Teacher Professional and Career Development Project

QUARTERLY PROGRAM PERFORMANCE REPORT

April 1, 2013 – June 30, 2013

Agreement No. RFA-165-A-13-00001

Submitted by:

Macedonian Civic Education Centre (MCEC)

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LIST OF ABBREVIATIONS (IN ALPHABETICAL ORDER)

BC	British Council
BDE	Bureau for Development of Education
EU	European Union
MCEC	Macedonian Civic Education Center
MoES	Ministry of Education and Science
MoF	Ministry of Finance
NEC	National Examination Center
OSCE	Organization for Security and Co-operation in Europe
OECD	Organization for Economic Co-operation and Development
SbS	Foundation for Educational and Cultural Initiatives Step by Step Macedonia
SEI	State Education Inspectorate
TCD	Teacher Career Development
TPD	Teacher Professional Development
TPCD	Teacher Professional and Career Development
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children Education Fund
USAID	United States Agency for International Development
VET Center	Vocational Education Training Center
WB	World Bank

MACEDONIAN CIVIC EDUCATION CENTER (MCEC)
USAID TEACHER PROFESSIONAL AND CAREER DEVELOPMENT PROJECT (TPCD)
QUARTERLY PROGRAM PERFORMANCE REPORT #2

Cooperative Agreement No:	**RFA-165-A-13-00001**
Progress Report No:	**2**
Reporting Period:	**April 1, 2013 – June 30, 2013**

1. BACKGROUND

On December 7, 2012 the Macedonian Civic Education Center (MCEC) signed the Cooperative Agreement with USAID to implement USAID Teacher Professional and Career Development Project (TPCD). The Project is a 30-month initiative which contributes to the design, development and establishment of a teacher professional and career development system in the Republic of Macedonia by identifying necessary interventions that support existing national policies and practices.

The TPCD project aims to create a comprehensive, transparent, feasible and cost-effective system that will improve student achievement and strengthen teacher performance and credibility. MCEC, in partnership with relevant institutions, will achieve a set group of goals through an integrated approach and activities that focus on lessons learned from past projects for teachers' professional development, current initiatives and regional/international best practices.

The TCPD project goal is to accomplish the following three, mutually dependent and inter-related results[1]:

- *Result 1: Comprehensive Legal System Improved*

Review of legislation related to professional and career development of educators in pre-school, primary and secondary education to determine capacities of institutions to effectively perform assigned roles and responsibilities, and thereby strengthen the TPCD system.

- *Result 2: Enhanced Financial Schemes*

Review different schemes to finance the professional and career development of teachers and proposing funding scenarios that are realistic and viable in the Macedonian context.

- *Result 3: Standards for Teacher Competencies Developed*

Develop standards for teacher competencies and professional development opportunities, along with tools for evaluating performance and advancement in the teaching profession.

During Year 1, the Project will focus on establishing project systems and structures, defining communication and project procedures, defining collaboration with relevant stakeholders, conducting a comprehensive review of TPCD in the country and a comparative analysis of countries with well-established TPCD systems. In addition, the Project will work on identifying and cataloguing teacher core competences and will commence the process of developing teacher standards.

The TPCD system will be based on clear standards of quality teaching, multiple measures, accurate teacher evaluation[2], targeted professional development and continued support to teachers. To achieve this, the project will use a participatory approach, which will enable strong coordination with, and contribution from, the Bureau for Development of Education (BDE) and other educational institutions. Achieving success also requires that the TPCD project actively engages communities, local governments and the teacher union, and builds on their insight and opinion while developing strategic documents. The project will establish different expert groups comprised of experts with legal, financial and educational background. These subject matter experts will work on implementing project activities.

[1] In the text below all activities that are related to fulfillment of the three project expected results are grouped under the following three components: Component1 - Comprehensive Legal System, Component 2 - Enhanced Financial Schemes, Component 3 – Standards for Teacher Competencies.
[2] Teacher evaluation refers to all forms of evaluation such as: School Self-evaluation, Integral Evaluation, teacher rewarding based on the External Student Assessment.

2. PROGRESS TOWARDS OBJECTIVES

During the reporting period the following was accomplished:

Crosscutting Activities:

- Regular meetings held with representatives from the Bureau for Development of Education (BDE), Vocational Education and Training Center (VET Center), National Examination Center (NEC) and other educational stakeholders;
- Continued collaboration with international agencies, donors and projects;
- Project updates to stakeholders and professional community disseminated;
- Launch workshop for the TPCD project staff, Steering Committee and expert groups members organized;
- SABER Teacher questionnaires completed and submitted to World Bank (WB);
- Comparative analysis prepared by the international experts;
- Focus groups with school directors, school support staff and teachers organized;
- Meetings with municipality educational advisors held;
- Online platform developed and e-survey conducted in all primary and secondary schools.

Component One, Comprehensive Legal System:

- Data related to TPCD legislation for SABER Teacher survey collected;
- Legislation related to TPCD reviewed;
- Regular coordination and working meetings held with the expert group.

Component Two, Enhance Financial Schemes:

- Data related to financing of TPCD for SABER Teacher survey collected;
- Legislation related to financing of TPCD reviewed;
- Regular coordination and working meetings held with the expert group.

Component Three, Standards for Teacher Competencies:

- Data on teacher competencies for SABER Teacher survey collected;
- Documents and procedures for teacher competencies and standards reviewed;
- Glossary with terms and concepts related to TPCD developed;
- Catalogue of teacher core competencies drafted;
- Round table with representatives from teacher training faculties on Draft Catalogue of Teacher Core Competencies organized;
- Regular coordination and working meetings held with the working groups.

3. PROJECT UPDATE

3.1 Key Project Personnel Positions

TPCD Senior Education Specialist, Gorica Mickovska (Level of Effort 100%) reached the retirement age on June 30, 2013. For the benefit of the project, she will continue to provide technical leadership and oversight to ensure objectives and deliverables related to teacher competencies (component three) are accomplished. As Ms. Mickovska is key personnel, in consultation with USAID, she will be engaged as a part-time consultant working up to 15 days per month until the end of the project, June 2015. USAID was informed about the change in the employment status on June 10, 2013 (please refer to **Annex 1**).

3.2 Other Project Staff

Branka Trifunovska, initially assigned to TPCD as a SbS Project Coordinator (Level of Effort 70%) was transferred by SbS Foundation to the new USAID funded project Readers are Leaders. Thus, SbS published an open call to fulfill the position of Project Coordinator on their web site from May 22 to 25, 2013. Out of the received CVs of interested applicants, in consultation with TPCD Chief of Party and Senior Project Specialist, SbS Foundation selected Ana Stojanov, MSc as the most suitable candidate. Ms Stojanov is a Cambridge graduate and has worked on education projects similar to TPCD in the past. She started to work on TPCD project on June 1, 2013.

4. PROJECT ACTIVITIES

4.1 Crosscutting Activities

Cooperation with the Ministry of Education and Science (MoES) and other relevant institutions

During this reporting period, coordination with BDE and other education stakeholders included individual meetings, e-mail and telephone communication. In addition, a joint three-day workshop was organized in April with an aim to increase the project key partners knowledge and understanding about the complexity of the teacher professional and career development system and to provide them with an opportunity to discuss and share their expectations. Workshop attendees included representatives from all key educational stakeholders BDE, NEC, VET Center, and SEI. More information on this workshop is given in the description of the activity: *Launch Workshop*.

Collaboration with international agencies

Project staff was in constant communication with the World Bank regarding the system analysis of TPCD using the SABER-Teacher methodology.

At the request of British Council (BC), the project staff met with their director and head of education. TPCD project activities were presented and possible ways of cooperation were explored. BC representatives were especially interested in component three activities, related to teacher competencies, as they have developed specific competencies for teachers of English language and literature.

The report from the study of the Directorate-General for Education and Culture of the EU Commission on Teacher Education for Primary and Secondary Education in Western Balkan Countries was received, and at the request of the MoES, detailed comments, technical in nature, were provided by the project team. The final report of this study will be taken in consideration when drafting TPCD Analysis.

Public relations

The main MCEC webpage (www.mcgo.org.mk) is in the process of redesign and a subpage will be dedicated to TPCD project activities (www.mcgo.org.mk/TPCD) in line with the USAID updated branding requirements as USAID mission webpages migrate to the www.usaid.gov landing page.

Monthly project updates in Macedonian were prepared and distributed to key stakeholders. The project used diverse media, such as MCEC and SbS web page and email to increase the awareness about TPCD project, when conducting the e-survey and distributing draft Catalogue of Teacher Competencies to all schools.

Launch workshop

The Launch Workshop was held in Bitola April 10 and 12, 2013. The goal of the workshop was to broaden participants' knowledge and understanding about the current world trends and best system solutions regarding teacher professional and career development, and to provide an opportunity to share practices and identify solutions to enhance the existing system in Macedonia. Representatives from relevant educational institutions, USAID, project team and local consultants (in total 29) attended the workshop. The MoES and Union of Education, Science and Culture representatives were not present due to other commitments.

The lectures and facilitators of the workshop were Mr. Janez Vogrinc and Mr. Janez Krek from the Pedagogical Faculty of the University in Ljubljana, Slovenia. In line with the Scope of Work, they prepared and delivered a detailed workshop program which included: components of a functional TPCD system; complexity of the system; strengths and weaknesses; global aspects of financial sustainability; and crucial points which need to be taken into consideration for improving the system in the Republic of Macedonia (RM). The participants actively took part in identifying and discussing existing elements of the TPCD system in Macedonia.

Current legislation and challenges to implementation of the same, which will have an effect on the development of an integrated system for professional and career development of teachers in accordance with the best world practices, were discussed. For the report, the Slovenian experts including an overview of each session, key recommendations to be considered and the overall feedback on the support provided by the project. Please refer to **Annex 2**.

The report from compiled evaluation questionnaires shows that the participants were satisfied with the workshop and that it broadened their views on the teacher professional and career development system, providing them with opportunity to critically reflect on the existing TPCD components. Please refer to **Annex 3** for detailed evaluation report from launch workshop.

Analysis of the TPCD system

During this reporting period, under the supervision of the TPCD Senior Education Specialist and the BDE advisor appointed as WB national coordinator for SABER Teacher, the members of the three expert groups worked on collecting needed data. A total of 248 questions distributed across 12 sections were answered and submitted to the liaison contact at WB office in Washington, D.C. at the beginning of June. The WB was very satisfied with the quality of data and had very few questions for clarification. The only obstacle faced by the expert groups was gathering information for *Section 12: Quantitative data*, since the relevant institutions in Macedonia do not collect the specific statistical data requested in the questionnaires. This, according to WB, is a common issue in most of the countries in transition. The SABER country report for Macedonia is expected to be presented to the project by WB at the beginning of July 2013.

The main focus of the SABER-Teachers is policy design, rather than policy implementation. Therefore, in consultation with relevant stakeholders, project team conducted complementary reviews and surveys to identify gaps in law enforcements and obstacles faced in implementing TPCD. As a result, it was decided the following documents to be prepared:

- Report from the focus group discussion with school management, school support staff and teachers (*for a short summary of the report please see **Annex 4***);
- Meeting minutes from the interviews with municipality representatives (*for a short summary of the report please see **Annex 5***);
- Report from the e-survey conducted in all primary and secondary schools on a national level (*in process*);
- Report on the review of the Macedonian laws and regulations related to TPCD (*in process*);
- Report on the review of existing teacher compensation plans and financing of teacher professional development (*in process*);

The findings and recommendations summarized in all of these reports will be used while developing the comprehensive analysis of the TPCD in the Republic of Macedonia.

In order to ensure regional and international best practices are embedded in the TPCD system in Macedonia, a comparative analysis was conducted by the Slovenian experts. The analysis focused on describing system solutions related to induction period of teachers, continuing professional development, financial support, and teachers' career promotion opportunities. The comparative analysis includes information of the TPCD system in the following countries: Finland (top results on international tests); Estonia and Poland (emerging Central European economies); United Kingdom - Scotland and England (MoES intention is to use its model to improve the Macedonian education system); and Slovenia (similar educational system in the past). The full report of the comparative analysis is included in **Annex 6**.

Meetings, debates and roundtable discussions
In order to ensure stakeholders' input in the process of reviewing existing legislation, its enforcements and obstacles hindering the implementation of TPCD system, the project organized meetings, debates and roundtable discussions. In this way, the project ensured insight into the issues that school management, teaching staff and local authorities are facing in their efforts to improve the quality of the performance of school staff in the primary and secondary schools in Macedonia would be taken into consideration and documented.

During this reporting period, two focus group discussions with school management, school support staff and teachers (a total of 20 participants) were organized on April 24 and 25, 2013. The purpose of the focus group discussions was to gather their opinion and views on current practices in schools for mentoring novice teachers, the opportunities for professional development and career advancement of teachers.

In addition, the project team held meetings with educational advisors from seven municipalities (Prilep, Veles, Tetovo, Tearce, Cair, Karpos and Strumica) in June 2013. The aim of these consultations with local authorities was to obtain more detailed information about the role and responsibilities of the municipalities and their expectations related to improving the education system. The municipalities were selected based on the size, ethnic composition, language and geographical location.

Following the development of the Draft Catalogue of Teacher Core Competencies, the project organized a round table discussion with professors from teacher training faculties and other faculties that educate pre-school teachers on June 27, 2013. The goal of this event was to ensure that the document is comprehensive and professional input by the academic community.

In order to obtain the schools' view on the implementation of the existing TPCD system, an electronic survey, consisted of 33 questions (mostly with multiple chooses), was prepared and an invitation to complete the questionnaire was sent to all 455 primary and secondary schools. To enable easier data processing, a central database platform was developed, where the polls and questions are kept. Through the following web interface (http://prasalnik.mcgo.org.mk.), the schools were provided with access to the survey. By the end of June, 77.8% of schools successfully completed the e-survey, 4.8% of schools started, but did not finish with completion and 17.4% of schools did not answer the questionnaire.

4.2 COMPONENT 1: COMPREHENSIVE LEGAL SYSTEM

4.2.1: Expert Group activities

Following the establishment of the expert group, the TPCD project team held regular working and coordination meetings. During this reporting period the expert group members were actively involved in the analysis of the policy and system solutions related to the teacher professional and career development using WB SABER Teacher Methodology. The TPCD project supported and monitored the process of data collection and ensured prompt and quality completion of all questionnaires related to the TPCD legislation.

4.2.2: Comprehensive Review of Existing TPCD Legislation

The review of the existing legislative and regulatory environment related to TPCD was carried out by the expert group members. The SABER Teacher instrument served as a basis for the review of legislation, which focused on analyzing existing policy documents and developing a report that will include all related TPCD terms articulated in an easy to understand manner. This report will serve as a basis for development of a comprehensive report on TPCD, which is being developed and expected in the next reporting period.

4.2.2.1: Review of the existing legislation on TPCD

In addition to the data collected for the needs of completing the SABER Teacher questionnaires, the expert group conducted a comprehensive review on relevant existing legislation. The following laws in the field of education were reviewed: Law on primary education, Law on secondary education, Law on higher education, Law for BDE, Law on VET, Law on Education Inspection, Law on SEC; Law for organization and operation of the state administration; In addition, the review included screening of agreements such as: Collective agreement for primary education, general provisions and Collective agreement for secondary education, general provisions, Agreement on the minimum wage in primary education, Agreement on the minimum wage in secondary education, Notification of the Ministry of finance to the Trade Union for the primary education, Notification of the Ministry of finance to the Trade Union for the secondary education, Notification of the Ministry of Finance on calculating gross salary; Other laws that were taken into consideration were: Labor law, Law on health insurance, Law on pension and disability insurance, Law on local self - government, Law on the city of Skopje, Jurisdiction of the state sanitary and health inspectorate.

4.2.2.2: Stakeholder consultation on enforcing the existing regulations for TPCD

Focus group discussions were carried out with school directors, school support staff and teachers in order to assess existing regulations, with an emphasis on the implementation of TPCD. The discussions revealed that systematic solution in the form of by-law needs to be developed for mentoring of new teaching staff in schools. In addition, teachers expressed their dissatisfaction of the individual evaluation of teachers carried out by SEI and stressed the need for changes in the Evaluation Guidance and Instruments in order to ensure a more realistic and objective approach. A detailed report outlining the comments and proposals was prepared by the facilitator of the focus group discussion and is available in Macedonian only.

The e-survey developed by the project consisted of questions grouped in the following three areas: pre-service, in-service and career development of teachers. In addition, the e-survey provided an opportunity to learn about the schools' views on implementation of the TPCD laws and their impact on school staff. A detailed report will be developed in the next reporting period by the members of the expert group.

The meetings held with the education representatives in six municipalities focused on identifying existing educational policies, and the role and responsibilities of the local-self-government in ensuring good quality school staff. These meetings encouraged an active discussion about the key factors that need to be taken into consideration to create a functional and sustainable TPCD system. It was evident that the municipalities do not have a systematic approach to support schools in their efforts to ensure continued professional development of staff. Almost all municipalities undertake different initiatives to recognize and award the best performing teachers. Other findings and recommendations are outlined in the report from the meetings with the municipalities, and it is available in Macedonian only.

4.3 COMPONENT 2: ENHANCE FINANCIAL SCHEMES

4.3.1: Expert Group

TPCD project held regular working and coordination meetings with the members of the expert group. Similar to the Component 1, this expert group worked on gathering data for the SABER Teacher questionnaires, which related to analyzing the financing of TPCD system.

4.3.2: Review of Teacher Compensation Plans and Financing TPCD

During this reporting period, the expert group reviewed the existing legislative and regulatory environment in order to identify teacher compensation plans and current sources of financing of TPCD. The review began by collecting data required to complete the SABER Teacher questionnaires. Moreover, the expert group decided to extend the review and to write a report, which will provide a broader summary of financing TPCD in Macedonia. The report will reflect on issues related to teachers' wages, benefits, financing of professional and career development, etc. Furthermore, this report will serve as a basis for development of a comprehensive report on TPCD, which is currently in process and expected in the next reporting period.

The comparative analysis prepared by the Slovenian experts also included information on financing support ensured for continues professional development in other countries. In addition, the best practices that exist in other countries will be considered in the process of drafting recommendations for the TPCD system in Macedonia.

All education systems offer some kind of financial support for TPCD. This is subject to certain criteria and guidelines, but usually requires that the TPCD is agreed and approved by the school management. There are three ways of financing the continues professional development: covering the costs by the Ministry of Education, transfering funds directly to schools, or sharing training expenses between the individual teachers and schools and/or the Ministry.

4.3.2.1: Review existing teacher compensation plans and financing of teacher professional development

Having in mind that a substantial part of the budget for education goes to teacher salaries, the review focused on identifying existing and possible sources for the professional development of teachers and providing financial incentives for teachers to advance in their career. Existing school/municipality policies and practices were identified through conducting focus group discussions and by administering an e-survey to all primary and secondary schools. During the meetings with the municipalities questions regarding financing schools were discussed. Almost all municipalities confirmed that the current funds allocated to schools are not sufficient to cover the expenditures, and therefore, the municipalities have to reallocate funds from the municipality general budget. Only more affluent municipalities, such as Karpos, plan and fund activities for professional development of school staff in the form of trainings on various topics.

