

## Professional and pedagogical training of teachers in the context of managing quality of educational services in great britain

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**Abstract.** In the presented article the authors have determined the key priorities of the renewal of the content and methods for professional and pedagogical training of teachers in the conditions of quality management of educational services in Great Britain. The analysis of the requirements of the British teacher professional standards set out in a mandatory component of the policy of «new professionalism» is specified. The modern models of the professionalism of teachers (an effective teacher, a reflective teacher, an enquiring teacher and a transformative teacher) are distinguished and characterized in the article.

**Keywords:** *quality, quality management, educational services, professional and pedagogical teacher training, professional development of teachers, the models of the professionalism of teachers.*

**Introduction.** The government of Ukraine makes efforts to provide high quality of secondary education for all students declared in the Laws of Ukraine «On Education» and «On General Secondary Education», National Doctrine of Education of Ukraine in the XXI century and several other government documents which determine the necessity of the reforms in all spheres of governance education system including teacher training and learning and creative use of progressive international experience. In this context it seems appropriate to study the British experience in reforming professional and educational training of teachers in the conditions of quality management of educational services.

**The analysis of current research.** It should be noted that the management of secondary education in the UK for several decades has been the subject of national research scientists. This interest is explained by the status of the state, which is one of the world leaders in providing quality educational services, and directly, the nature of the management system of secondary education, which has a long tradition of combining centralization and decentralization. Thus, the study on the introduction of the quality management system of higher education institution is relevant, setting the stage for increasing the efficiency of the provision of educational services.

The study of national scientific studies has showed that a wide range of aspects of the educational system of the UK has been the subject of the comparative investigations of the scientists, including: the educational and political dimension of British secondary education has been highlighted in the writings of K. Garashchuk, O. Ogienko, A. Sbruyeva, I. Chistyakova; the management dimension has been represented in the scientific works of M. Boychenko, G. Butenko, A. Pershukovoyi, I. Postolenko; the contextual dimension of the investigated problem has been analyzed by such outstanding scientists as L. Zablotska, O. Lokshina, O. Kuznetsova, O. Milutina, N. Remezovska; the social and educational dimension has found coverage in the works of such scholars as V. Voznyuk, N. Lavrychenko, R. Melnik, O. Pichkar; training of teaching staff in Great Britain has become a subject of such domestic researchers as G. Butenko, N. Mukan, Zh. Chernyakova and others.

It should be noted that despite the significant number of works, the management of quality educational services is not highlighted fully; the research problem of profes-

sional and pedagogical training of teachers in the conditions of quality management of educational services in Great Britain is remained unstudied.

**The aim of the study** is to characterize the key directions of the renewal of the content and methods for professional and pedagogical training of teachers in the conditions of quality management of educational services; to distinguish the modern models of the professionalism of teachers.

**The main material.** As it is noted in the White Paper «The Importance of Teaching: The Schools White Paper» that one of the most important factors that determine the effectiveness of secondary education is the quality of its teachers. In the best educational systems in the world, teachers are selected from the most academically talented graduates who also have to combine the best personal and intellectual qualities. These systems provide high-quality of the professional and pedagogical training of future professionals, where the priority is given to practical skills. In effective educational systems at every stage of the career the teachers, and especially when holding administrative positions, continue to carry out training and professional development [14].

With a view to ensure the competitiveness of education in the UK Government provides the following steps to improve teacher training, formulated in the document quoted above:

- continue improving the quality of future teachers through: reduced government funding programs for training of teachers for students who have not reached the academic level (2: 2 degree); expansion of the program «Teach First», which provides state support to attract as many top students in specialties demanded in schools for teaching activities; providing an opportunity for talented individuals wishing to change career and become teachers;
- reforming teacher education, where the central attention is paid to the orientation to the profession, teachers' formation of key competencies, including Reading and Maths, behavior management and readiness to work with the pupils with special educational needs;
- creation of a national network of innovative school that would give the rights to best schools to implement training and professional development of teachers and principals that are part of the network;

- providing schools more freedom in implementing sanctions and rewards for successful/unsuccessful activities of teachers due to increased flexibility in the calculating wages and simplify the process of management of educational achievements;

- increasing the number of local and national leaders of education – successful principals who provide support to other schools;

- reduction of bureaucracy, reducing unimportant duties, requirements [14].

