

QUALITY OF EDUCATION IN TIMES OF COVID-19

(WEBINAR)

RESULTS OF THE STUDY ON
TEACHER EDUCATION AND
TRAINING NEEDS ANALYSIS
SYSTEMS IN THE SEE REGION

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INTRODUCTION

- Study - 8 ERI SEE economies:
- Albania, Bosnia and Herzegovina, Croatia, North Macedonia, Kosovo*, Moldova, Montenegro, Serbia
- ERI SEE and ETF
- Focus on:
 - the existing NEEDS ANALYSIS SYSTEMS used to identify skills needed by teachers
 - Use of the RESULTS OF NEEDS ANALYSIS to form the CPD PROGRAMMES for teachers
 - Use of the RESULTS OF NEEDS ANALYSIS to define national PRIORITIES
- 1st phase of the study – focus on needs in general (March – June 2020)
- 2nd phase – to be presented by ETF, focus on digital skills and digital needs (July – November 2020)





COMPARATIVE ANALYSIS ACROSS THE REGION

Many similarities:

- CPDs recognized as important for quality education
 - Regulatory frameworks exist
 - CPDs under the national authorities (ministries, agencies, bureaus, institutes)
 - Majority of economies have competence standards for teachers
 - Three levels of needs analysis: individual, school and national
 - Use of self-evaluation questionnaires for teachers
 - CPD coordinators/teams to support the self-evaluation process and planning
 - Systems of licensing the teachers (initials and in most cases, renewals) connected to CPDs and credits
 - No quality control of the CPDs
 - No systems of validating other forms of CPD programmes
 - CPD catalogues exist in all economies, but need improvements
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RECOMMENDATIONS: Strengthening the role of teachers' self assessment process in prioritization and shaping of CPDS

UTILIZE AND RELY MORE ON WHAT ALREADY EXISTS IN THE SYSTEM:

- Support teachers in critical self-evaluation
 - Self-evaluation questionnaires aligned with national competence standards
 - Increase capacities of CPD coordinators and CPD teams for identifying or analyzing needs for CPDs
 - Base individual, school and national planning on data and data analysis
 - Create synergies between 3 levels of needs identification: individual, school and country
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RECOMMENDATIONS: Enhancing the quality and relevance of CPD provision

- When defining CPDs courses, take into account the identified teachers' and principals' needs
 - Adapt criteria for accredited courses: focus on learning outcomes and levels – basic, medium advance – so that they ensure the progress of teachers
 - Introduce evaluation of accredited courses
 - Introduce other measures for monitoring quality of CPDs
 - Introduce measures to monitor effectiveness of CPDs
 - Introduces follow-up mechanisms (how is what is learnt in a CPD actually used in a class afterwards)
 - Introduce measures for „rare“ teachers' needs: vocational subjects, arts, elective courses etc.
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RECOMMENDATIONS: Consider new forms of continuous professional development

- Introduce school-based CPD programmes and corresponding credit points
 - Introduce peer learning among schools (identification of profiling of „model“ schools or „centres of excellence“)
 - Develop on-line CPDs
 - Develop quality measures for on-line CPDs
 - Make teachers' continuous development more individualized (identifying specific areas of extra support needed; developing excellence and high degrees of skills for outstanding teachers so that they can be used as further resources for peer-learning in schools)
 - Meet „rare“ teachers needs: work-based CPDs, peer-to-peer CPDs, non-formal trainings etc., recognized
 - Participation in projects, surveys, research, conducting research, organizing peer-learning classes and events, etc., as a form of identified CPDs
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THANK YOU FOR
YOUR ATTENTION!

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