4.4 COMPONENT 3: STANDARDS FOR TEACHER COMPETENCIES

4.4.1: Expert Group

Following the establishment of the expert group, three working groups were formed for: 1) conducting the analysis on the policy and system solutions related to the teacher professional and career development using WB SABER Teacher Methodology; 2) creating a Glossary of concepts related to TPCD; and 3) developing a Catalogue of Teacher Core Competencies. The TPCD project team held regular working and coordination meetings with the members of the working groups. All working groups managed to develop and draft the aforementioned documents to be finalized within this reporting period.

The working group for the analysis of teacher standards and professional development involved in gathering data for the comprehensive analysis of the existing TPCD system in the

Macedonia by using the SABER Teacher policy and system solutions instrument managed to submit all 12 questioners to WB by the beginning of June 2013. WB is in the process of validating and analyzing the data and is due to submit a draft country report by mid July 2013.

4.4.2: Review of Policy Documents on Teacher Competencies

Within this reporting period, TPCD team and the working group members identified and reviewed existing national and international policy documents related to teacher competencies. Through regular meetings and sharing materials, the experts coming from different parts of the country, successfully managed to develop the Glossary of concepts related to TPCD and the Draft Catalogue of Teacher Competencies.

4.4.2.1: Develop a Short Glossary of Concepts Related to TPCD

Having in mind the importance of clear communication and the lack of published terminology on the meaning of specific TPCD related terms, the project team identified the need to develop a short Glossary of concepts in order to prevent possible misconceptions and to promote consistency in the terminology that will be used in the future documents.

In this reporting period, a number of meetings were held during which the working group described and defined a total of 91 TPCD related terms. In order to ensure easy access to English literature, it was decided that the glossary also includes translation of terms in English. The Glossary of Concepts Related to TPCD was finalized in June 2013. It will be used as an annex to the Report of the Analysis of TPCD and the teacher user-friendly manual.

4.4.2.2: Identify and review existing documents related to teacher core competencies, teacher standards, TPD and TCD

The project team and the members of the working group reviewed the existing documents related to the teacher competencies in Macedonia. The competencies for native language and math for lower elementary schools prepared within the UNICEF project Language Literacy and Numeracy project were analyzed, and since they are very concrete and detailed, they were taken into consideration only as general approach in the preparation of the competencies. Whereas, the competences for school-based assessment prepared within the USAID Primary Education Project were analyzed and some of them were directly incorporated in the Catalogue for Teacher Core Competencies.

The TPCD team, on the recommendation of the professors from teacher training faculties who participated in the round table discussion organized in June 2013, reviewed the National Qualification Framework for Higher Education. Although the university professors expressed concern that the Catalogue and the National Qualification Framework might confuse university professors, the review proved that these documents do not contradict each other. The framework defines learning outcomes according to the Bloom taxonomy, and therefore it was not considered as an adequate approach to define the teacher competencies, but it was consulted during the process of development.

In addition, the working group reviewed parts of the study and subject programs of the teacher training faculties that refer to competencies. Study programs were very detailed and tied to specific study programs, and therefore, they could not be directly incorporated in the Catalogue, but were considered during the development of the teacher competencies.

School Performance Quality Indicators developed by the SEI were consulted at all times during the development on the teacher competencies. The working group ensured that these two documents complement each other and they are adjusted to the extent possible.

4.4.2.3: Identify and review relevant international documents EU, OECD documents

Within this reporting period, TPCD staff researched relevant literature and other resources related to teacher competencies. European Commission, UNESCO, OECD, UNICEF and WB publications were reviewed. The findings from the OECD research related to teachers (TALIS, Teachers Matter- attracting, developing and retaining effective teachers, Education at a Glance 2012), the approaches and the research methodology prepared by WB (SABER-Teacher), UNESCO strategic document for teachers (Strategy on Teachers, 2012-2015), and

the EU recommendations related to teacher competencies (Common European Principles for Teacher Competences and Qualifications) were especially valuable to the working group. Electronic copies of all documents were stored in Dropbox and made available to the members of the working group.

4.4.2.4: Conduct a Comparative Analysis

The work on the development of the Catalogue of Teacher Core Competencies stared before conducting the comparative analysis by the Slovenian experts. However, during the launch workshop in April, the Slovenian experts presented models of teacher competencies in the Slovenia, Netherlands, France, UK, Norway and Australia. All these models were reviewed by the members of the working group and served as a basis for preparing a framework of competencies most applicable to the Macedonian context. Since the review of competencies was already covered during the launch workshop, TPCD team agreed with the Slovenian experts, the content of the comparative analysis focused on other areas related to teacher professional and career development (induction period of teachers; continuing professional development; financial support; and teachers' career promotion).

4.4.3: Identify and draft Catalogue of Teacher Core Competencies

The need for developing a Catalogue of Teacher Core Competencies resulted from the fact that in Macedonia the teaching profession is not adequately regulated, and expectations related to teacher competencies[3] in different documents do not always share the same meaning.

The lack of clearly defined teacher competencies is one of the weakest links in the system for teacher professional and career development in Macedonia. Therefore, the TPCD team decided to start developing a Catalogue, and not wait for the results from the analysis, because all countries with well-established TPCD system in place have clearly defined teacher competencies.

The draft version of the teacher competencies was prepared by the working group consisting of experts in education, teachers and representatives from BDE. During the development of the Catalogue, the Common European Principles for Competencies and Teacher Qualifications, and teacher competencies in number of different countries were taken into consideration. Based on the reviewed literature, the working group decided to cluster key teacher competencies in the following six areas:

1. Expert knowledge of the subject area and the educational system;
2. Teaching and learning;
3. Creation of stimulating learning environment;
4. Social and educational inclusion;
5. Communication and cooperation with the families and the local community;
6. Professional development and professional cooperation.

For each of these areas, sub areas were defined and *professional knowledge and understanding* competencies and *professional abilities and skills* competencies were identified. In addition, teachers' professional values and examples of indicators for the core competencies were suggested in the document. Please refer to **Annex 7** for a short version of the Catalogue of Core Teacher Competencies in English (note: the full version of the document is available in Macedonian only).

On June 18, 2013 the working group finalized the Catalogue and decided to organize a round table discussion with professors from teacher training faculties in order to ensure comprehensiveness of the document and contribution by the academic community. For that purpose, 10 university professors, or one representative from each of the pedagogical faculties and faculties which educate pre-service teachers were invited. The round table

[3] Competencies are defined as a cluster of gained knowledge and skills, i.e. proven ability to use the knowledge and skills in situations related to teaching and working.

discussion was organized on June 27, 2013 in Skopje. Through an interactive discussion and focused review of the competencies, the participants provided very valuable comments and suggestions for improving the document. TPCD staff and the working group members considered the comments and suggestions and produced an integrated version of the document. Please refer to **Annex 8** for detailed report from the round table discussion on the Catalogue on Teacher Core Competencies.

Finally, the primary users of these competencies are the teachers, and therefore, the TPCD project will share the Catalogue to pursue teachers' input during the next reporting period.

5. ACTIVITIES FOR THE NEXT REPORTING PERIOD

5.1 Crosscutting Activities

- Developing a report from the e-survey conducted in all primary and secondary schools;
- Focus group discussion with training providers organized;
- Drafting the report from the comprehensive analysis of TPCD system in Macedonia to include findings and recommendations;
- Organizing a round table discussion with key stakeholders to discuss the findings and recommendations from the analysis of TPCD;
- Submitting the final report from the analysis of TPCD system to the Steering Committee for approval in August 2013;
- Publishing the final report from the comprehensive analysis of TPCD system in the Republic of Macedonia;
- Preparing for presentation of Key Findings from the Analysis and TPCD Project;
- Informing stakeholders and professional community about the project updates.

5.2 Component One: Comprehensive Legal System

- Developing a report from the review of Macedonian laws and regulations related to TPCD;
- Incorporating the findings and recommendations from the review of the legislation into the final comprehensive report;
- Regular coordination meetings with the expert group.

5.3 Component Two: Enhanced Financial Schemes

- Developing a report from the review of existing teacher compensation plans and financing of teacher professional development;
- Incorporating the findings and recommendations from the review of financing TPCD into the final comprehensive report;
- Regular coordination meetings with the expert group.

5.4 Component Three: Standards for Teacher Competencies

- Posting the draft Catalogue of Teacher Core Competencies on the MCEC web page and inviting all schools to give feedback. In addition, share the document on the professional social networking websites for comments. Summarizing and analyzing the comments and incorporating the suggestions which bring additional value to the document;
- Reviewing the Catalogue of Teacher Core Competencies by the BDE and the VET Center advisors and reach a decision if the catalogue needs to be modified to suit preschool and vocational subject teachers;
- Designing and printing the Catalogue of Teacher Core Competencies;
- Review standards for teacher competencies in different countries in order to suggest a framework for developing such a document that will be adequate to the educational system in Macedonia.

LIST OF ANNEXES

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Annex 4	Short summery of the report from the focus group discussions with school management, school support staff and teachers
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Annex 8	Report from the round table discussion

Annex 1 TPCD Staffing Change

USAID
FROM THE AMERICAN PEOPLE

Teacher Professional and Career Development Project

MACEDONIAN CIVIC EDUCATION CENTER

TO: Siena Fleischer, Education Officer, USAID Macedonia

From: Vera Kondik Mitkovska, TPCD Chief of Party, MCEC

Through: Loreta Georgieva, Executive Director, MCEC

CC: Brian Aaron, Regional Agreement Officer, USAID Regional Acquisition and Assistance Office in Kosovo, and
Risto Ricliev, Acquisition Specialist, USAID Macedonia

Date: June 10, 2013

Subject: Changes in the employment status of the TPCD Education Specialist
Cooperative Agreement No. AID-165-A-13-00001

Dear Ms Fleischer,

I would like to inform you that TPCD Education Specialist, Gorica Mickovska has reached the mandatory retirement age stipulated in the Macedonia Labour Law. Her last date of employment is June 30, 2013. For the benefits of the project, Gorica has expressed readiness and willingness to continue to provide technical leadership and oversight to ensure objectives and deliverables related to project teacher competencies (component 3) are realized. She will be engaged as a part-time consultant working up to 15 days per month until the end of the project, June 2015.

This shift represents a cost savings under A. Personnel, for TPCD Competences Lead/Specialist of approximately 48.800,00 USD. The reallocation of the cost saving under this budget line will be submitted additionally with a detailed explanation of the proposed reallocations.

Should you have any additional questions or concerns please let me know.

Македонски центар за граѓанско образование (МЦГО) * Скопје * ПРОЕКТ ЗА ПРОФЕСИОНАЛЕН И КАРИЕРЕН РАЗВОЈ НА НАСТАВНИЦИТЕ

Faithfully yours,

Vera Kondik Mitkovska

Annex 2 Report from the workshop and the consultancy

Report from the workshop and the consultancy

carried out within the

USAID Teacher Professional and Career Development Project

dr. Janez Vogrinc and dr. Janez Krek

We arrived in Skopje on Sunday, April 07, 2013. In the evening we had a meeting with the Project Team. They presented us the project ˝Teacher Professional and Career Development˝ (aims, planned activities etc.).

On Monday, April 08, 2013, we started the meeting at 9.30 with a discussion related to the current situation of the professional and career development in the Republic of Macedonia and with a discussion about the activities that are planned within the Project.

J. Vogrinc and J. Krek presented the Slovenian experience in improving teacher professional and career development to the Project team. We also presented comparative aspects of teacher professional and career development in some European countries.

After lunch we discussed the steps in establishing a system for teacher professional and career development, sources for financing teacher professional and career development, regulations and institutions that should be involved in teacher professional and career development system. In the discussion we stressed the importance of competencies and teachers' standards that could support teacher professional and career development. We finished the discussion at around 17.30.

On Tuesday, April 09, 2013, we started the meeting at 9.00 with a discussion about the analysis and/or empirical research that will be carried out in the Republic of Macedonia within the project ˝Teacher Professional and Career Development˝. The discussion specifically regarded: (1) existing teacher professional and career development legislation; (2) teacher compensation plans and financing teacher professional and career development; (3) policy documents on teacher competencies, and (4) organizational mechanisms that will be used during the implementation of the Project. After lunch we were preparing, with the Project team, for the workshops. We finished the preparations at around 17.00.

From Wednesday, April 10, 2013, to Friday, April 12, 2013, we held workshops in Hotel Epinal in Bitola. The first day the workshop had 3 sessions, the second day 4 sessions and the third day 2 sessions. For each workshop we had power point presentations that we prepared at home, before our arrival in the R. Macedonia. After each session and/or theme we discussed the presented issue with the participants. The timetable of workshops with the content is in the appendix. Below we are presenting some key issues that we presented to participants and the discussions that followed. Also some of our recommendations to open issues are added.

DAY ONE

First, all the participants introduced themselves and the issues that they are currently dealing with regarding teacher professional and career development (TPCD). Since we already had our first impression of the main issues of the Macedonian TPCD system from the first two days discussions we could estimate that the participants were from all government organizations that are now leading the TPCD and also some participants from the practice were present. From our experiences we know that it is important, when setting a new system or evolving an existing one, to hear as many different sides of views as possible. We can conclude that the group of participants at workshops was appropriate regarding the issues under discussion.

After introducing the definition of TPCD, differences of professional development and career development, we discussed about the importance of TPCD. The participants showed great support to the project since they are well aware that TPCD is very important for the quality of student achievement but also some problems, open issues were stressed. The participants discussed that now in Macedonia the TPD and TCD are not connected and that teachers who take TPD as an important part of their work do not get any bonuses in their TCD or salary. We stressed that of course

TPD should not be carried out just because of a better pay or for getting bonuses but as from our experience we do know that motivation for TPD is greater if it is connected with TCD and if TCD is connected with salary system.

We also discussed about TPD for teachers beginners. The participants agreed that teachers at the beginning of their career need extra support and that content of TPD for teachers in different career stages should be different. Here we stressed that the offer of TPD contents should be of a great variety. As we could detect one of the problems of TPD in Macedonia is that contents offered and financed from the government are usually very specific and there are just a few of different areas that are covered. So, not all teachers can find programs, courses that would meet their needs. The BDE does search the needs of the "market", but at the moment only for the needs that are composed on the national level TPD contents are offered. The other problem is that these needs are detected only every second year. We stressed that contents of TPD should be revised every year and every year also new contents should be offered to teachers.

We also discussed that TPD is not a one session process but should be more of a long term process. In service training programs should be organized in a way that teachers have the opportunity to implement the obtained knowledge in practice and later on discuss the results or problems (for example a three part program). Teacher have to have the opportunity to reflect and evaluate their practice and upgrade their knowledge where needed. So we suggested that the variety of TPD should also be on different types of programs (we discussed this more later on).

At the end of the day we presented some international comparison of pre-service teacher education. Teacher education curricula and importance of practical training were discussed. We talked about the importance of the balance between academic subjects (as mathematics, national language, science …) and pedagogical subjects (as didactics, psychology, philosophy, statistics …). We do support the autonomy of the faculties or universities to organize their programs but the state should, when approving programs, ensure that programs give sufficient knowledge to teachers. We got the feeling that in Macedonia there are some inconsistencies in faculty subjects and that sometimes students do not get the needed knowledge and competences to become a successful practitioner. We stressed that pre-service teachers training is very important for later TPD and that pedagogical subjects are as important as academic ones. Also the practical training issue is important. We discussed that during their studies students have different amount of practical training and that not all of them have sufficient time provided for experiencing teaching in real environment. But what is important, as we stressed, is that practical training is well organized, planned, monitored by faculty staff (professors or assistants) and evaluated by students themselves, by mentors (in school) and by faculty staff. It is not important just to spend time in class but the time spend in class should be focused on different aspects of teaching and students must have planned activities and tasks when being on practical training. Practical training should be organized and carried out according to the principle of reflective practice and it must allow students to integrate the subject-content and the pedagogical knowledge by gradual integration into teaching and the teaching profession. If we take practical training of class teachers of our faculty as a good example every year practical training is organized as to include students in real teaching more and more (first year is mainly based on observation, in the second year students actively participate in instruction execution and they cooperate with the mentor and help him/her, in the third year practical training lasts for three weeks, each student teaches individually at least one lesson a day, in the fourth year students do individual practice for one month).

DAY TWO

The first issue that we opened was teacher standards and competences. How to set national teacher standards and/or competences that can be assessed and/or verified? The State educational inspectorate would like to set the national system of standards to make a measurable instrument for a more transparent system of TCD. They believe that not just quantitative assessment is enough to determine if a teacher is entitled to be promoted to a higher title so also qualitative measurement should be present. And one possible solution is to set standards and evaluate who has reached and retained them. The Slovenian system of TCD basically stands on quantitative points (by the length of the program) that have to be reached to be promoted and we do agree that this is not the most optimal system. Also the competences obtained by TPD activities can be highlighted.

Further on we discussed about the induction period and the State Teacher Certification Examination. We presented our system of induction period. Induction period is not obligatory in Slovenia but highly recommended and also an option of a volunteer induction was presented. We detected that the problem in Macedonia is that it has an induction period paid by the government but as we understood it is not sufficiently systemized. We believe that in the induction period the inductee must have a mentor properly educated and with long enough working experience and also an induction plan that is properly realized is a must. We presented some international comparison on the issue. As we could see, countries have very different approaches to teachers' beginners. In Macedonia the problem as we saw it is that the inductees often don't stay at one school for the whole induction period and the induction plan is not properly set. We believe that the plan can be easily set and realized if the inductee stays in the same school for the whole period and that his inclusion to work is developing to the point of individual teaching. If inductees are moved it can happen that they always start at the beginning and do not progress as they should. Also the time when someone gets the right to teach independently is different. We found it interesting that in Macedonia the State Teacher Certification Examination is held on a different school than the inductee was at in his/her induction period and is assessed by an external commission. That can put the inductee to a more stressful situation and a lot can depend on the students who see the inductee for the first time.

Than the topic was TPD. Who is the organizer, who sets the content, who is responsible for TPD, financing TPD …? As we could see till now in Macedonia there is a kind of system of TPD and TCD but it is not connected and quite, from our view, complex – maybe too complex and because of that not very good functional as we could realize from the discussion. All the participants agreed that TPD must be organized and motivated from the state down but there are some open issues that set the practice and government organizations apart. First the content of TPD. The government organizations believe that the finances do not allow to have a great variety of offered TPD activities. But teachers in practice need and wish to have a wider list of different programs that would allow teachers to have an individual opportunity to choose the program regarding their needs. We believe and we stressed that if we want TPD to reach its purpose it should be closer to teachers and teachers should have the opportunity to choose programs by themselves and there should be programs offered that meet the needs in the field of subject knowledge and also other, e.g. social, ICT, communication, didactics … fields. Also different organizers of TPD should have the opportunity to offer their programs and not just a few of them selected by the government organizations. But of course the programs financed by the state must meet required standards. Also the types of TPD must be different. One of the main issues was also how to assess TPD and how TPD can be included in TCD. At present TPD plays just a small roll in the complex system of external evaluation. We believe that TPD should have a greater influence on TCD. Also the TCD system should be connected with salary system. Now pay of teachers' increases just on behalf of working years and just till the endpoint that can be reached many years before the retirement. We suggested that pay should be increased also on behalf of TCD so teachers' would be more motivated for their professional development. But we also pointed out that we find it important and missing in Slovenian system that with benefits also new responsibilities as a must should be appointed to teachers progressing to a higher level. Also the finances are always an issue. We believe and we also clearly said to all the participants that if they wish the TPD system to work the State will have to appoint some additional money specifically for TPD (we suggested the best way is directly to schools but also other options that are more appropriate for their system of financing education can be found). If the money that the school gets for TPD is not spent for TPD it can't be spent for anything else. Also we detected that a more professional work of principals will have to be promoted in the future if they want TPD system to work since principals have an important role in school and indirectly teacher professional development.