Thus, the main objective of the national educational policy, declared in public documents is to improve the activity of the institution and increase its efficiency, primarily through improving the quality of teachers.

In this context extremely important is the renewal of professional preparation of the teachers. It should be noted that one of the main priorities in the current conditions is a «new professionalism» which is characterized by the increased requirements for teachers and focused on such aspects as professional standards, performance management, continuing professional development and the establishment of the probationary period for teachers who have recently received a diploma (newly qualified teacher – NQT induction).

In 2003 the British government began reforms in remodeling schools, the main priorities of which were covered in the normative document «Raising standards and tackling workload: a national agreement», better known in the scientific circles as the National agreement between the trade union committee of schools, staff and Ministry of education. The main objectives of this agreement are defined: 1) reducing the workload of teachers due to reduction of bureaucracy; 2) increasing the number of support staff; 3) changing the traditional roles of school staff in order to involve all participants in the educational process to change management [2].

Along with the measures to distribute the teaching staffload central attention has been paid to the formation of «new professionalism», which is provided for the establishment of new professional standards for teachers; streamline management of educational achievements of students by school directors and teachers; implementation of professional development as an integral part of the daily activities of teachers.

However, we note that the changes envisaged in the agreement occurred much later. Thus, professional standards were introduced in England in 2007, while regulatory and legal framework and rules for admission to the post of teachers, who had just finished school, were introduced in 2008. The legal basis for the management of educational achievements was adopted in 2009 [9].

It should be noted that professional standards developed by Training and Development Agency for Schools cover three areas: professional attributes, professional knowledge and understanding and professional skills, which are formulated separately for teachers with different professional status, namely: Q – a worker who gets qualified teachers during a probationary period (award of Qualified teacher Status – QTS), C – a teacher who receives a salary for the basic scale (teachers on the main scale – Core), P – a teacher who receives a salary at higher scale (teachers on the upper pay scale – Post Threshold Teachers), E – an excellent teacher (Excellent Teachers),

A – a teacher of advanced skills (Advanced Skills Teachers – ASTs) [12].

The analysis of this document allows us to conclude that professional standards provide the requirements for teachers and illustrate the progress of educational activities. To reach each step of the career a teacher must demonstrate that his/her relevant standards are achieved. It should be emphasized that the achievement of appropriate teacher standard is defined in different ways depending on the skill level of the teacher. Thus, teachers have to confirm E or A qualification as a result of external evaluation procedure. Teachers of lower qualifications are certified by school principal. Standards R, E and A also envisage increased wages [12].

The standards outline the professional characteristics that a teacher should have at some stage of their professional development. After the induction year, which usually lasts a year, teachers have to reach C standard and spread and deepen the professional attributes, knowledge, understanding and skills within Q standard. This principle applies to the standards of other levels. The developers of the standard emphasize that standards should help teachers identify their need for professional development.

If the teacher wishes to obtain a higher qualification the standard provides the requirements to achieve it. Given the fact that not all teachers want to move to another level, the standards provide opportunities for professional development within the already achieved level standard. The professional standards provide that all teachers «have to be involved in an effective, sustained and relevant professional development throughout their professional activity» [12, p. 3].

According to the researchers from the Center for Educational Policy Studies, the quality standards should not be regarded as external requirements «above» that need to resist, on the contrary, the standards should be formulated on the basis of professional experience and daily teacher practice. According to these researchers, the teacher who has extensive experience will be more confident when reporting its performance [15, p. 39].

In the context of our scientific research significant interest is given to the models of professionalism of a teacher singled out by a group of Scottish researchers (I. Menter, M. Hulme, D. Elliott, J. Levin): an effective teacher, a reflective teacher, an enquiring teacher and a transformative teacher.

The model of an effective teacher is most appropriate to the requirements of the national curriculum and national assessment system. In this model the knowledge, skills and competence that should have the British teacher are identified «from above» at the national level. The main focus in this model is given to technical performance targets and measuring performance. As these researchers have emphasized, this model more accurately reflects the current state of education in the UK, including England [11, p. 21].

