150 primary schools (with an additional 150 joining next year) which is structured in the following way: collaboration; dialogue; reflexion; inquiry and leadership. It is organised and supported by USAID.

#### **How can parents, students, principals and Governments support teacher professional development?**

The following conclusions were proposed:

- Principals: good management; time for discussion and being available
- Governments: creating networks between schools, different institutions and other stake holders; less bureaucracy; paid days for professional development; dialogue with teachers for decision making.



### **Follow up and recommendations:**

There are opportunities for further cooperation between the Council of Europe's Pestalozzi Programme and the Georgian National Centre for Teacher Professional Development, for example:

1. Activities organised by the Pestalozzi programme should/can be included as national criteria for professional development in the following areas:
  - 1.1. Active participation in a European Module series. On completion a certificate of participation recognised by a national agency to be awarded (number of working hours should be calculated for the appropriate credits)
  - 1.2. A published training unit as a result of the European Module training should be recognised as "Creating/authoring teaching resources"
  - 1.3. Active participation in the Pestalozzi Programme Summer School should be recognised as professional development training
  - 1.4. A member of the National Centre for Teacher Professional Development to be invited as participant/observer to the next European Module to better understand the amount of working hours to be calculated as credits
2. The opportunities and issues raised should be further discussed at the next NLO meeting
3. Since Action Research is a mandatory activity for promotion for a level 2 teacher (senior teacher) to a level 3 teacher (leading teacher) further cooperation should be promoted and participation in the online Community of Practice of the Pestalozzi Programme could be considered as relevant to acquiring these credits.
  - 3.1. The expert role of Pestalozzi members should be considered in planning and organising collaborative Action Research
  - 3.2. There is an opportunity for the creation of an international network of action researchers within the Pestalozzi Programme Community of Practice
  - 3.3. Resources and publications from the Pestalozzi Programme can support the development of Action Research as a form of professional development