DAY THREE

On the third day we showed some more examples of TPCD systems in different countries so that participants could see that there is not a single solution that can be suggested to them and that could be easily implemented to Macedonia. Every system has advantages and disadvantages and they should implement elements that are closer to their situation and Macedonian circumstances. We once more discussed complex diversity of the Macedonian system of evaluation and how it could be modified. We suggested it would probably be better for Macedonia to start revising the existing

system rather that making a totally new one. In the existing system there are good and not so good solutions but we believe that it should be less complex and more responding to teachers' needs. Trends do go towards the culture that TPD greatly influences student achievements and that TPD should be more of a long term process not just one session at a time. One possibility to improve teachers´ practice is action research and also self-evaluation is important. This also brings teacher to be more aware of their needs.

At the end we pointed out some key issues to USAID:

- Make the TPCD system less complex.
- TPD must be more responsive to teachers´ needs and must be based on teacher's personal needs.
- The in service training program offer should be developed, revised and/or updated every year.
- Greater variety of offered TPD programs and content.
- It is possible to divide programs into different groups: programs for personal development, programs for new activities in schools (e.g. coordinator for working with students with special needs, coordinator for working with gifted students, coordinator for promoting teachers´ professional development, coordinator for working with students who have practical training in school …) and programs for upgrading the subject content and the pedagogical knowledge.
- The offer of in service training programs should be publicly announced (web-side).
- Also schools (principals) must have the opportunity to express their needs of in service training programs.
- The variety of TPD should also be on different types of programs (e.g. study groups, collaboration with the faculties, postgraduate study, research work etc. should also be a part of TPCD system).
- The variety of TPD should also be on different providers of the in service training programs.
- All in service training programs should be organize in a way that implementation of new knowledge in practice is possible.
- Connect TPD with TCD and salary system.
- With teachers promotion in the career development system also new responsibilities in the school practice should be appointed.
- The culture at school and state level should promote TPD.
- Principals should be more aware of their responsibilities regarding TPD of every teacher. Because of that principals must be experts in the field of education.
- Schools should gain extra money for teachers´ professional development; that money should be spent only for this purpose.
- It is necessary to prepare an induction program for teacher beginners; every teacher beginner should have a mentor; induction program should be based on teachers´ competences and / or standards.
- It is possible to prepare teachers´ competences and standards as a base for induction program.
- It would be necessary to prepare in service training program for teachers mentors (a mentor of a teacher beginner or a mentor of a student at practice).

Overall Feedback

Our overall impression of our working days in Macedonia is very good. In first two days in Skopje the USAID working team gave us the needed information for our first impression of the project and TPCD and teacher education system in Macedonia. The information was essential for our further

preparation for workshops. We did have prepared material at home on TPCD but with given information we could assess where the open issues are and where open discussion at workshops will be needed. Also we could already start on preparing our recommendations for USAID.

On the first day of workshops we did have some problems with the translation and trying to find the most optimal way of communication and presentation but we believe that after the first two sessions and specially the next day with a new translator we set a system that worked for us and more important for participants. We believe that the language barrier was successfully solved. Also at workshops we got all the support from USAID team that we needed. The discussions at workshops were very useful for us for our further evaluation of the Macedonian TPCD and as we already mentioned it was very important that we could hear opinions from different groups of people that are involved in TPCD on national level or individually.

As for accommodation, all the transport and overall organization we can say that everything was very well organized and that we had no problems whatsoever. The accommodation was nice, food was very good and we got all the needed information regarding the project and our stay in Macedonia.

At the end we would like to thank the USAID working team for the last day trip to Ohrid. It was a very nice surprise and after intense workshops we appreciated some more relaxed time spent with the team.

Annex 3 Evaluation report from the Launch Workshop

Evaluation Report from the Launch Workshop 10-12 April, 2013, Bitola

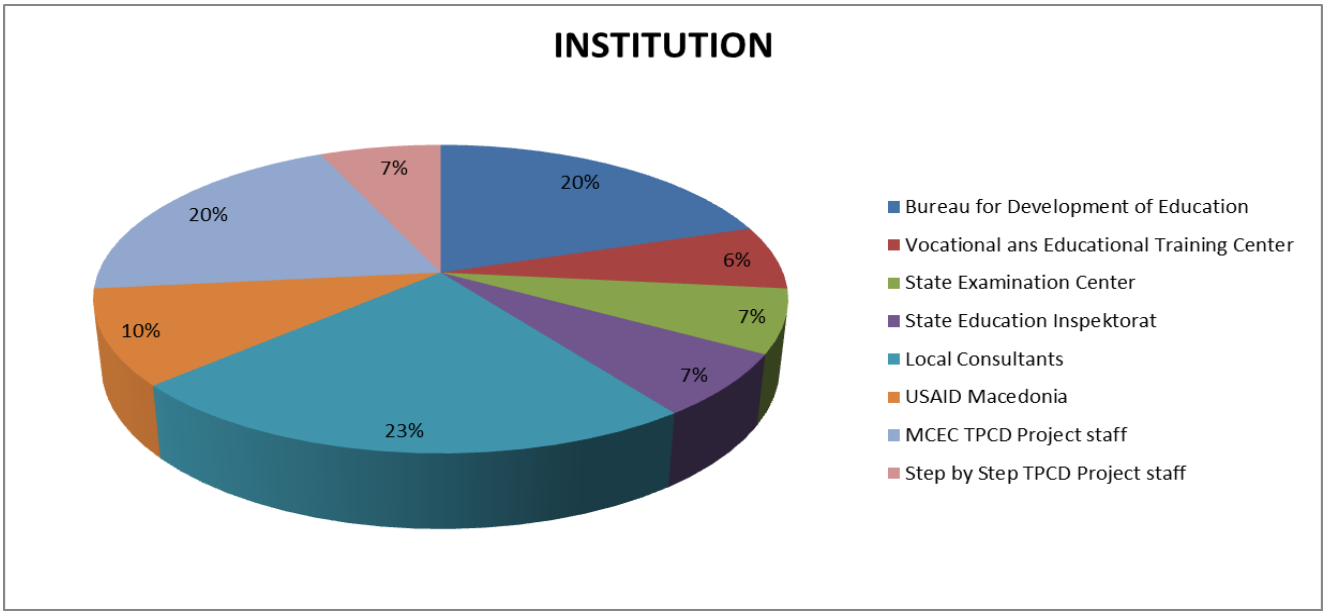
Summary

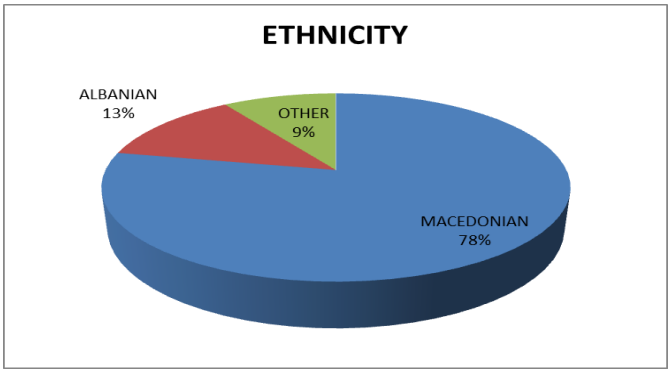
In the period between 10 and 12 of April 2013 a Launch Workshop for the system for professional and career development was held at the hotel Epinal in Bitola. The goal of the workshop was to broaden participants' knowledge and understanding about the current world trends and best system solutions about the teacher professional and career development, and to provide an opportunity to share practices and identify solutions to enhance the existing system in the Republic of Macedonia.

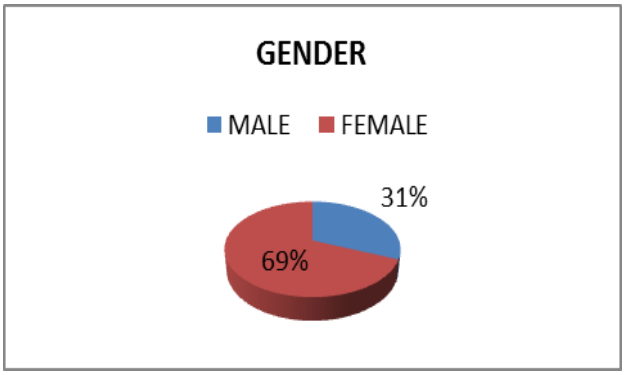
This workshop was part of the cross cutting activity of the USAID Teacher Professional and Career Development (TPCD) Project.

Representatives from relevant educational institutions, USAID, project team and local consultants (in total 29) attended the workshop. The Ministry of Education and Science and Union of Education, Science and Culture representatives were not present due to other commitments.

The following charts provide general information about participants. *(Annex 1: List of participants)*







The lectures and facilitators of the workshop were Mr. Janez Vogrinc and Mr. Janez Krek from the Pedagogical Faculty of the University in Ljubljana, Slovenia. In line with the Scope of the Work, they prepared and delivered a detailed workshop program which included: components of a functional TPCD system; complexity of the system; strengths and weaknesses; global aspects of financial

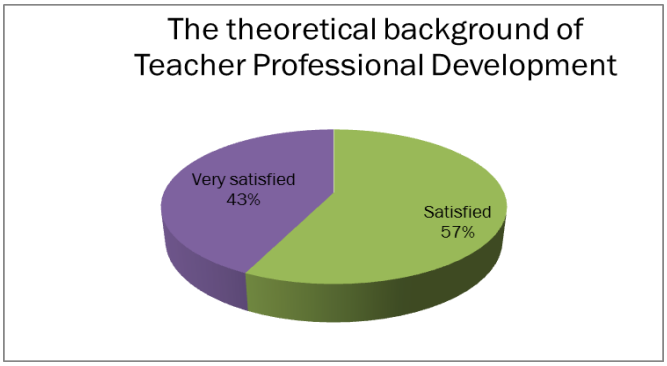
sustainability; and crucial points which need to be taken into consideration for improving the system in Macedonia. *(Annex 2: Workshop agenda)*

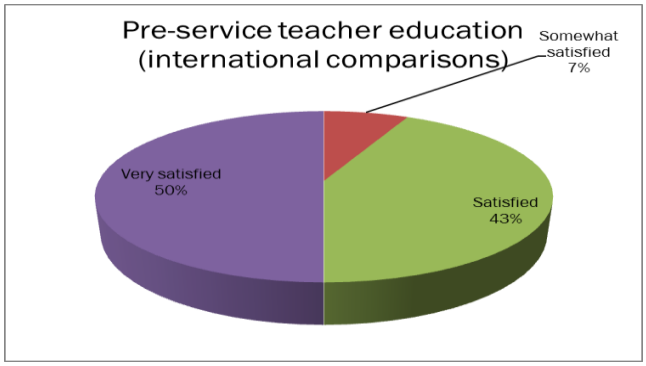
The participants took active part in identifying and discussing existing elements of the TPCD system in Macedonia, current legislation and challenges that will have an effect on the development of an integrated system for professional and career development of teachers in the Republic of Macedonia in accordance with the best world practices.

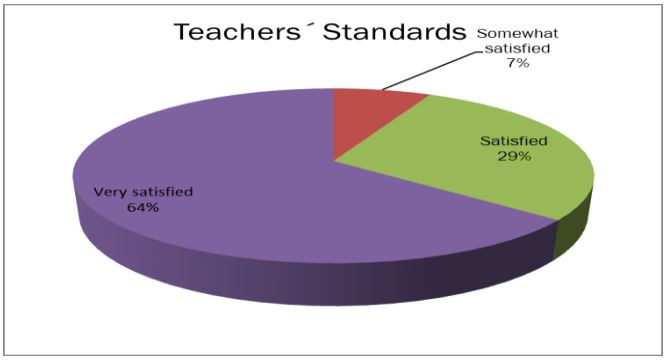
Participant's evaluation

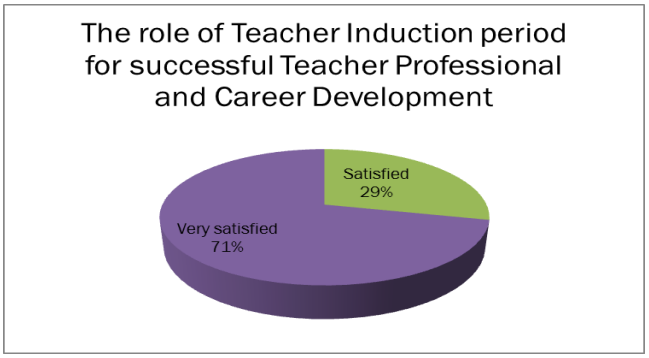
⇒ **How do you rate the usefulness of the presented topics at the workshop?**

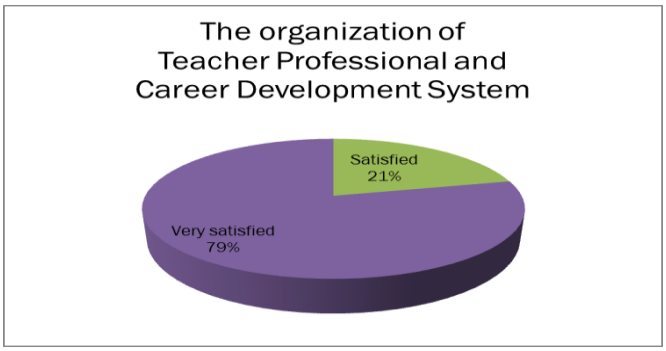
According to the workshop evaluation forms, the participants rated all sessions of the workshop as positive, in average 69% were very satisfied with the content of all sessions, 28% were satisfied and only 3% were somewhat satisfied with all nine sessions.

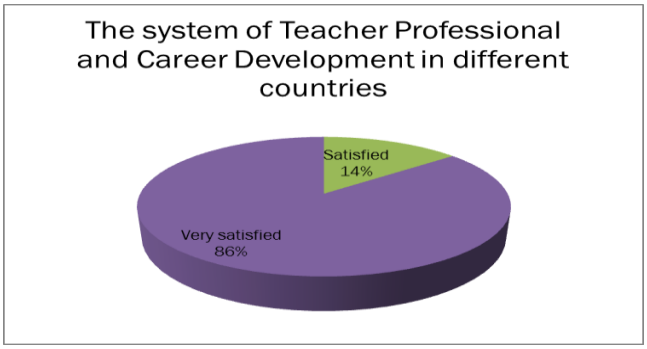


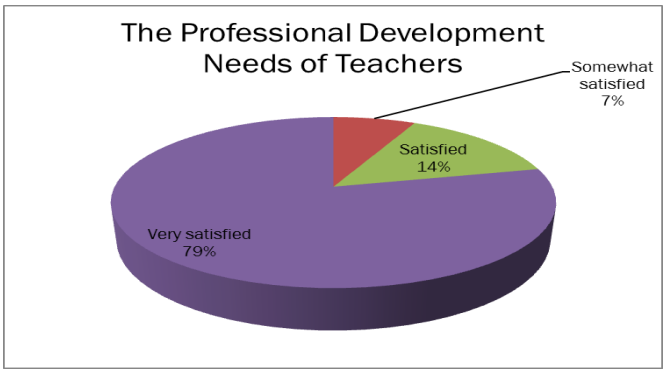


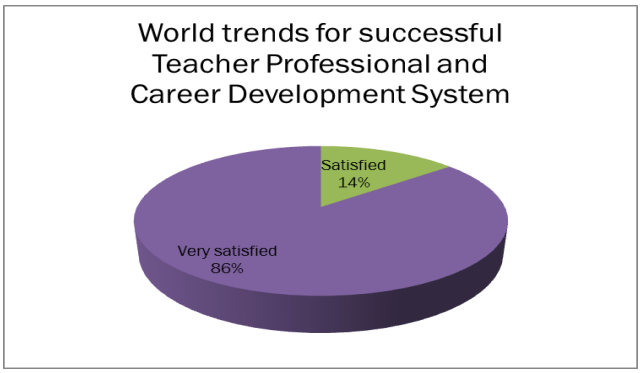




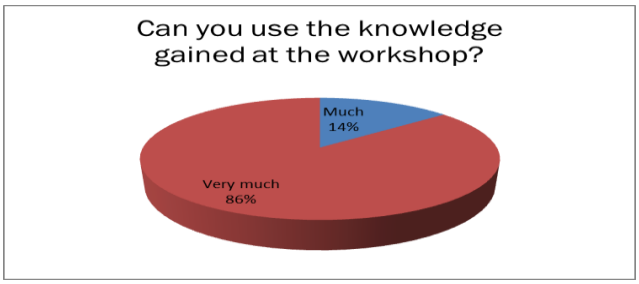


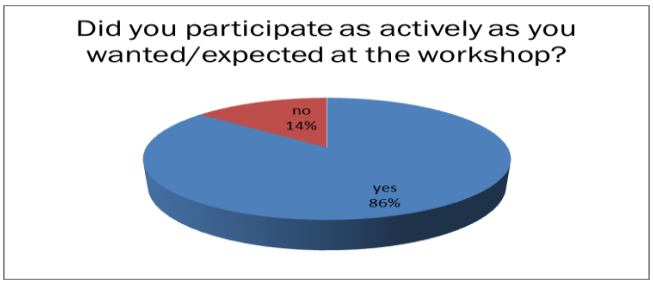




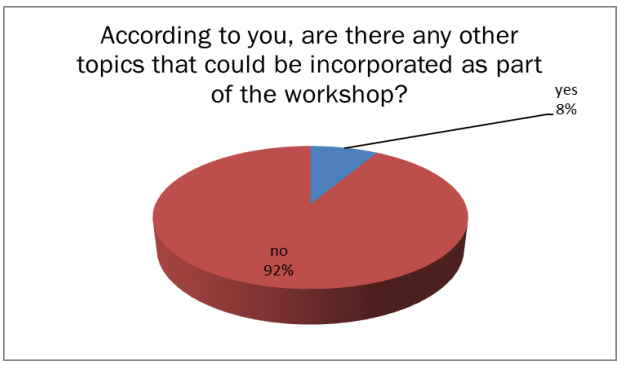


Based on the comments of participants, they particularly liked the international comparative review of different parts of TPCD system.





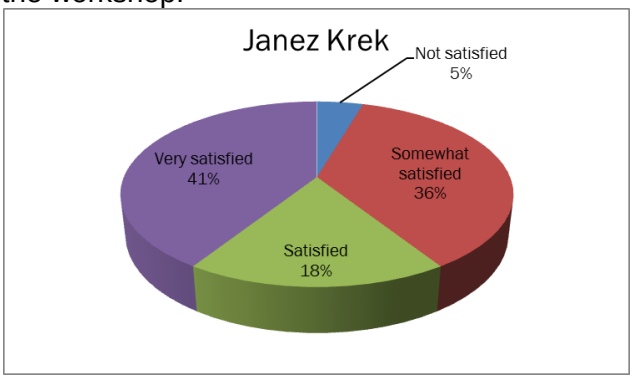
The presented information during the sessions provided participants with great knowledge of the different TPCD systems. Having in mind the fact that the largest number of participants will be involved in conducting the review of TPCD system and are on key positions in the educational institutions, 86 % stated that they will use the knowledge gained during the workshop in the future activities. Also, almost 90% participants said that they actively participated in the workshop.

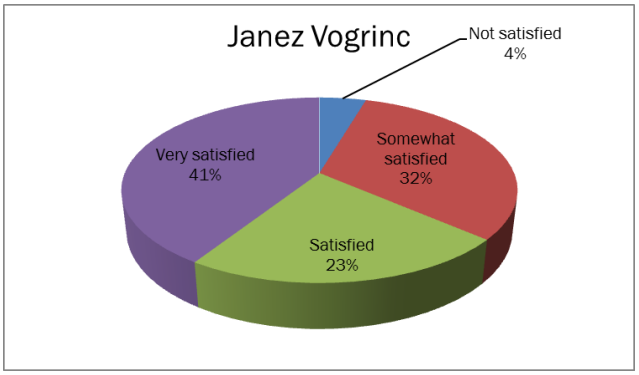


Two participants commented that they would have preferred sessions on the state exam for inductees and the Teacher's needs for professional development, although these topics were covered in few sessions, especially during discussions. In addition, knowledge management of the professional development of teachers on a school level was one topic which participants would like to have more insight in, and information on the mechanisms to deal with teachers who are not interested in professional development.

⇒ **How would you rate the lectures of the workshop?**

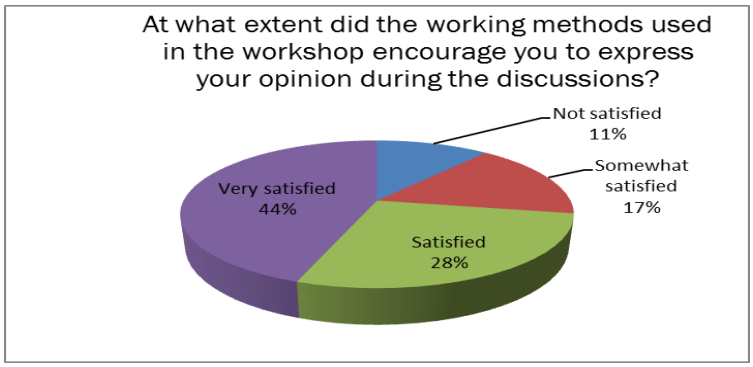
Over 60 % of participants rated the lectures as very satisfied and satisfied. Whereas the remaining around 40% of the participants were somehow or not satisfied with the lectures approach used during the workshop.





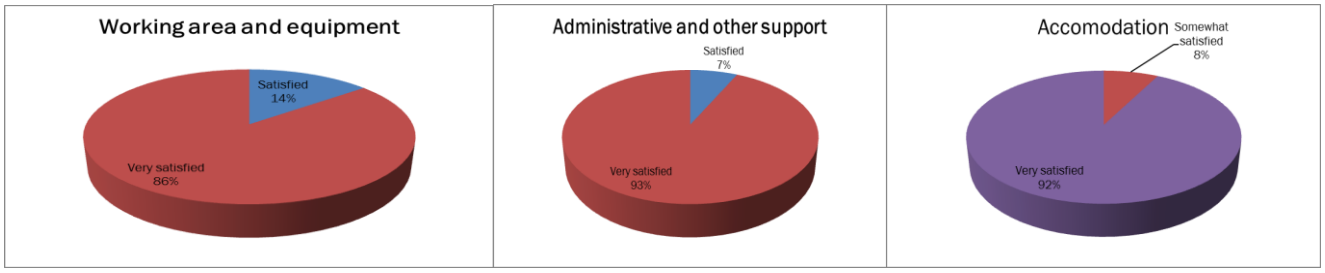
Participants commented that the lectures have demonstrated a great level of knowledge on the subject, and were especially satisfied with their reactiveness in ensuring requested information by the participants related to teacher salaries in different counties, accreditation process in Slovenia, and other relevant topics.

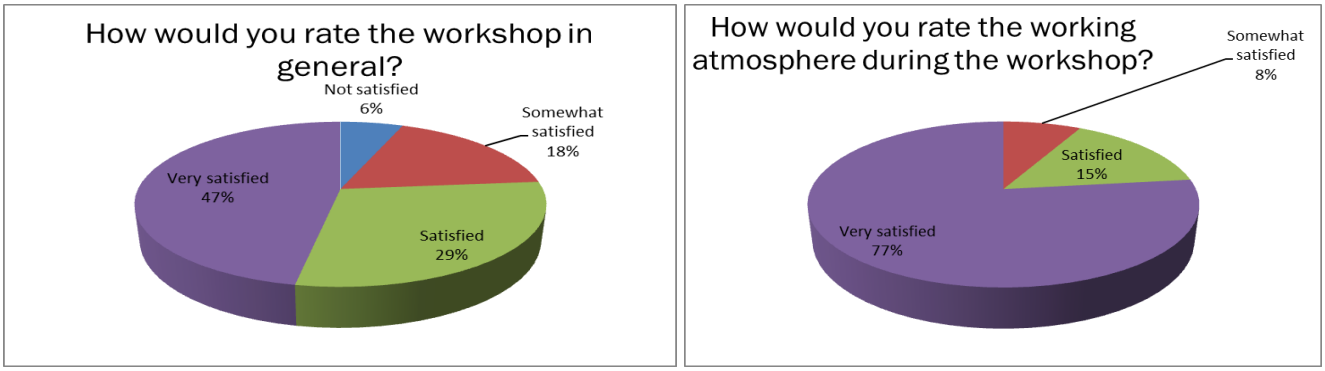
The chart related to working methods used during the workshop shows that over 70% of the participants are very satisfied or satisfied, whereas around 30% are of them are somewhat or not satisfied.



Comments by the participants reflect that they would like to see more interactive sessions, better facilitation of discussions and more interesting way of presenting information.

The aspects related to the overall organization of the workshop including accommodation were rated with over 80% of the participants being very satisfied.





The participants especially liked the last two sessions which provided them with an opportunity to give a critical review and identify challenges of the current TPCD system in the Republic of Macedonia. The planed duration of discussions and presentation on the topics at the workshop was rated as very satisfactory.

Overall, the participants were satisfied with the workshop and stated that it broadened their view on the teacher professional and career development system and provided them with opportunity to critically reflect on the existing TPCD components and develop solutions which will improve the Macedonian TPCD system.

Annex 1: List of participants

No	Name and surname	Institutions	Position	E-mail
1.	Vesna Horvatovik	Bureau for Development of Education	Director	vesnahorvatik@bro.gov.mk
2.	Silvana Veteroska		Head of Sector for professional development	silvanaveteroska@bro.gov.mk
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4.	Zaneta Conteva		Counselor	zanetaconteva@bro.gov.mk
5.	Julijana Gligorova Trajanoska			julijagtrajanoska@bro.gov.mk
6.	Lazo Naumoski			lazonaumoski@bro.gov.mk
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8.	Roza Arsovska			rozeperusoska@yahoo.com
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11.	Antoniela Stojanovska	State educational inspectorate	Inspector	antonela.stojanoska@yahoo.com
12.	Redzep Hamiti			rhamiti@yahoo.com
13.	Aleksandar Ilievski	Local consultants		alexandarilievski@hotmail.com
14.	Gule Gulev			gulev@yahoo.com
15.	Memet Memeti			m.memeti@seeu.edu.mk memetseeu@yahoo.com
16.	Dean Iliev			dean.iliev@uklo.edu.mk deanilval@yahoo.com
17.	Anita Angelovska			anita_angelovska@hotmail.com
18.	Andrijana Tasevska			tandrijana@macedonia.eu.org
19.	Maja Videnovik			videnovic_maja@yahoo.com
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21.	Siena Fleischer		Education Officer	sfleischer@usaid.gov
22.	Natasa Bulevska		Project Management Specialist Education and Workforce Development	nbuleska@usaid.gov
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Annex 2: Workshop agenda

Day 1	
10:00-10:30	Arrival and check in
10:30-11:00	Welcome drinks (coffee and tea)
11:00-13:00	Introduction and theoretical background of Teacher Professional Development (part I)
13:00-14:30	Lunch
14:30-16:00	Theoretical background of TPD (part II) and Introduction to the complexity of a functional TPCD – Similarities and Differences (international comparisons)
16:00-16:30	Coffee break
16:30-18:00	Pre-service teacher education (international comparisons)

Day 2	
09:00-11:00	Teachers´ Standards
11:00-11:30	Coffee break
11:30-13:00	Role of Teacher Induction period for successful TPCD and the organization of TPCD System
13:00-14:30	Lunch
14:30-16:00	TPCD system in different countries - national level (part I)
16:00-16:30	Coffee break
16:30-18:00	TPCD system in different countries – national level (part II)

Day 3	
09:00-11:00	Professional Development Needs of Teachers
11:00-11:30	Coffee break
11:30-13:00	World trends for successful Teacher Professional and Career Development System
13:00-14:30	Lunch and departure

Annex 4 Short summery of the report from the focus group discussions with school management, school support staff and teachers

Report from the focus group discussions with school management, school support staff and teachers

The purpose of the focus groups was to gain teachers and management staff views and opinions on current practices exercised in schools related to: mentoring novice teachers, the opportunities for teacher professional development, and professional and career advancement of teachers. This activity supported the process of identifying gaps in law enforcement and obstacles in implementing TPCD in the process of drafting the comprehensive Analysis of the TPCD system in Macedonia.

Two focus group discussions were conducted, one with teachers and the second with school management and support staff. The first focus group was held on April 24, 2013 at MCEC premises. At the focus group discussion were present 13 teachers from 12 primary and secondary schools (gymnasiums and vocational schools). Three directors and four schools support staff (psychologists and pedagogues) were the target group for the second focus group discussion, held on April 25, 2013. All participants were from schools located in Skopje and the surrounding area.

Discussion in both focus groups showed that teachers, principals, psychologists and educators are very interested and are aware of the value of introducing changes in the system for professional development and career advancement, but are often skeptical about whether such a system would function in practice. In total 30 questions in each focus group were raised during which participants provided their views and suggestions.

From the discussions prevails that the mentoring process, professional development and advancement of teachers should be better regulated. Guidelines, manuals and trainings should be developed in order to enable good functioning of TPCD system.

Widespread opinion shared by the members of both focus group discussions is that initial teacher education requires changes that will include additional hours of practical training in schools in order to increase the pedagogical practice of future teachers.

Schools regularly and systematically identify needs for teacher professional development, but due to insufficient funding, they are unable to organize tailored trainings, and often feel that various trainings funded by governmental educational institutions and projects are imposed.

Generally, low salaries of teachers do not allow them to cover the cost of training, although there is willingness on their behalf to pay for trainings that will contribute to their professional and career development.

Teachers believe that when one progresses in career ladder, it makes sense to follow more complex duties and tasks, followed by appropriate financial compensation. However, there is a dilemma which criteria should be taken into consideration, and in addition the attendees feel skeptical that an institution could objectively assess teachers. In any case, individual evaluation of teachers should be a combination of several factors such as individual assessment of teachers' performance, external assessment, the feedback from the director and school support staff, the teacher professional file, and parents' opinions.

Table 1: Participants statistics

	Invited	Attended	Invited	Attended	
Focus group 1			**Focus group 2**		
Primary schools	**7**	**7**	**8**	**7**	**Primary schools**
Lower elementary	4	4	5	3	Directors
Upper elementary	3	3	3	4	Support staff
Secondary schools	**6**	**6**	**5**	**0**	**Secondary schools**
Gymnasiums	3	3	4	0	Directors
Vocational schools	3	3	1	0	Support staff
Total focus group 1	**13**	**13**	**13**	**7**	**Total focus group 2**

Annex 5 Short summery of the meeting minutes from the interviews with municipality representatives

MEETING MINUTES FROM THE INTERVIEWS WITH MUNICIPALITY REPRESENTATIVES

The purpose of this activity was to identify existing educational policies related to hiring quality teaching staff, their professional development and problems municipalities face during implementation of TPCD. The meetings allowed sharing of views and opinions related to the role and responsibilities of municipalities in the education sector, with special focus on professional and career development of teachers. During June 2013, meetings with representatives of the education departments from the following municipalities were held: Prilep, Veles, Tetovo, Tearce, Karpos, Cair and Strumica. These municipalities were chosen because of their diverse characteristics as size, ethnic composition, language and geographical location.

Following topics were covered during the meetings with the municipal educational officers: local jurisdiction related to education, quality education, funding, and schools acknowledgement and awards for distinguished students and teachers.

The discussions reviled that municipalities are aware of the importance of teacher continuous professional development and are particularly concerned about improving the quality of school staff. They identified the introduction of changes in the system for professional development and career advancement of teachers as one of the key factors towards improving the quality of education.

As of July 1, 2005, the municipalities have received increased roles and responsibilities regarding the management of primary and secondary schools in terms of distribution of funds and management of school properties and school staff. Beside the transfer of authority, most municipalities are concerned with the amount of funds distributed through “block dotation” planned to support educational institutions within their territory. A crucial problem is that the current funding provided to the municipalities to cover school expenses is sufficient only for salaries and some small scale maintaining of school buildings and equipment. Almost all municipalities have no funds available for professional development of school staff. However, some municipalities support the schools by providing logistical arrangements for trainings of teachers such as: venue, refreshments, travel expenses and training materials. In addition, the municipalities have lack of staff to take a greater role in monitoring and supporting the schools in ensuring quality education. Out of seven interviewed municipalities, only the municipality of Karposh has a systematic approach for continuous professional development of teaching staff, by identifying teachers’ needs every three years outlined in the municipality strategic plan. Almost all municipalities undertake various initiatives to highlight and reward the outstanding students and teachers in order to prize their efforts and encourage others to improve their results.

Cooperation of the municipalities with the regional offices of the educational institutions: Bureau for Development of Education, Vocational Education and Training Center and the State Education Inspectorate is in most cases good, but there are examples of more or less effective collaboration towards achieving national and local strategic goals.

Table 1 and 2: Municipality statistics

	Area (km2)	Population	Region	Type	No of schools
Prilep	1,194	76,768	Pelagoniski	Urban	14
Veles	464	55,108	Vardarski	Urban	12
Tetovo	1,080	86,580	Poloski	Urban	18
Tearce	138	22,454	Poloski	Rural	7
Karpos	35	59,666	Skopski	Urban	15
Cair	4	64,773	Skopski	Urban	13
Strumica	332	54,676	Southeastern	Urban	13
Total	3,247	420,025			92

Language of instruction	Macedonian	Albanian	Turkish
Prilep	√		
Veles	√	√	
Tetovo	√	√	√
Tearce	√	√	√
Karpos	√	√	
Cair	√	√	√
Strumica	√		√

Annex 6 Comparative Analysis - Teacher Professional and Career Development

COMPARATIVE ANALYSIS
TEACHER PROFESSIONAL AND CAREER DEVELOPMENT

USAID Teacher Professional and Career Development Project – Republic of Macedonia

dr. Janez Vogrinc and dr. Janez Krek

June 2013

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Introduction

Teacher education always reflects professional as well as political, socio-economical and social circumstances of a country. Modern society, and even more society in transition, is characterized by rapid and continuous changes that reflect in the whole basic education system and also in actual pedagogical practices and tasks of the teacher. We explain the teacher's professional development as a process of significant and lifelong learning in which teachers develop their own comprehensions, and are changing their teaching practice; it is the process which includes teachers' individual, professional and social dimension, and it is also teachers' progressing towards the direction of critical, independent, responsible decision-making and acting (Vogrinc & Valenčič Zuljan 2009; Vogrinc, Krek & Valenčič Zuljan 2007; Valenčič Zuljan 2001). Teacher profession development is a coherent system of activities that are vertically upgrading from pre-service teaching to the exit from the profession.

In the present report we are presenting an international comparison of six sample countries – Finland, Estonia, Poland, United Kingdom (Scotland), United Kingdom (England) and Slovenia[1]. All six comparisons are subdivided to four subchapters – induction period, continuing professional development, financial support of CPD and teachers' career promotion – which are the four main topics that are important for a functional techer professional development system. In the conclusion a summary of the six systems is upgraded with some other EU countries data on TPD and also some basic EU documents and guidelines are presented.

[1] All data where not stated differently is summarized from Eurydice web source – retrieved from March to June 2013.

Finland

Induction period

There is no official national induction or mentoring programme. Some municipalities have arranged pilot programmes (Jokinen & Välijärvi 2006) and see mentoring as very useful and necessary. In the Finnish educational system, teachers do not have any probation time. A new teacher has all the rights and obligations that senior teachers have. Teachers coming from universities after graduation have good competences but they would need support in their professional development.

Continuing professional development

There is no specific legislation governing continuing teacher education and training. The obligation to participate in in-service training is partly defined in various statutes and partly in collective agreements. Teachers are obligated to participate in in-service training for one or five days a year according to the relevant statutes and collective agreements. Teachers have the right to participate in this obligatory training with full salary benefits. On the other hand, employers have the right to assign all full-time teachers to training. Employers also decide which training programmes and forms of education can be accepted as in-service training conforming to the collective agreement.

The primary responsibility for in-service teacher training lies with the education providers. These bodies ensure that teachers participate in continuing professional development as laid down in legislation and collective agreements.

On the other hand, teachers themselves have been given greater responsibility for developing their professional skills and expertise. More and more attention is being paid to self-motivated continuing education and training and local authorities support it within their financial limits and with financial support from the State.

The State is primarily responsible for continuing education that is important for implementing education policy and which promotes its aims. Education providers and teachers are supported by government funding in terms of reforms significant to education policy. Most of the funding is channelled through the Finnish National Board of Education and the Regional State Administrative Agencies. CPD for those providing teacher training is funded directly by the Ministry of Education on the basis of applications from these providers.

The Ministry of Education appointed an Advisory Board for Professional Development of Education Personnel in 2008 for the development of training for teaching staff. The board's task is to anticipate the changes in the learning needs of teaching staff, to follow up on the status of continuing training and its development needs. It also proposes initiatives for the

development of continuing training and promotes national and international cooperation in CPD of teachers and other education personnel. The advisory board is broad-based: it comprises representatives from education administration, universities and polytechnics, labour market organisations, teacher and student organisations, municipal organisations, researchers in continuing training as well as regional and local administration.

An Advisory Board for Professional Development of Education Personnel has the following tasks (Niemi & Jakku-Sihvonen 2011):

- To estimate coming changes in the learning needs of education personnel;
- To follow the state and development needs of continuing education;
- To make proposals and give statements about the direction and realisation of continuing education;
- To follow continuing education planning of education personnel in other countries;
- To activate discussion, development work and research in the field of professional development and continuing education of education personnel;
- To prepare reports and initiatives concerning work conditions and access to continuing education of education personnel;
- To assist education authorities in the planning of the continuing education agenda and in development of quality assurance criteria.

Continuing teacher education is organised by different types of training centres such as university continuing education units, vocational teacher education colleges, university departments of teacher education, teacher training schools, summer universities and various private organisations. Continuing education is largely based on the logic of supply and demand.

Continuing education and training have been divided into the following forms on the basis of the responsible decision-making bodies:
(1) Self-motivated continuing teacher education. Teachers have the responsibility and power of decision for participating in the education and they may receive support from society in the form of various study grants. Teachers especially favour continuing education that helps them update their professional knowledge in their own subject or field of vocational education and training. The employer decides on the participation in education during working hours.
(2) The primary legal responsibility for in-service teacher training rests with the maintaining body of the educational institution, usually the local authority. This type of in-service training is organised during working hours.
(3) Education that is important in terms of education policy and priorities is funded by the State. This type of education promotes the practical implementation of the objectives defined in Parliament and Government decisions and in the target outcome negotiations between the Ministry of Education and the Finnish National Board of Education.

During and after moving to the Bologna process degrees, teachers' needs for further education were analyzed by a national working group. The themes that seemed to be important were (Niemi, Jakku-Sihvonen 2011):

- Network pedagogy, media and science education;
- Promoting basic skills of learning, and subject and topic-based skills;
- Development of entrepreneurship education and working life cooperation of learning institutions;
- Student counselling and development of support services;
- Development of special education;
- Development of work-based learning as well as development of evidence of professional skills;
- Multilingual and multicultural teaching in schools and learning institutions;
- Training of institutional management and development of work communities;
- Development of well-being in schools as well as pupil and student services.

The state-funded in-service training for 2013 is expected to improve lifelong learning, competences of the educational staff and management training. It is also expected to support:

1. social guarantee for youth,
2. equality and well-being in schools,
3. security and legal protection in education,
4. multicultural education and intercultural dialogue,
5. effective and regionally accessible education,
6. promotion of on-the-job learning and cooperation with the world of work,
7. execution of the OSAAVA programme.

A fixed-term national OSAAVA programme was set up in 2010. The programme supports the education providers in providing continuing professional development (CPD) to their education personnel and ensuring staff opportunities to improve their professional competence. The Ministry of Education has allocated 10 million euro for CPD for education staff per year for the programme for 2013. The programme is foreseen to continue until 2016. The national objectives for the programme have been drawn up by the Advisory board for professional development of education personnel.

The objective of the OSAAVA programme is to activate educational institutions at all education levels, except higher education, to develop the competences of their staff. Central are the development of educational staff, particularly the competences of leadership both in institutions and local education administration in general education as well as the participation of persons who have participated infrequently or not at all in CPD, for example due to insufficient regional supply of education or long distances.

The programme focuses on developing individuals, working communities and exchanging good practices. In the development of individuals, the training of leaders and principals, and mentoring for new teachers are prioritised. In the development of working communities the priority is on supporting networking of educational institutions to create models and action plans to support competence development. Working communities will also be supported when they organise CPD to promote quality assurance and the use of national quality criteria, well-being at work and the pedagogical use of ICT. In addition to regional networking among education providers, the programme encourages to include also other stakeholders, such as enterprises. The employers can also get support for assessing the competence needs of their personnel as well as for drawing up CPD and development plans for their institutions.

There are also opportunities if teachers want to widen their qualifications. The flexible structure of teacher education allows teachers to seek new competence areas in their work after their MA degree, e.g.:

- Study counsellor programmes (60 ECTS) qualify teachers to support pupils in their learning paths and career planning;
- Special education programmes (60 ECTS) qualifiy teachers to work with students with special needs;
- New minors in subject matter (minor 25 ECTS and large minor 60 ECTS) qualify teachers in academic subjects by either supplementing their earlier studies or providing a new subject matter into their repertoire. Secondary school teachers may also study 60 ECTS of class teachers' multi-disciplinary subject matter module and get a full class teacher qualification.

Financial support for CPD

The budget for state-funded in-service training 2013 is over 22 million euro, including the 10 million allocated for the OSAAVA programme. The number of teaching personnel taking part in this training varies between 22 000 and 25 000 persons per year.

The budget for continuing training for education personnel is allocated through a tendering process administered by the Finnish National Board of Education. Universities, polytechnics, special needs institutions, teacher training schools and other institutions that possess the required special expertise in the field of education and training can apply for these funds.

Teachers´ career promotion

Participation in continuing professional development activities does not provide teachers with formal benefits, such as salary increases or promotions. Part of the CPD is compulsory, but studies show that teachers participate in CPD much more than are formally required.

Thus the main motivation is professional development, updating and renewing one's own knowledge and competences as well as professional well-being.

Table 1. Basic gross annual minimum and maximum statutorý teachers' salaries 2011/2012.

	Minimum	Maximum
Pre-primary level (only ISCED 0)	27 029	29 191
Primary level	31 175	40 546
Lower secondary level (a)	33 669	43 790
Upper secondary level (a)	35 703	47 270

The average gross salary of a kindergarten teacher was 2,600 € per month in 2011. The average salary for class teachers was 3 500 euros, basic education subject teachers 3 900 euros and upper secondary teachers 4 300. In vocational upper secondary education the average full-time teacher salary was ca. 3 900. The average monthly salary in Finland was ca 3 100 euros in 2011.

Estonia

Induction period

In Estonia, there has been particularly strong development in the area of supporting novice teachers in the early stages of their career. In 2004, the induction year programme was initiated as part of the teacher education programme. After the first stage involving all novice teachers who started work in comprehensive schools, it was extended in 2005 to include novice pre-school and subject teachers. The purpose of the induction year is to support novices' adaptation to the educational institution in which they work, and to promote the development of their professional skills through continuous analysis of practice and learning (Eisenschmidt 2011).

The focus of the Estonian induction programme model lies in the professional development of novice teachers supported by schools and university support seminars. The aims of the induction programme as a one school-year programme are:
1) to support the adjustment of novice teachers to a school as an organisation;
2) to further develop the competencies acquired by initial education;
3) to provide support in solving problems, including those related to the novice teachers' lack of experience (Eisenschmidt 2006).

There are four parties involved in the induction year programme:
(1) school principals, who create the environment that supports the novices' professional development and appoint mentors;
(2) mentors, who are partners for novice teachers, supporting their professional development and socialisation in a school context;
(3) novice teachers themselves, who are ultimately responsible for their professional development;
(4) university induction year centres, where mentor training and seminars of the support programme for novice teachers (10-15 novices per group) take place.

In Estonia, the mentor's role is to foster a novice teacher's development and learning through dialogue and reflection. All mentors have an opportunity to participate in training to support their mentoring roles. This course, financed by the Ministry of Education and Research, includes the following goals: 1) to facilitate the acquisition of mentoring competences and attitudes necessary for analysis and development of pedagogical practice; 2) to present skills necessary for supporting teachers' professional growth and a culture of cooperation. In addition to mentors, whose main task is to support novice teachers' learning through work, universities organise support seminars, which include group sessions four times a year. Mentoring is part of the school culture and mentors' work is regulated by the headmaster and could be part of normal workload like participation in school development work. In some schools, the mentor has few lessons to work with novice teacher, in some

schools it is considered as additional work and the mentor gets some extra payment. As induction programme is a support programme based on constructivist learning approach, induction period is formally completed by completing support programme at the university and composing self-analysis for further professional development together with mentor's feedback. There is no formal evaluation or exam at the end of the induction year (Eisenschmidt 2011).

Continuing professional development

Estonian teachers are obliged to pass a minimum of 160 hours of in-service training within every five years. The in-service training market is free; in-service training for teachers is offered by universities, professional higher education institutions, privately owned in-service training institutions, general education schools, vocational schools, hobby schools and individuals. The Ministry of Education and Research evaluates the quality and keeps a register of most extensive (with the volume of more than 2 ECTS) courses.

When drawing up in-service training schedules, schools follow three principles:

- a teacher's personal training needs based on the teacher's self-analysis,
- the development needs of the school as an organisation and
- the national educational priorities.

It is recommended that teachers' self-analysis is based on the professional standard but there are schools that have developed a competence model for the teachers of their own school.

A school's development needs are primarily defined in the course of the school's internal evaluation process. The Estonian national educational priority for the coming years is the implementation of new, outcome-based curricula.

Teachers' in-service training curricula are reviewed and registered by the curriculum registration commission created with the decree of the Minister of Education and Research in case training is paid for from the state budget and the duration of training established with the curriculum is more than 40 academic hours.

Financial support for CPD

According to the Adult Education Act, resources for teachers' in-service training are allocated from the state budget, making up 3% of the salary fund. Financing goes through local municipalities directly to schools where the usage of the funds is determined. This is a part of the school's budget and the principal is responsible for using these finances. The teacher financing his or her training courses is quite rare, but it could happen if teacher's personal aims and school's needs are different.

The new Basic Schools and Upper Secondary Schools Act establishes that a school's development plan must also include a plan for teachers' in-service training. Such plans include in-school group training sessions but teachers are also offered opportunities to attend out-of-school training courses based on their individual training needs. Many schools use this funding for in-school trainings courses like team building, school self-evaluation and to improve teachers' self-reflection skills (Eisenschmidt 2011).

Local municipalities may allocate additional resources for teachers' in-service training and determine the fields where they may be used. Schools make in-service training decisions on the basis of their needs and development plans. Management of training is the task of the school manager.

Teachers´ career promotion

In-service training courses do not automatically lead teachers to promotion or higher salary level; this is considered as part of teachers' professional development and the duty of every teacher to improve his or her competences. There are some qualification in-service courses which give teaches the right to fulfil some extra tasks at school, like to work with students who have learning difficulties.

Conditions and Regulations for the Certification of Educational Personnel and Requirements for the Career Ranks (1997) establish four consecutive levels of professional qualifications for teachers: junior teacher, teacher, senior teacher, and teacher-methodologist (Eisenschmidt 2011). These career ranks are related to salary levels but the differences between levels are not remarkable. Junior teacher's salary is 76 % of teacher-methodologist's salary, teacher's salary is 80% of teacher-methodologist's salary and senior teacher's salary is 92% of teacher-methodologist's salary.

The teacher will start from the level of junior teacher and after 1-3 years teaching experience, the school principal has the right to promote the junior teacher to the teacher level. To be promoted to the position of a senior teacher or a teacher-methodologist, the teacher herself/himself must apply for the position and perform a self-evaluation. The promotion to senior teacher level is decided at school; the headmaster forms the board who evaluate the candidate's suitability. The promotion to teacher-methodologist is decided on state level; the candidate should compile the self-evaluation report and the headmaster gives the letter of recommendation. The promotion to senior teacher and teacher-methodologist levels is for five years. If the teacher after five years does not apply again to these levels, she or he will stay on teacher level.

These levels reflect a range of minimum official requirements regarding teachers' professional competence and the official conception of the stages of teachers' professional development.

Poland

Induction period

In Poland there is no induction phase for teachers in terms of obtaining formal qualifications in the work place.

Continuing professional development

Continuing professional development (CPD) is not obligatory in the Polish education system, though, pursuant to the Teachers' Charter, teachers should improve their general and professional knowledge, taking advantage of their priority right to participate in all forms of professional development. However, participation in CPD is necessary for professional promotion as the assessment of the teacher's professional achievements, conducted as part of the promotion procedure, covers the extent to which the teacher concerned has implemented a previously agreed-upon professional development plan. Every school is obliged by law to organize "self-educational teams" of teachers in different disciplines. The role of such teams is to stimulate the motivation for professional development, and refresh teachers' knowledge, by sharing new literature, giving examples of good practice, inviting colleagues to "open lessons", organizing workshops and seminars for other fellow teachers. The teams are supported in their activities by both, local In-service Teacher Training Centre (which appoints a didactic advisor to give workshops and seminars, often on special request of the team members), and academic teachers who cooperate with a particular school.

There are two strands of CPD activities:

- further training and
- in-service training.

Further training covers programmes and courses where teachers may gain higher-level formal qualifications or additional formal qualifications, whereas in-service training covers various activities which develop teachers' working techniques as part of the qualifications already held. Further training is provided by higher education institutions (HEIs) as part-time degree programmes and non-degree postgraduate programmes, and by colleges as evening and extramural programmes or courses. Teachers choose the field of study or specialization area depending on the level of qualifications already gained and their individual needs. There are two different kinds of post-diploma studies (Zdybel, Bogucki, Głodzik 2011):

(1) Giving the qualifications for teaching a particular subject area – such studies encompass at least 3 semesters and no fewer than 350 didactic hours. Examples of such studies are: "Teaching Biology in secondary schools", "Teaching Mathematics with information technology", "Teaching Polish as a foreign language", "Diagnosis and therapy in difficulties in learning on elementary level", "Integrated teaching on elementary level", "Inclusion in education", "Early intervention in child's development", etc.

(2) Improving qualifications in a particular area of pedagogy, psychology or didactics of teaching a particular subject – such studies are shorter, usually lasting 2 semesters and including at least 270 didactic hours. Examples of such studies: “Art therapy in elementary school”, “Administration and management of school”, “Psychology of social communication”, “Psychology and pedagogy of creativity”, “Therapy through music and music education”, etc.

The range of topics offered in a form of post-diploma studies is widely differentiated and depends mostly on the potentiality and interest of academic staff in a particular university, but also on teachers’ needs recognized previously in the diagnosis of the job market. At present, great importance in CPD is attached to providing opportunities for teachers to acquire qualifications in an additional specialization area or a qualification required to teach a second subject.

In-service training is provided by HEIs in the form of non-degree postgraduate programmes, and by teacher training colleges which offer various courses, but the main providers of this type of training are in-service teacher training institutions. Funding for both CPD strands is guaranteed in the Teachers’ Charter, which provides that the bodies managing schools and other educational institutions allocate for this purpose an amount equal to 1% of the planned annual expenditure on teachers’ salaries.

Continuing profession development (CPD) is the main responsibility of in-service teacher training institutions which organise various activities targeted at teachers of all specialization areas (levels of education and subjects), while specialized in-service teacher training institutions also undertake activities targeted specifically at teachers of rare occupations.

In-service teacher training institutions have the following tasks:

- identifying and analysing needs in the area of CPD;
- developing CPD programmes and other types of CPD activities based on such needs analyses and on the state-of-the-art knoweldge in the area of methodology and education;
- organising various types of CPD activities;
- evaluating individual types of CPD activities.

CPD activities for teachers are also undertaken by public educational resources centres run by local government bodies at regional level which support teachers in their teaching activities, and as part of in-service teacher training activities within schools. Moreover, various CPD opportunities are offered to teachers by:

- public and non-public HEIs which provide mainly non-degree postgraduate programmes;

- public and non-public initial teacher training institutions, including teacher training colleges and foreign language teacher training colleges which offer, among other things, qualification courses for teachers and organize other types of further and in-service training, in particular in the area of foreign languages;
- the Central Examination Board and the Regional Examination Boards which develop and disseminate CPD programmes in the field of diagnosis and assessment;
- associations and foundations,
- heads of the regional education authorities who exercise pedagogical supervision over schools and provide organisational and financial support for CPD activities for teachers, in particular those which promote innovations in education and care.

The continuing professional development (CPD) system for teachers covers three levels:

- central level: organized by the minister of education, the minister of culture and national heritage and the minister of agriculture (supervising, respectively, art and agricultural schools);
- regional level: organized by province-level local government bodies and supported by the heads of the regional education authorities in their respective provinces;
- local level: organized by local government bodies at the commune and district levels.

Financial support for CPD

As from 2002 the legislation specifies the amount, source and methods of disbursement of funds allocated every year to support CPD activities as well as the institutions and bodies managing such funds.

Funds for in-service teacher training are allocated in the budgets at the following levels:

1. Budgets of school managing bodies (1% of the planned annual expenditure on the remuneration of teachers).

Funds are used to support the following activities:

- methodological guidance for teachers, including costs of reducing teaching loads, additional employment contracts, function-related allowances added to teachers' salaries and travel costs of methodological advisers;
- the organization of training courses and methodology workshops, and the production of training and information materials;
- fees charged by HEIs and initial teacher training institutions for programmes and courses, and travel costs related to the participation in these courses.

Funding is distributed among schools and other educational institutions by school managing bodies on the basis of multiannual CPD plans which are prepared by heads of these institutions. These plans take into consideration mainly school/institution development plans and needs related to human resources, as well as professional development plans of

individual teachers. As from 2005, school/institution managing bodies consult teachers' trade unions about the distribution of funding for CPD.

Funding for CPD cannot be used to finance public in-service teacher training institutions and educational resources centres as funds for them come from the budgets of their managing bodies.

2. Budgets of province governors (a total of 5 000 average salaries of a trainee teacher).
CPD funds for teachers in individual provinces/regions are distributed among individual province governors, while taking into account, in particular, the number of teachers employed in a given province, tasks related to the current needs in terms of human resources, CPD-related needs in a given province and tasks stemming from the national educational policy.

Funds are used to support the following activities:

- regional initial and in-service teacher training programmes;
- tasks in the area of initial and in-service teacher training delegated to HEIs and other institutions on a contractual basis;
- participation of national institutions in international in-service teacher training projects and programmes.

Funds are managed by the heads of the regional education authorities who take into consideration the usefulness of CPD activities for teachers' work and tasks stemming from the regional educational policy. The heads of the regional education authorities prepare programmes for the disbursement of these funds after consultation with the relevant teachers' trade unions.

3. The budget of the Minister of National Education (a total of 5 000 average salaries of a trainee teacher).
Funds for CPD activities at national level are used to finance:

- national-level initial training and in-service teacher training programmes;
- tasks in the area of initial and in-service teacher training delegated to HEIs and other institutions on a contractual basis;
- participation of national institutions in international in-service teacher training projects and programmes.

Teachers´ career promotion
Most teachers involved in further or in-service training are working teachers. Thus, they follow programmes or courses, or participate in other CPD activities, without a break in their work, taking training leaves instead. Teachers who gain higher-level formal qualifications are automatically transferred to a higher category in the pay scales.

Polish system of teachers' professional promotion is closely interconnected with the system of monitoring and evaluating the quality of schoolwork. Only the national policy is developed and carried out centrally (on the state level), while the administration and running of schools are decentralized. It is worth noticing, however, that administrative and pedagogical supervision over Polish school are separated. Pedagogical supervision is exercised by regional education authorities: superintendents (kurator), while general supervision (organizational, administrative, and financial) is carried out by the school running bodies (communes, districts, and voivodship - local government authorities).

The legal bases for professional promotion of teachers were defined in the Act of 1999 on the Implementation of Education System Reform (with further amendments). The Act introduces four main levels of professional promotion (trainee teacher, contract teacher, appointed teacher, chartered teacher), all of them being permanent with no necessity to be refreshed or renewed. Consecutive levels are strongly interconnected and based on a set of important requirements, among which the following 4 seem to play the key role (Zdybel, Bogucki, Głodzik 2011):

- the basic condition for any professional development is the ability to create and execute (follow) a good plan of self-development;
- it is highly important for any teacher to refresh his/her personal pedagogical and psychological knowledge (and competencies) on regular basis, not only by seeing good examples of practice (by observing other teachers work), but also by following the newest didactic literature, taking part in workshops, lectures etc.;
- it is crucial for any development to take care of permanent, lifelong learning – increasing ones' own competencies by going outside the narrow, local environment to meet other people and new, creative and alternative ideas of teaching – not to close yourself in a narrow environment of own habits, activity scripts or even stereotypes;
- finally, a good system of teachers' promotion should be based on the requirement of a permanent formal training – on achieving new levels of professional competencies certified by institutions which specialize in teacher training.

The system of teacher promotion in Poland has been grounded on those presumptions, with the last being the most important one: permanent training, an active participation in post-diploma studies and other forms of self-improvement, is an important requirement for getting promoted in teacher's career in Poland (Zdybel, Bogucki, Głodzik 2011).

The system of teacher promotion in Poland is more and more frequently under criticism (Zdybel, Bogucki, Głodzik 2011). Its major setback is a high degree of formalisation and bureaucratisation. The number of documents which the teacher must prepare at each stage of professional promotion is very large and the requirements regarding their content and

layout are very detailed, but its usefulness in practice is very small. In addition, too much documentation leads to a situation where the most important issues, that is the child and its development, become hardly noticeable. The basis for the assessment of the teacher's professional achievements is neither the quality of classes provided by him/her nor what is going on in the classroom, but the quality of the academic achievements of the pupils. Furthermore, the system has little influence on providing remuneration for teachers, and differences between particular stages of the teacher's career are small. Teachers themselves criticise the fact that the promotion route is too short - opportunities are available only for a short period of time, and after the acquisition of the rank of chartered teacher, there is in principle no possibility for further development, neither in terms of professional titles, nor in terms of financial profits. Although permanent training is an important condition for professional career, after achieving the highest rank of chartered teacher, further training has no impact on wage grades. This has a detrimental effect on the motivation for professional improvement and is conducive to the phenomenon of occupational burnout.

As from 2009, following amendments to the Teachers' Charter, the average remuneration of teachers is determined as follows:

- for a trainee teacher: 100%
- for a contract teacher: 111%
- for appointed teacher: 144%
- for a chartered teacher: 184%

United Kingdom – Scotland

Induction period

Entry to the teaching profession in Scotland for teachers who wish to work in publicly funded schools is through registration with the General Teaching Council for Scotland (GTCS). Registration is accorded, in the first instance, on a provisional basis. Full registration is granted to teachers who have satisfactorily demonstrated that they have achieved the Standard for Full Registration during a period of probationary service.

The 'Standard' comprises 23 Professional Standards, each of which must be met before a probationer teacher can be recommended for Full Registration with the GTCS. The induction programme ends with a formal assessment of a 'Final profile' that is sent in by the teacher at the end of his/her induction year. (European Commission Staff Working Document SEC (2010)).

Probationary service can be undertaken in one of two ways:

- **Teacher Induction Scheme** (since 2002) provides a guaranteed one-year training post to every eligible student graduating with a teaching qualification from one of Scotland's universities.
- **Flexible Route** is a way to complete your probationary requirement if you have opted out of the Teacher Induction Scheme (TIS), are not eligible to join the TIS, can't commit to a full-time post or you want to complete your probation somewhere other than a Scottish state school. (GTC Scotland web page)

The Teacher Induction Scheme allows probationer teachers to be considered for full registration within one school year (190 teaching days). It offers a number of benefits, including:

- guarantees a one year training post to all students graduating with a teaching qualification from a Scottish university;
- states that all TIS probationers have a maximum class contact time equal to 70% of that of a full time teacher (15.75 hours);
- states that the remaining 30% of non class contact time is dedicated to advancing and enhancing the probationer's own continuing professional development. This includes 'whole school' development initiatives
- allocates 3 ½ hours per week for an experienced, nominated teacher / Supporter to meet with the probationer and take forward his/her professional development;
- involves each Local Authority in managing the Teacher Induction Scheme within its own area;
- assesses the progress of each probationer twice a year, through the use of an Interim Profile and a Final Profile which is forwarded to the GTCS; and

- should ensure that probationers throughout Scotland receive consistently high quality experiences. (European Commission Staff Working Document SEC (2010))

All new teachers participate actively in their own professional development by preparing a portfolio of their work throughout the year and by participating in action research projects. Moreover, they have to prepare both interim and final reports (the Interim and Final Profile) in order to provide the stakeholders with useful feedback. This procedure provides them with opportunities for self reflection and analysis. They participate in seminars, CPD and weekly meetings at the school, in an effort to enhance their skills.

The induction programme is supported by the whole educational system; the Ministry, the GTCS, Local Education Authorities, Supporters (mentors) and the school, and of course, the probationers themselves.

Relation to School development

In Scotland a 'whole school' development time is allocated to the programme. The school supports the system by assisting the probationers, operating classroom observations and weekly meetings between the management team and the new teachers, and assisting with interim and final reports.

Financial aspects: £37.6 million has been set aside by the Scottish Government to finance TIS for the next three years (Lovie, D. 2008 in European Commission Staff Working Document SEC (2010)).

Continuing professional development[2]

To provide the best possible education for pupils, schools must be led by motivated teachers who are committed to excellence. Teachers must have the opportunity to refresh and develop their skills and knowledge as they progress through their careers.

There are several programmes for headteachers and teachers to strengthen their professional skills.

Leadership

The Standard for Headship defines the leadership and management capabilities of headteachers. At present, to become a headteacher, teachers must demonstrate that they meet the Standard for Headship. This can be done through local authority interview and assessment processes or by formal development routes such as the Scottish Qualification for Headship and the Flexible Route to Headship. The GTC Scotland Professional Standards have

[2] Also from The Scottish Government - http://www.scotland.gov.uk/Topics/Education/Schools/Teaching/CPD and GTC Scotland - http://www.gtcs.org.uk/professional-development/cpd.aspx.

recently been revised, and from August 2013, the Standard for Headship will be part of the newly developed Standards for Leadership and Management.

Career-Long Professional Learning (CLPL)

A national framework for career-long professional learning is in place to enable teachers at every stage in their career to realise their potential, develop and maintain skills. Professional learning is built on the professional review process. This process involves teachers self-evaluating against the professional standards, developing as enquiring practitioners and evaluating the impact of their professional practice. This should be supported by trained mentors.

Education Scotland manage a national database of professional learning opportunities - CPDFind. CPDFind is a database of continuing professional development opportunities for education professionals in Scotland. Opportunities are submitted by approved providers from across Scotland.

"A Teaching Profession for the 21st Century"[3] emphasised that CPD should not only meet the needs of the school but also the needs of the individual teacher. It expresses this clearly by:

- giving teachers the right to an annual PRD interview focusing on their strengths and areas for development
- making this the basis for an annual CPD plan, agreed in collaboration with senior colleagues
- requiring teachers to undertake 35 hours of CPD each year, based on a mix of personal, school and local authority needs
- supporting the concept of the reflective practitioner by introducing the CPD portfolio to record and reflect upon the teacher's CPD experiences (GTC Scotland web page).

This provision of CPD time is additional to the 5 days each year that teachers spend in school without pupils. These "closure days" are usually devoted to CPD activities organised or agreed by the head teacher or the local authority.

The Scottish Government Learning Directorate (SGLD)[4] distributed to all local authorities and teachers in 2002 guidance entitled Professional Review and Development. This provides a CPD framework relevant to different stages of teachers' careers. It is based on the three competence-based Standards:

- Standard for Full Registration (normally achieved at the end of the probationary year in teaching);

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[3] http://www.scotland.gov.uk/Resource/Doc/158413/0042924.pdf

[4] Now Learning and Justice Directorate.

- Standard for Chartered Teacher (intended to encourage teachers to focus on enhancement of teaching and learning; there is an academic study route and an accreditation of prior learning route to achieving Chartered Teacher status);
- Standard for Headship (teachers being appointed to their first head teacher post have to demonstrate that they meet this Standard; there are a number of ways to do this: by undertaking the Scottish Qualification for Headship (SQH), through local authorities appointment procedures and through the Scottish Government's "Flexible Routes to Headship").

There are salary and status benefits from participating in the Chartered Teacher programme, which requires planned and recorded CPD.

Both formal and informal CPD activities outwith schools that have been agreed in a teacher's professional review are regarded as part of normal work and remunerated accordingly.

Providers of CPD

The main providers of CPD are the local authorities, the schools themselves, often with outside support, and the universities responsible for teacher education. SGSD also mounts each year a number of national conferences, usually in the universities or involving university staff. Other national bodies, such as Learning and Teaching Scotland[5], run courses which teachers may apply to attend. Some private companies also offer CPD.

At the local authority level educational advisers organise courses which teachers have the opportunity to attend. Many of these courses rely on the local authorities' own resources and personnel, but frequently outside speakers are involved, eg, from the universities, Learning and Teaching Scotland, HM Inspectorate of Education or the business community.

The universities, in addition to contributing to general in-service training, offer a range of courses, often in modular form, leading to the award of a certificate (after the equivalent of one term's study), diploma (after the equivalent of one year's study), or degree, additional to teachers' academic and initial teaching qualifications. Examples are the Certificate and Diploma in Support for Learning or in Additional Support Needs, the Master of Education (MEd) degree and the different levels of the Chartered Teacher qualifications (which lead eventually to a Master's degree). The Scottish Qualification for Headship is another important formal qualification. Assessment for both the Chartered Teacher and the Headship qualifications is based on their respective Standards.

CPD is not just about formal courses. Some of the most valuable professional development occurs in activities undertaken with colleagues in the working environment. Teachers are

[5] Now merger with Her Majesty's Inspectorate for Education to Education Scotland in 2011.

encouraged to take as broad a view as possible, for example by seeking new experiences, establishing new contacts, furthering theoretical knowledge and contributing to school and departmental resources and policy.

One school-based initiative involves coaching and mentoring. These activities make an important contribution to the professional skills of both the mentor and the teacher being supported and so to ensuring the best quality learning experiences for pupils.

Financial support for CPD

For CPD there is some financial support offered to help teachers access CPD:

- Free courses (provider costs are covered),
- Schools receive funding from public authorities to pay for their teachers' CPD. (Key Data on Teachers and School Leaders in Europe 2013)

There have been positive changes in CPD over past few years. Between 2010 and 2012 an overall increase in the funding for CPD provision has been reported. The Increases took place in the context of curriculum or other educational reform. In 2012 additional CPD was provided in connection with the roll-out in the Curriculum for Excellence. (European Commission/EACEA/Eurydice 2013.)

Teachers' career development

The professional status of teachers is guaranteed by the requirement to be registered with the General Teaching Council for Scotland. Teachers are employees of local authorities (or of the Board of Governors or the proprietor of an independent school). They are not civil servants. The service contract is a civil contract. Most teachers work on full-time, permanent contracts, though local authorities also employ teachers on fixed term contracts, for instance, to replace staff expected to be absent for a lengthy period.

Promotion, advancement

Career opportunities within schools reflect the simplified career structure introduced from April 2002. The structure is common to the primary and secondary sectors and comprises four levels:

CLASSROOM TEACHER	PROBATION
	MAINGRADE
PRINCIPAL TEACHER	CHARTERED TEACHER
DEPUTE HEAD TEACHER	
HEAD TEACHER	

From A Teaching Profession for the 21st Century.

Progression from probationer to main grade status depends on successful completion of the Standard for Full Registration.

Principal teacher is the first line management position. Staff normally progress to this level by applying for advertised posts. Any teacher qualified for the position may apply for a vacant management post in any local authority.

The structure also provides a career track for those who prefer to remain in the classroom, without management responsibility. Such teachers would progress from being a Probationer Teacher to Main Grade status and then to Chartered Teacher status, rather than that of Principal Teacher. Teachers wishing to commence study leading to Chartered Teacher status must demonstrate a commitment to their own Continuing Professional Development. Chartered Teacher status requires achievement of the Standard for Chartered Teacher, either through successful completion of a programme of modular courses designed to enhance classroom practice or by submitting a portfolio of evidence of prior learning.

Progression to depute head teacher and head teacher status is also by application for advertised posts. Applicants for head teacher posts must demonstrate achievement of the Standard for Headship, by either holding the Scottish Qualification for Headship or having equivalent experience and skills.

Salary

Teachers' salaries are negotiated through the Scottish Negotiating Committee for Teachers (SNCT).

Unpromoted teachers in school education (including nursery schools) are paid on the Common Scale. From April 2010, this starts at £21,438 for all probationary teachers in their induction year. Once fully registered, teachers move onto a scale of 6 salary points from £25,716 to £34,200. Increments are granted, up to the limit of the scale, on 1 April each year.

Staff in principal teacher posts are paid at a higher rate than those on the Common Scale. Their salaries depend on several factors including school roll and responsibilities for management, policy development and whole school activities. The current principal teacher scale has 8 points from £37,284 to £48,120.

The salary scale introduced for those wishing to achieve Chartered Teacher status is £35,253 to £41,925.

Senior promoted staff in schools (head teachers and depute head teachers) are paid a salary determined by the same factors as apply to principal teachers. The salary scale for head teacher and depute head teacher posts has 20 points from £42,288 to £82,542. Teachers with appropriate qualifications employed in a special school or special unit attached to a mainstream primary school and head teachers of primary schools with such units for children over the age of 12 may receive further allowances.

There are also additions to salary for teachers employed in remote areas.

Qualified teachers in pre-school establishments are also subject to SNCT rates of pay.

United Kingdom – England[6]

Induction period

On appointment to a post as a teacher, all newly qualified teachers (NQTs) are required to serve an induction period of three school terms (i.e. an academic year). Induction arrangements are governed by the Education (Induction Arrangements for School Teachers) (England) Regulations 2012.

The induction period is designed to ensure all newly qualified teachers are supported in their first year of teaching after gaining qualified teacher status (QTS). It combines a personalised programme of development, support and professional dialogue, with monitoring and an assessment of performance against nationally set standards. A new set of Teachers' Standards, which came into force on 1 September 2012, apply to all teachers regardless of their career stage; there are no longer separate induction standards as such. The new standards define the minimum level of practice expected of teachers from the point of being awarded QTS onwards. Teachers must meet standards concerned with eight aspects of their teaching:

- set high expectations which inspire, motivate and challenge pupils
- promote good progress and outcomes by pupils
- demonstrate good subject and curriculum knowledge
- plan and teach well structured lessons
- adapt teaching to respond to the strengths and needs of all pupils
- make accurate and productive use of assessment
- manage behaviour effectively to ensure a good and safe learning environment
- fulfil wider professional responsibilities.

They must also demonstrate consistently high standards of personal and professional conduct.

Head teachers have a duty to ensure that, during the induction period, an NQT's teaching time does not exceed 90 per cent of the teaching timetable of other teachers at the school.

All schools employing a Newly Qualified Teacher (NQT) must identify a teacher within the school as the NQT's 'induction tutor' to offer support and guidance to the NQT during induction and to monitor progress against the core standards.

During the induction period, NQTs are observed by the induction tutor and/or others as appropriate, at least once in any six to eight week, and are formally assessed three times. After each of the first two assessment meetings, the head teacher reports to the

[6] Also from the web page of UK Government Department of Education - http://www.education.gov.uk/

Appropriate Body (responsible in regulations for deciding whether the NQT has met the core standards, drawing on the recommendation from the head teacher; for maintained schools it is the local authority) on progress towards meeting the core standards. At the end of induction, the head teacher recommends to the Appropriate Body whether the core standards have been successfully met.

NQTs who do not satisfactorily complete the statutory induction period are not eligible for employment as a teacher in a maintained school.

Continuing professional development

Continuing professional development (CPD) consists of reflective activity designed to improve an individual's attributes, knowledge, understanding and skills. It supports individual needs and improves professional practice.

Effective CPD benefits individual teachers, because their job satisfaction and career opportunities will be increased.

At school level, CPD is considered to be most effective in terms of the benefits to the quality of teaching where it is integrated with performance management and school self-evaluation into a coherent cycle of planning.

Types of Continuing Professional Development (CPD)

The term CPD covers a wide range of staff development activities both formal and informal designed to improve teachers' practice. These activities might include:

- within-school activities such as induction, coaching, mentoring, support for individual members of staff arising from performance management interviews, team teaching, sharing good practice, lesson observation and feedback, and whole school development activities
- school networks such as cross school or virtual networks for example to share good practice
- external activities such as accredited postgraduate study, conferences, industrial placement or work shadowing, international study visits and exchanges, offered by local authorities, further education colleges, universities, subject associations and private providers etc.

Accredited CPD

Some formal CPD activities can be accredited at master's level (Level 7 of the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ) leading to awards including: Postgraduate certificate (PG Cert – 60 credits); Postgraduate diploma (PG Dip – 120 credits); Masters (MA – 180 credits); Doctorate (PhD – 360 credits).

Distribution of Responsibilities/Providers

Responsibility for continuing professional development is shared across a range of organisations, including: the Department for Education (DfE); the National College for Teaching and Leadership; school governing bodies; and the individual teachers concerned.

The support and development of the school workforce by providing guidance on CPD is part of the remit of the Teaching Agency. In 2009, the TDA published its *Strategy for the Professional Development of the Children's Workforce in Schools* 2009-2012 which applies to both teachers and the wider school workforce. The strategy established three priorities for 2009–2012:

- Embed a learning culture, which means enabling schools to sustain improvement by linking individual and team CPD to school improvement and using induction and performance review processes to plan and provide CPD for the whole school workforce.
- Increase coherence and collaboration, which means increasing opportunities for collaboration at local, regional and national levels, reducing duplication and bringing coherence, challenge and sustainability to CPD practice.
- Improve quality and capacity, which means building capacity in and across schools to make the best use of available resources, including technology and funding.

There are many types of provider; as well as schools themselves, they include local authorities; higher education institutions; further education colleges; and independent providers.

The Teaching & Learning Academy provides a range of learning opportunities through a professional development framework for all staff working in schools and colleges at every career stage. It is run by a consortium of 11 Universities and University colleges.

The National College for School Leadership provides training tailored to the needs of middle management in schools. The term 'middle management' refers to roles such as head of department or head of year in secondary schools and, in primary schools, to roles such as subject or key stage' coordinators. In April 2012 the National College became an Executive Agency rather than a non-departmental public body (NDPB). This change is part of the Government's Arms Length Body reform programme, through which work previously done by NDPBs has been brought more directly under government control.

Within schools, senior staff provide ongoing professional guidance and development for their colleagues, either as part of their day-to-day monitoring or as special, focused training. Advanced Skills Teachers (ASTs) have a duty to spread expertise in their own school and across other schools and, similarly, teachers appointed to the grade of 'Excellent Teacher'

are contractually obliged to participate in the induction of newly qualified teachers and the professional mentoring of other teachers in their own school.

Framework for Participation

There is no legal minimum requirement stated for the length of time to be spent on continuing professional development. However, the statutory conditions of service do require teachers to be available for work under the direction of the head teacher for five days when the school is not open to pupils. The five days were introduced to support a number of non-teaching activities, including in-service training (INSET). The timing, organisation and focus of in-service training (INSET) days in schools are for individual head teachers to determine. Also, all teachers have a professional duty to review their methods of teaching and programmes of work, and to participate in arrangements for their in-service training or CPD as teachers throughout their careers. Performance management arrangements are designed to identify and act upon teachers' training and development needs. The framework of Professional Standards for Teachers is also designed to help teachers identify and address their development needs according to their career aspirations. A new set of standards applies from 1 September 2012.

Within these parameters, participation depends on the professional needs of the teacher concerned and the availability of the resources in the school to meet them. It can range from a few hours to several days and sometimes full- or part-time studies over an extended period, in preparation for nationally recognised qualifications. Courses may be held during school hours, in 'twilight' sessions after school or at weekends or during holidays.

Incentives for Participation in Continuing Professional Development (CPD) Activities

Effective continuing professional development benefits individual teachers, because their job satisfaction and career opportunities will be increased. However, there is no automatic link between participating in CPD and increased pay.

School governing bodies have discretion to make a payment to any teacher who undertakes continuing professional development outside school hours.

Financial support for CPD

Each school determines its own continuing professional development (CPD) needs depending on the requirements of the school development plan. Funding for CPD is devolved to schools. This funding is not ring-fenced to CPD; schools themselves decide how much to allocate to CPD based on their specific needs and circumstances[7].

[7] Also in Key Data on Teachers and School leaders in Europe (2013).

Teachers who undertake accredited higher education programmes pay tuition fees. The Postgraduate Professional Development Scheme and the Professional Development scholarship scheme, outlined below, provide subsidies to reduce the cost incurred.

The Postgraduate Professional Development (PPD) scheme was introduced by the then Training and Development Agency for Schools (TDA) in 2005. The scheme offers teachers the opportunity to undertake accredited masters-level courses at a subsidised cost. PPD is part of a wider strategy to improve standards of teaching and learning by further developing teachers' knowledge and skills in a number of subjects and areas relevant to their practice, by addressing agreed local and national priorities. These national priority areas currently include behaviour management subject knowledge, curriculum change, equality and diversity, special educational needs (SEN), working with other professionals and school leadership. PPD courses are developed and delivered by PPD providers. These providers reflect partnerships and consortia typically, though not exclusively, made up of a combination of higher education institutions (HEIs), local authorities (LAs), schools and subject associations.

The Professional Development (PD) scholarship scheme is a new competitive national scholarship scheme providing awards of up to £3 500 to support the professional development of teachers. The awards may be used for accredited activities at master's level or other opportunities such as subject specific seminars. The scheme focuses on four main priority areas: maths, English, science and special educational needs (SEN). It first ran in 2011 with a second round in 2012.

Teachers' career promotion

The Teachers' Standards (2012) replace the previous separate standards for Qualified Teacher Status (QTS) and the Core professional standards, which had been published by the then Training and Development Agency for Schools (TDA). These new standards apply to all teachers regardless of their career stage, and define the minimum level of practice expected of teachers from the point of being awarded QTS onwards.

The standards stipulate that a teacher must:

- set high expectations which inspire, motivate and challenge pupils,
- promote good progress and outcomes by pupils,
- demonstrate good subject and curriculum knowledge,
- plan and teach well structured lessons,
- adapt teaching to respond to the strengths and needs of all pupils,
- make accurate and productive use of assessment,
- manage behaviour effectively to ensure a good and safe learning environment,
- fulfil wider professional responsibilities.

Advanced Skills Teachers (ASTs) and Excellent Teachers (ETs) must carry out the professional duties of a teacher as set out above, and, in addition, must carry out those professional responsibilities that are specific to their role.

For the majority of teachers, the most likely progression route is into a management role within a school. School staffing structures vary, but typically promoted posts would involve one or more of the following additional responsibilities:

- pastoral responsibilities, including pupil support and guidance and liaison with parents, such as head of year in a secondary school or head of key stage in primary and secondary schools
- curriculum responsibility, such as curriculum coordinator (in a primary school), head of department (secondary)
- responsibility for whole-school issues such as Special Educational Needs Coordinator (SENCO).

An alternative career path is available for classroom teachers who wish to stay in the classroom and share their expertise rather than manage others. The grade of Advanced Skills Teacher (AST) was introduced in 2000. It enables outstanding teachers to continue teaching and use their skills to enhance the performance of other teachers as an alternative career path to taking up a management or leadership post. The grade of Excellent Teacher (ETs) was subsequently introduced in 2006. Although there are similarities between excellent teachers and Advanced Skills Teachers, excellent teachers use and share their skills in classroom teaching for the benefit of professional development of other teachers within their school, whilst ASTs also disseminate good practice to schools other than their own.

Beyond the middle management layer, promotion is to the leadership group, which includes the head teacher, deputy head teacher(s) and assistant head teacher(s). There is a separate pay spine for the leadership group.

Salary

Starting pay compares well with other graduate professions.[8]

A newly qualified teacher (NQT) will earn a minimum of £21,588 (£27,000 in inner London) but could start higher up the scale depending on previous experience.

This makes teaching one of the most financially secure and rewarding career options, comparing favourably with other sectors.

[8] http://www.education.gov.uk/get-into-teaching/salary

At £22,900, the average starting salary in teaching is high compared to the average graduate starting salary. Experienced teachers can earn up to £64,000 in London and £56,000 outside London, while head teachers can reach a salary of between £42,379 and £112,000.[9]

[9] Teaching salary scales http://www.education.gov.uk/get-into-teaching/salary/teaching-salary-scales.aspx

Slovenia

Induction period

Taking into consideration the comments of practitioners and educationalists that the position of educational workers in their initial career phase should be regulated, the Slovenian educational authorities, in 1996, passed the Regulations for Induction and Certification of Education Professionals (The Official Gazette of the Republic of Slovenia, No. 30/96). The Regulations introduced considerable changes into the process of induction and the professional certification exam. The most important changes compared to the previous Regulations are: anyone who fulfills the conditions for the post of an educational worker in a school or kindergarten must be guaranteed an induction process in the duration of 10 months. A mentor is assigned to each novice who has to have had the professional title of 'mentor' 'advisor' or 'counsellor' for at least three years. The induction process follows a program prepared by the mentor and approved by the headmaster. Each novice has specified rights and duties. Among the mentor's duties is the observation of the novice teacher's lessons. Five of the lessons taught by the novice teacher have to be observed by the headmaster as well. After the end of the induction period the mentor and the headmaster assess the novice's readiness for independent teaching (according to previous legislation, this was the task of a national committee). Other content of the Professional Certification Exam is assessed by a national committee (knowledge of educational legislation and the Constitution of the Republic of Slovenia, human rights and the child's rights, and mastery of the Slovenian language).

An important novelty is also Article 2 (as the new form of induction has been nicknamed), which determines that a novice is attached to a mentor and does not teach independently but is gradually introduced to teaching. The first five years after the passing of the Regulations were considered a transitional period in which Article 46 allowed a mixed form of induction as well – the novice teacher was hired to teach independently and full-time, but with the help of a mentor. Unfortunately financial and workforce conditions made it impossible to carry out the induction of all Slovenian novice teachers according to Article 2. Both practitioners and educationalists drew attention to this already at the passing of the Regulations (Marentič Požarnik 1997, p. 18, Bizjak 1997, p. 51). In response, the authorities extended the possibility of induction according to Article 46 until March 1st 2007 (The Official Gazette 19/2002). To take the Certification Exam, it was enough to have taught for ten months and have a record of 5 assessed lessons (Article 19).

Using research data, the authors (Bizjak, 2000; Krištof 2003; Valenčič Zuljan et al 2005, Valenčič Zuljan & Vogrinc 2005, Valenčič Zuljan et al 2006) have been stressing that many novice teachers, particularly in secondary schools, have gone through the induction as described in Article 46 or taken the Certification Exam as provided by Paragraph 2 of Article 19 of the Regulations.

Since headmasters have often been forced to employ a candidate without appropriate qualifications (when no appropriately qualified candidate applied for a teaching post), novice teachers have often been helped by experienced colleagues, but have not been officially assigned a mentor whose work would be compensated financially and by means of promotion credits by the Ministry of Education and Sport.

The mentors and headmasters in charge of a novice teacher and responsible for guaranteeing that the novice is ready to teach independently have also pointed out that in Slovenia there is no approved list of competencies which would help a novice teacher, his/her mentor and the headmaster to determine whether the novice is developing in the right direction and to the required extent. The urgent need for valid standards of competence for the teaching profession has long been stressed by various educationalists (Erčulj & Roncelli Vaupot 1996, pp. 15-16; Marentič Požarnik 1997, pp. 19-20; Bizjak 1997; Mihevc 1999, p. 52; Bizjak 2000, p. 14; Razdevšek-Pučko 2000, p. 29).

The Ministry of Education and Sports changed the legislation concerning teacher induction and professional certification and 2006. Article 110 of the Organization and Financing of Education Act (Official Gazette of the Republic of Slovenia No. 79/03) defines a novice teacher as any professional who first assumes a teaching post in a school or kindergarten corresponding to his /her professional qualifications with the goal of gaining the competence for independent professional activity. According to this law, induction can also be carried out on a voluntary basis. The number of induction posts is decreed by the Minister of Education. Details about the induction process and the certification exam are defined in the Regulations for Induction of Education Professionals and the Regulations for the Professional Certification Exam in Education (both: Official Gazette of the Republic of Slovenia No. 23/2006), which became valid on March 18th 2006.

Compared to the previous legislation, the new regulations have the disadvantage of allowing only some novice teachers to train gradually and with the help of a mentor – candidates have to apply and be admitted by the Ministry of Education and Sport. The law namely also allows headmasters to employ, under certain conditions, a novice teacher who is on a full-time contract and only gets assigned a mentor for two months.

The Regulations for the Professional Certification Exam in Education (Official Gazette of the Republic of Slovenia No. 23/2006) has also brought some changes. In addition to the content specified in the previous Regulations, candidates now have to demonstrate knowledge of the institutions of the European Union and its legal system. Candidates with 2, 3- and 4-year university degrees and other professionals can apply for the Certification Exam after at least 6 months of teaching.

The changed legislation means an ideal career start for those teachers who are assigned to novice posts by the Ministry of Education and sport. (If more candidates apply than there are available posts, a selection process is carried out using pre-defined criteria). These novices are guaranteed a financial compensation of 70 % of a full-time teacher's salary. The novice is also entitled to other types of income as defined by the law and the collective contract such as salary additions for vacations, meals and transportation to and from work, coverage of job-related travel costs etc. Volunteer novice teachers, too, are assigned to their induction posts by the Ministry, but they do not get any financial compensation.

Neither regular nor voluntary novice teachers teach independently but are introduced to teaching gradually and with the help of their mentors. Under his /her guidance and the supervision of the headmaster, the novice has to carry out tasks through which s/he learns how educational activity and a school or kindergarten is planned, organized and executed. These tasks include:

- planning and carrying out thirty lessons or teaching sequences in the mentor's class,
- substituting for the mentor as needed,
- participation in field trips,
- mentoring of students' research,
- one-on-one work with students at least two hours weekly,
- participation in planning and execution of student assessment.

However, the total duration of time spent on all these tasks should not exceed one half of the induction period since the novice teacher has to also pursue other activities to expand his/her knowledge of subject pedagogy, psychology and instructional science and other areas of professional knowledge, the knowledge of the Slovenian language and the relevant Slovenian and European legislation. The mentor and headmaster can adjust the novice's tasks in accordance with an individual's characteristics and needs. Of course, the induction includes the novice's meetings with the mentor and other professionals as per the individual induction plan, and also independent study, whereby it is the mentor's duty to provide the necessary literature.

Unfortunately, the situation is quite different for those novices who are not assigned to induction posts by the Ministry but are employed as beginner teachers on full time contracts. These novices mostly have a full teaching load and only 2 months of mentoring financed by the Ministry. As a result, some schools (mainly vocational and country schools) which are understaffed and thus forced to employ novice teachers without full financial support of the Ministry have difficulty providing quality educational service.

Continuing professional development

The right and duty of pre-school teachers and teachers to continual professional development is stipulated by law and more specifically by regulations. The law determines

the right of pedagogical staff to 5 days of in-service training a year or 15 days over three years. The Ministry of Education, Science and Sport organises and finances in-service training for pedagogical staff. The aim is for the professional development of pedagogical staff, the development of public pre-school institutions and schools as well as the entire educational system, thereby improving its quality and efficiency.

The regulations regarding the professional development of teaching staff issued by the Minister of Education, Science and Sport manage the organisation and financing of the programmes, decision-making bodies and their authorities, as well as the awarding and recognition of points for advancement of pre-school teachers and teachers.

The prescribed programmes are supplementary programmes, which qualify pre-school teachers and teachers for other job positions, teaching a new subject or subject on a higher level. Providers of these programmes are higher education institutions that have designed and implemented the programmes in accordance with the rules on higher education. The programme for head teachers is also prescribed – it is compulsory for everyone who wishes to apply for the position of head teacher. This programme is executed by the National School for Leadership in Education. Among the prescribed programmes is also the programme of preparing candidates for the teaching certification examination. The providers of the programmes must be accredited.

Update programmes are training programmes for teaching new ideas and new pedagogical methods, using ICT and similar tools. The programmes for the development of teaching practice can be provided as part of the developmental and research programmes.

Topic conferences, study groups training, mentor networking and other networks of pre-school institutions or schools are offered by various public and private providers. Among the more significant ones are the following: The National Education Institute, the National Institute for Vocational Education and Training, the Slovenian Institute for Adult Education, the National School for Leadership in Education. Among the providers are also pre-school institutions, organisations for adult education and private providers.

The Ministry of Education annually announces the needs of the educational system. Determining and selecting priority programmes is in the domain of the Programme Council, named by the Minister of Education. The programme council selects priority programmes and proposes the Minister to finance them. The selection is publicly announced. The published programmes are awarded points that the participants use in relation to their promotion to titles. Participation in CPD programmes is one of the conditions for title promotion.

Pre-school teachers and teachers usually select training programmes themselves. Mostly they select one of the published priority programmes that bring points needed for promotion. In cases of extensive curriculum changes or reforms, training for the new innovations is either compulsory or highly advisable and awarded with points (for promotion).

Programmes are occasionally provided during the week, but mostly on the weekends, during school holidays and in the evenings.

The Ministry of Education, Science and Sport monitors the efficiency and success of the system. The Programme Council Commission conducts occasional evaluations of the CPD programmes.

Financial support for CPD

Pre-school institutions and schools plan CPD for their pedagogical staff in the annual work plan, the financial means of which are allocated for this purpose by the state. The state ensures a network of providers and the programmes on offer. Since CPD is the right of the pedagogical staff, pre-school teachers and teachers must get paid study leave and covered transport costs and participant fee. This is how the state and municipalities ensure the means for covering the material costs of participation.

In 2013 every primary school in the Ljubljana or Maribor region got 158.43 € per class, schools in other regions got 190.11 € per class, for teachers´ professional development. Additional every school in the Ljubljana or Maribor region got 51.13 € for other school staff professional development and in other regions 61.35 € per class.

Teachers´ career promotion

The Ministry allocates the financial means for covering the costs of participation to pre-school institutions and schools. It partially or entirely pays providers of priority and compulsory programmes. The system of collecting points for participating in programmes that are considered for title promotion additionally motivates staff to undergo CPD training.

School teachers, pre-school teachers as well as support professional staff (counsellors, librarians etc) can be promoted if certain requirements are fulfilled: a certain period of employment, teaching performance, additional qualifications acquired through in-service training programmes and various extra professional activities (e.g. being a mentor to students from the faculties of education in practical work at the school). With such a promotion, the candidate is awarded the title of Mentor, Adviser or Consulter (Rules on the Title Promotion of the Employees in the Education (Official Journal of the Republic of Slovenia, 54/02)).

Exact criteria for evaluating the teacher's work (the type and number of points he/she gets) are stated in regulations. E.g. an in-service training seminar that lasts 8-15 hours is rated with 0.5 points, a seminar that lasts 16-23 hours is rated with 1 point and a seminar that lasts more than 24 hours is rated with 1.5 points. When promotion into the title Mentor is concerned, the teacher needs to get at least 4 points in the area of in-service training and 3 points in the area of professional work (mentoring students, leading training for the teaching staff, organizing different activities for students, school, parents, doing research, writing textbooks, etc). The teacher can get the title Consulter after 13 years of pedagogical work. Once the teacher attains all the titles, he/she has no more options for being promoted into professional titles. However, he/she can be promoted into wage grades. The titles the teacher attains are permanent and do not have to be renewed.

The differences between individual titles are also evident from the different wages they get. The teachers in primary and secondary schools fall into the same wage grades. So, their wages do not differ. The data in the table below show average gross wages of teachers in Slovenia (in USD) compared to average wages in the countries of OECD and EU (OECD, Education at a Glance 2009). The difference in the wage of a teacher in Slovenia after 15 years of work, who got maximum promotion and the teacher who got minimum promotion, is 1.876 USD, which is about 1.000 USD a year in net sums. On average, these differences are substantially bigger in the EU than in Slovenia (8.896 for the first cycle of primary school, 9.229 USD for the second cycle of primary school and 10.087 USD for secondary school).

One of the problems of the current system may be that teachers attain titles relatively soon and cannot be promoted later on. Moreover, there are small differences in the incomes of beginner teachers and the teachers with the highest title. The only way for teachers with the highest titles (Consulter) to be promoted is to change teaching for school leadership and become candidates for the leading posts (principal assistant or principal). Expert teachers should be enabled other chances of promotion within the pedagogical field, e.g. counsellor to his/her colleagues at school when they need teaching advice.

Table 2: Average minimum and maximum gross wages of teachers according to different education levels and years of experience (according to OECD 2009).

	Primary school (Primary school – first cycle)			Lower secondary school (Primary school – second cycle)			Upper secondary school (Secondary school)		
	Beginner teacher wage	Minimum wage after 15 years of experience	Maximum wage after 15 years of experience	Beginner teacher wage	Minimum wage after 15 years of experience	Maximum wage after 15 years of experience	Beginner teacher wage	Minimum wage after 15 years of experience	Maximum wage after 15 years of experience
OECD	28.667	39.007	47.747	31.000	41.993	51.470	32.183	44.782	54.440
EU	29.518	39.610	48.506	31.691	42.056	51.285	32.946	45.513	55.600
Slovenia	27.190	31.754	33.630	27.190	31.754	33.630	27.190	31.754	33.630

Conclusion

The meaning of induction period for successful professional career

Entering into a profession is an important period of a practitioner with a great impact on his/her further professional development, professional efficiency, professional satisfaction or length of the professional career. The specificity of the period is acknowledged also in the literature where we can find terms for it like shock of reality, phase of survival, phase of entrance (Veenman 1984, Zuzovsky 1990). As it is stated in the Green paper on teacher education in Europe (2000, p. 54) "In general a blind spot in present teacher education, shared by the school inspectorates as well as schools and the teaching profession, is a systematic and co-ordinated induction into the professional cultures of schools. Research with beginning teachers on their induction into the professional cultures of schools and the teaching profession while in their first position, clearly indicates that many positive effects of initial teacher education are "wiped out" when beginning teachers reach schools. […] Coherent and successful induction calls for collaborative problem-solving processes involving institutions of initial teacher education, school managers (administrators, heads of schools), teams of qualified teachers in schools, and the beginning teachers themselves."

This first period in teachers' career is very important also because of their willingness and openness to learn, to reflect their own class practice and for overall professional formation. For a successful quality career learning it is important that inductees get proper help, support and education, that they are motivated to systematically integrate theory into practice, that they have less working obligations which gives them time for reflection of their practice and that they get a proper support from mentors and other co-workers (European Commission Staff Working Document SEC 2010). One of the key factors of induction period is certainly the mentor (Marentič Požarnik 2000, 2006, 2007, Bizjak 2000, Valenčič Zuljan, Vogrinc 2005, Valenčič Zuljan at al. 2005, Harrison at al. 2006, Lindgren 2007, Hobson et al. 2009, Feiman Nemser 2001), who is supposed to be not just an excellent practitioner but also a qualified mentor – knows class teaching procedures, learning processes, characteristics of teacher professional development and motivation approaches for professional development.

By ETUCE – European Trade Union Committee for Education (2008) recommendations it is important that mentor is sufficiently qualified for conducting mentorship and it is also important that the role of the mentor is properly regulated on the system level (work load, financially …) (European Commission Staff Working Document SEC 2010).

Induction period and introduction to profession in EU

Structured induction programmes which offer additional training, personalised help and advice for beginning teachers are now in place in many countries and in several they have

been introduced only recently. Nevertheless, the organisational diversity of these systems is quite high (Key Data on Teachers and Schools Leaders in Europe 2013).

Although not all countries offer comprehensive, system-wide induction programmes, many provide individual support measures that can help teachers overcome specific difficulties they may experience as newcomers to the profession, and help to reduce the likelihood of leaving the profession early. The most commonly recommended support measure is mentoring, whereby an experienced teacher with a significant period of service is appointed to take responsibility for newly qualified teachers.

Beginning teachers have access to a structured induction programme in 17 countries, usually directly after gaining their qualification (Denmark, France, Italy, Cyprus, Malta, Romania, Slovakia, Slovenia, United Kingdom, Croatia, Turkey, Estonia, Ireland, Luxembourg, Austria, Portugal, Sweden). In the Netherlands and Iceland, national induction programmes do not exist, but schools frequently organise induction periods for their new staff. The induction phase is generally seen as a structured support programme for beginning teachers. During induction, newly qualified teachers carry out all or many of the tasks incumbent on experienced teachers, and they are remunerated for their work. This phase lasts at least several months.

Induction programmes have many different organisational patterns. In most countries, induction is a compulsory phase, which includes a final assessment that beginning teachers must pass in order to qualify (Ireland, France, Italy, Cyprus, Luxembourg, Malta, Austria, Portugal, Romania, Slovakia, Sweden, United Kingdom, Croatia, Turkey). However, in Estonia and Slovenia, induction is considered optional. In France, Italy, Luxembourg, Malta, Portugal and the United Kingdom, induction is, at the same time, considered to be a probation period. The length of this programme ranges from several months (Cyprus and Slovenia) to up to two years (Luxembourg, Malta and Romania). The usual length is, however, one year (Denmark, Estonia, France, Italy, Austria, Portugal, Slovakia, Sweden, United Kingdom, Croatia, Turkey).

The most common model involves an induction process organised by the school head, who appoints a mentor to support the beginning teacher. The mentor is usually an experienced teacher, who might have also received specific training (a teaching qualification must have in Belgium, the Czech Republic, Denmark, Germany, Ireland, Austria (for educators in teacher education colleges), Portugal, Romania, Slovenia, Slovakia and the United Kingdom). Besides mentoring support measures can also include: regular meetings for the discussion of progress or problems, assistance with the planning and assessment of lessons, participation in other teachers´ class activities and/or classroom observation, special compulsory training etc. (Key Data on Teachers and Schools Leaders in Europe 2013).

Continuing professional development

Lifelong learning of professional workers in education is one of the key elements of their professional development. For all challenges which they face during their work they can't obtain all knowledge during pre-service education so they have to upgrade their knowledge during their whole career. Without reflecting their work and regarding constant modifications of the system, profession and society, without their continuous development they can not sufficiently meet high expectations that are expected from them. There are two roles of professional educational workers in the knowledge society that are stressed (Hargreaves 2003): professional educational worker should promote quality student knowledge, their creative potential and development of the society; alongside they should diminish social differences and enable development of students' potential by regarding their individual needs. Further education and in-service training enable teachers' for conducting their educational work on a high quality level. Also ETUCE (European Trade Union Commitee for Education 2008) lays emphasis on further education of teachers and in their recommendations they state some elements for enabling teachers' to develop: there should be enough time provided for CPD, acknowledgement of the importance of getting new knowledge and promotion of this by employers, while CPD employers should provide a competent substitute, new knowledge should be properly valuated, professional workers must be allowed to cooperate in research project and with research institutions, an important source of CPD should be provided by mobility of workers.

Continuing professional development in EU countries

In the OECD study (**Teachers matter 2005**) most countries report that in-service training of educational workers is important.

Continuing professional development has gained considerable importance over the years. It is now considered a professional duty in 28 education systems (Key Data on Teachers and Schools Leaders in Europe 2013). Usually this duty is mentioned in legislation or regulations, but in some countries, it is stipulated in teacher employment contracts or collective agreements. It is also important to note that specific CPD linked to the introduction of new education reforms and organised by the relevant authorities is, in general, mandatory even in those countries where CPD is not a professional duty for teachers.

Some countries stipulate the exact minimum number of hours that each teacher is expected to attend in CPD courses (Luxembourg, Hungary, Malta, Portugal, Romania, Estonia, Finland). In some countries, participation in a minimum amount of CPD is necessary to stay in the profession (Bolgaria, Hungary, Austria, Turkey, Liechtenstein). In others (the Netherlands, Slovenia and the United Kingdom (Scotland)), a minimum number of hours of CPD are considered a teacher's right.

Several of the countries where CPD is considered a professional duty further encourage teacher participation by making CPD necessary for promotion i.e. evidence of participation is required when applying for a post at a higher professional grade. In Bulgaria, Spain, Lithuania, Portugal, Romania, Slovenia and Slovakia, CPD is a duty and a prerequisite for career advancement and salary increases. In Denmark, Ireland, Greece, France, the Netherlands, Poland, Sweden, Iceland and Norway, teachers' engagement in CPD is not stated in terms of professional duty. However, in France and Poland, CPD is clearly linked to career progression (Key Data on Teachers and Schools Leaders in Europe 2013).

Financial support for CPD

All education systems offer some kind of financial support for teachers' CPD. This is subject to certain criteria and guidelines, but usually only requires that the CPD is agreed and approved by the school leadership. There are three main ways of support for CPD; these include covering the costs of the CPD provider, allocating funding to schools, or directly reimbursing the expenses of individual teachers (Key Data on Teachers and Schools Leaders in Europe 2013).

Usually, education authorities cover provider costs for CPD activities that are considered mandatory for teachers, or that fall into priority topics or areas determined by top-level authorities. For example, in Belgium (French Community), Italy, Cyprus and Portugal, mandatory CPD is free of charge. In Belgium (Flemish Community), this is the case for approved courses within priority areas. Sometimes the access to free CPD courses depends on the administrative organisation of the country. In Bulgaria, all courses organised nationwide are covered by the national budget and offered free of charge, while regionally or school organised CPD activities are financed by the school's CPD budget. In Spain, CPD activities delivered by education authorities are free of charge. In Sweden, education providers (municipality schools or private/grant-aided independent schools) can apply to central education authorities for funding of CPD within specific national priority areas. Sometimes education authorities may cover only part of CPD providers' costs (this is the case in Slovenia).

The second most common way of financing CPD is to award funding to schools, often in addition to the courses provided free of charge. Schools receive funding from public authorities to pay for their teachers' CPD in 24 European education systems (Key Data on Teachers and Schools Leaders in Europe 2013). In some countries, there is a specific amount earmarked for CPD; in others, schools are free to decide how much of their budget to spend on CPD. For example, in the Czech Republic, the budget for CPD is a part of the lump sum provided for schools. In the United Kingdom (England, Wales and Northern Ireland), funding for CPD is devolved to schools. However, this funding is not ring-fenced to CPD. Schools themselves decide how much to allocate to CPD based on their specific needs and circumstances and in line with their development plans. However, only in six countries

(Ireland, Latvia, Luxembourg, the Netherlands, Liechtenstein and Norway), do schools receive specific funding from public authorities to cover the cost of providing a replacement for a teacher who is absent for training purposes.

Financial support measures are targeted directly at individual teachers in ten education systems (Belgium (German speaking Community), Germany, Luxembourgh, Norway, Spain, Malta, The Netherlands, Slovenia (teachers who are part time students can apply for financial support to pay fees for supplementary programmes), The United Kingdom (Northern Ireland, Scotland, England, Wales), Liechtenstein). Teachers may apply for public funding to cover the fees of CPD activities not offered by schools, educational authorities or other public institutions. In some countries, this kind of support is available for a wide range of CPD activities, while in others it is limited to full degree programmes leading to higher qualifications. For example, Spain offers financial support directly to teachers for training activities that are not provided free of charge, mainly those related to improve foreign languages (Key Data on Teachers and Schools Leaders in Europe 2013).

Teachers´ career promotion – professional titles

In some European countries (more in Piesanen & Välijärvi 2010, Valenčič Zuljan & Vogrinc 2011) teacher profession is a non hierarchical profession which means that there are no different professional titles and promotion is possible only to the headmaster or director position.

Professional titles are present in e.g. French part of Belgium (3 stages), Hungary (14 stages – one stage can be obtained in every 3 years), Lithuania (4 stages), Malta (3 stages – one stage can be obtained every 8 years), Poland (5 stages), Croatia (3 stages), Estonia (4 stages) and France (11 stages). Obtained stages are permanent in all of these countries.

Most European education systems consider participation in CPD as a teacher's professional duty or obligation. However, there are often particular incentives to encourage teachers to improve their skills or knowledge. The most common incentive for participation in CPD is its importance to a teacher's prospects for promotion, usually into salary grades. In 18 European education systems (Key Data on Teachers and Schools Leaders in Europe 2013), participation in CPD is clearly linked to promotion or a system of advancement to a higher professional grade (Bulgaria, Estonia, Greece, Spain, France, Cyprus, Lithuania, Hungary, Malta, Austria, Portugal, Poland, Romania, Slovenia, Slovakia, Croatia, Turkey, Liechtenstein). Professional development, however, is rarely the sole condition for advancement. It is rather only one of the necessary requirements or it is seen as a valuable asset. Some countries even specify what types or how many hours of CPD are required for promotion. For example, in order to be promoted in Portugal, teachers need to successfully complete a minimum of 50 hours of CPD. Slovenia has the system of points related to professional grades for all accredited CPD programmes.

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Annex 7 Short version of the Catalogue of Teacher Core Competencies

CATALOGUE OF TEACHER CORE COMPETENCIES

-draft version-

“Every student deserves to be taught by a competent teacher “

Area	**Professional knowledge and understanding** The teacher:	**Professional abilities and skills** The teacher:	**Indicators for key competencies** The teacher :
1. Expert knowledge of the subject area and the educational system			
Content knowledge	- follows the newly emerging knowledge in the subject area	- is focused on achieving the cross-curricular goals during the educational activities	- effectively organizes the teaching contents according to the set goals

Area	**Professional knowledge and understanding** The teacher:	**Professional practice** The teacher:	**Indicators** The teacher:
2. Teaching and learning			
Planning and preparing for teaching	- knows the components of successful planning of teaching	- plans based on reflection on his own work	- plans correlation and integration with the other subjects and contents
Teaching	- knows modern teaching strategies	- adapts the teaching and learning process based on the context and the situation	- determine the prior knowledge and experiences of the students.
Student assessment	- knows the prescribed standards for formative and summative assessment in the Republic of Macedonia	- informs the parents for the progress of their child regularly and accurately	- determines the weak and strong sides of the students' learning and gives them appropriate guidelines for further study
Knowledge of students and meeting their needs	- knows the individual differences, interests and prior experience of the students.	- guides the students through the learning process, contributes for positive behavior and organization of the leisure time	- provides democratic participation of the students in the school life

Area	**Professional knowledge and understanding** The teacher:	**Professional practice** The teacher:	**Indicators** The teacher:
3. Creation of stimulating learning environment			
Creation of safe and stimulating learning environment	- understands the way in which the environment encourages and makes learning possible	- together with the students participates in various school and out-of-school activities	- makes sure that the resources and work materials are easily accessible by the students
School climate	- knows classroom management strategies	- uses conflict resolution skills and develops the same skills in the students.	- posts the classroom rules and insists that everyone adhere to them
Area	**Professional knowledge and understanding** The teacher:	**Professional practice** The teacher:	**Indicators** The teacher:
4. Social and educational inclusion			
Social and educational inclusion	- knows the conventions for the children's rights and antidiscrimination	- makes individual plans for the children with special education needs	- includes the students and their families in joint activities directed towards respect for differences and intercultural integration

Area	**Professional knowledge and understanding** The teacher:	**Professional practice** The teacher:	**Indicators** The teacher:
5. Communication and cooperation with the families and the local community			
Cooperation with families and local community	- understands the importance of the families and the local community for the school's life and work	- promotes trust and understanding in order to build partnerships with the families and the local community	- prepares individual schedule for appointments with parents (plants parents meetings, individual meetings, open days)
Area	**Professional knowledge and understanding** The teacher:	**Professional practice** The teacher:	**Indicators** The teacher:
6. Professional development and professional cooperation			
Professional development	- knows the teacher competencies	- identifies his educational needs and plans his professional development	- follows the changes and the news in the educational system
Professional cooperation	- knows the code of communication with colleagues and understands the importance of cooperation with them	- has a membership in a professional teacher associations	- asks for and shares teaching materials with colleagues

Annex 8 Report from the round table discussion

REPORT ON THE ROUND TABLE DISCUSSION ON CATALOGUE OF TEACHER CORE COMPETENCIES (06.27. 2013, Hotel TCC GRAND PLAZA)

As part of the USAID Teacher Professional and Career Development (TPCD) Project a Catalogue of Teacher Core Competencies was prepared by an expert group. The expert group, which consists of BDE representatives, school psychologist, school teacher, university professor and State examination center representative, developed a working version of the Catalogue of Teacher Core Competencies during the period from March to June 2013. After an extensive work of the expert group, it was decided to organize a roundtable discussion with representatives from the universities in order to obtaining their input.

For that purpose, a request was send to the pedagogical faculties and other faculties which educate pre-service teachers. They were asked to appoint one representative to participate in the round table discussion. All faculties named a representative. All representatives, except one, attended the round table discussion which took place in Hotel TCC Grand Plaza, on June 27, 2013 between 10 AM and 3 PM (*please refer to annex 1 for the event agenda*).

Present at the round table discussion were representatives from the following faculties/universities:

1. Zekir Kadriu – South East European University - Tetovo
2. Svetlana Pandiloska Grncaroska – State University of Tetovo
3. Snezana Jovanova Mitkovska – Faculty of educational sciences, University “Goce Delcev”-Stip
4. Nina Daskalovska – Philological faculty, University “Goce Delcev” – Stip
5. Radica Nikodinovska – Philological faculty, University “ss. Cyril and Methodius”, - Skopje
6. Oliver Zajkov – Faculty of natural sciences, University “ss. Cyril and Methodius” – Skopje
7. Tatjana Koteva Mojsovska – Pedagogical faculty, University “ss. Cyril and Methodius” – Skopje
8. Valentina Gulevska – Pedagogical faculty, University “Kliment Ohridski” – Bitola
9. Iskra Stamenkovska – FON University

The expert group (Silvana Veteroska, Mitko Ceslarov, Maja Videnovic, Andrijana Tasevska, Tanja Andonova Mitrovska and Dean Iliev) was also present, along with MCEC and SbS staff.

The activities started at 10 AM with TPCD Project Specialist, Gorica Mickovska giving a brief overview about the purpose of the round table and asking the participants to introduce themselves. Next the TPCD Chief of Party, Vera Kondik Mitkovska presented the project, its system-level approach and the expected outcomes. The USAID AOR, Siena Fleischer, addressed the participants and thanked them for their participation and input in finalizing the teacher competencies. After that, expert group leader and BDE head of professional development sector, Silvana Veteroska, gave outline of the working version of the Catalogue.

Next, starting at 11 AM, there was a plenary discussion which lasted about half an hour during which general suggestions for improvement of the document were made. During this discussion positive comments about the document were made. Radica Nikodinovska pointed out that the Catalogue will be useful for the Department of Italian Language, for example, when diplomas are awarded, they will list student competencies acquired during their studies. It was also pointed out that the competencies in the Catalogue are very well written and are similar to those of developed countries, and that the expert group has done a wonderful job. However, it was also pointed out by Nina Daskalovska that the part of the document *Catalogue of Teacher Core Competencies – working version* which refers to teacher values is disproportionate shorter compared to the part referring to teacher knowledge, skills and abilities and it was suggested that the section referring to values is expanded.

Regarding this and other suggestions the expert group had a meeting after the round table discussion in order to consider the suggestions and comments. At this meeting it was decided that the value section is expanded, with a short paragraph describing the meaning of each value.

One other suggestion made during the plenary discussion was by Professor Tanja Koteva Mojsovska who pointed out that university professors make teacher program and define teaching goals based on a document which has different categories than the ones defined in the *Catalogue of Teacher Core Competencies*. Should *the Catalogue* be adopted, the teacher faculties will be required to change the teaching programs so that they are aligned with the teacher competencies. They expressed uncertainty about which document they would need to follow when preparing their programs. Also, there were some concerns raised that if faculties need to follow *the Catalogue* they may be reluctant to change the programs. The project staff asked to see this document and the professors promised that they will make a copy of it available to TPCD.

Professor Oliver Zajkov pointed out that there is thin line between the professional skills and abilities on one side and indicators on the other side, which makes the distinction between the two unclear.

There were also some suggestions that the *Educational system* should be separate and required university subject, in order the pre-service teachers to acquaint with the context within which they will need to work. Teachers' openness and readiness for change were mentioned as well, as it is often assumed that teachers are reluctant to change, and the competencies defined in the Catalogue, will require modification in the regular work routine for some of them.
Other suggestions made were that the teacher competencies should be in context with the Macedonian qualification framework.

After the plenary discussion the participants were divided in three groups to review and provide their input in improving the document. Each group was responsible for two areas (group 1 – area 1 and 2; group 2 – area 3 and 4; group 3 – area 5 and 6). After one and a half hours of group work, the groups presented their proposed changes and improvements of the Catalogue.

The first group suggested that the first area should be divided in two sub-areas: *content knowledge* and *educational system knowledge* and an additional competence to be included. These suggestions were accepted by the expert group on the meeting held immediately after the round table.

In addition, in the subarea *planning and preparation of teaching* one indicator was modified in order to take into consideration the duration of the class. This change was also accepted by the expert group. There was also a competency added to the sub-section *assessment*, but the expert group did not accept the suggestion due to overlapping with other sections. There were two competencies added to the sub-section *knowledge of students and meeting their needs*, which were accepted by the expert group.

The second group suggested different wording (and thus different meaning) of one competency and one indicator. They also suggested a footnote in which the term *special education needs* is defined. All three suggestions by this group were accepted.

The third group suggested new competency and deleted one indicator for the area c*ommunication and cooperation with the families and the community*. The deletion was accepted and the insertion rejected, due to overlapping with other competencies. In the section *professional development and communication,* it was suggested that an indicator be moved to the column *professional skills and abilities*. A new indicator was suggested and accepted for the subarea *professional communication* and the meaning of one indicator was changed.

After the presentations the Project Specialist Gorica Mickovska and Chief of Party Vera Kondik Mitkovska thanked everyone for their active participation and great contribution in finalizing the teacher competencies.

Immediately after the round table discussion the expert group held a meeting to consider the suggestions that emerged from the round table discussion. The acceptable changes were entered and one integrated version with all changes was made.

In order to elicit additional input from education stakeholders nationwide, the updated Catalogue will be available on the MCEC and SbS websites for comments from July 1 until August 20, 2013.

Annex 1: Agenda of the round table discussion

10.00–10.30	Presentation of the goal of the roundtable and introduction of the participants
10.30–10.45	Introduction to the project: Teacher Professional and Career Development
10.45–11.00	Presentation of the working version of the Teacher Competencies
11.00–11.30	Plenary discussion for the document
11.30–13.00	Work in groups for improvement of the document
13.00–14.00	Lunch break
14.00–14.45	Presentation of the suggestions by the groups
14.45–15.00	Agreement for finalization of the document