The model of a reflective teacher represents less limited perspective on teacher's professionalism. This model emerged in the UK in the second half of the twentieth century. It is based on the idea of John Dewey that the teacher is an active participant in the decision-making process. In modern conditions the supporters of the model

of a reflective teacher education are the following theorists as D. Sean and E. Pollard.

In the framework of this model the learning process is a cycle where the following steps occur successively: planning, preparation for action, action, data collection, data analysis, assessment and reflection, and planning the next step [11, p. 22]. According to C. McLaughlin, more than 70% teacher training programs that implemented at universities and colleges to some extent are based on this model [10].

The model of an enquiring teacher is similar to the previous one, but the reflective model does not focus on the research activities of teachers. According to this model, the teacher is constantly involved in the research activities during daily teaching practice as a form of professional development. The research team led by I. Menter illustrates how the idea of this model is used by universities working in partnership with schools and colleges. Thus, the formation of research competence of teachers is as an integral part of modern training programs for teachers at universities and professional development programs and training teachers working at schools [11, p. 23].

The model of a transformative teacher has the features of the previous two models, but differs from them because of the necessity of forming of the teacher active social position. In particular, the researcher J. Sachs emphasizes that «the duties of a teacher extend beyond pedagogy; the teacher has to contribute to social change and to prepare their students for this» [13]. This model involves teaching practices which aims at ensuring equality in education, which has overcome inequality and promote progressive social development.

Thus, a common feature of the models of the teacher professionalism is significance of the continuous professional development of teachers (CPD). According to the research team, led by M. Garet the greatest impact on the effective educational change produces the intense and lasting professional development of teachers, as opposed to the short-term. The effectiveness of professional development of teachers depends on having a clearly defined program. The researchers also emphasize that the professional development of teachers should be integrated with their practice and provide teachers the opportunity to actively study [3; 7].

In its turn J. Heibert underlines the importance of high standards, creating content-oriented and practice-oriented opportunities for teachers: «research on teacher training allows to state that the process of professional development of teachers has the following features: 1) continuous cooperation of teachers for joint planning training activities; 2) awareness of the need to improve student achievements by establishing clear objectives; 3) increased attention to the mental development of students selecting appropriate content and teaching methods; 4) increasing access to alternative ideas and techniques and opportunities to observe their application in action, enabling conclude their efficiency» [8, p. 15].

It should be emphasized that in the context of quality management of educational services it becomes especially important to create professional learning culture, which provides:

- permanent teachers acquiring of new knowledge and skills that will improve the quality of teaching;

- application of acquired knowledge and skills in the practice of teachers;

- critical assessment of the updated content and teaching methods through self-reflection and feedback;

- dissemination of new ideas and experiences among colleagues through seminars, workshops and presentations;

- assisting colleagues in improving the quality of teaching through joint planning and team teaching, mentoring and coaching;

- evaluating the quality of teaching colleagues through observation and feedback [6; 4, p. 11].

Thus, creating professional learning culture is an integral part of continuous professional development of teachers. As A. Craft emphasizes the need for the introduction of CPD is caused by several reasons:

- improving the skills of all the teaching staff or part of it;

- improving the skills of individual teachers;

- empowering career;

- constant updating of professional knowledge of each teacher;

- developing personal and professional skills of each teacher;

- getting pleasure from professional activity;

- providing opportunities for teachers to feel their own value;

- improving the image of the teacher;

- formation of readiness of teachers to change;

- clarify the strategy of the educational institution [5, p. 10-11].

In the context of our study the forms and methods of professional learning singled by A. Craft [5] and S. Blandford [1] introduced in British schools within professional development programs, are noteworthy. They are the following:

- active research;

- learning;

- Distance Learning;

- providing and/or receiving service teacher trainer, mentor or tutor;

- training courses of varying duration as the basis the educational institution and beyond;

- monitor the work of a specialist and rotation;

- peer networks;

- participation in the working group (we emphasize that the most common in British schools are such forms of participation as professional learning teams and learning partnerships, which bring together schools, local educational administration and higher schools);

- participation in the projects clusters of schools that can predict the cooperation, the development and exchange of experience;

- training teachers in other schools (usually the partner schools), as well as business organizations (latter form of professional development of aimed at developing managerial competence of the teacher or school leader);

- self-reflection;

- performance experimental tasks;

- collaborative learning;

- learning using ICT such as e-mail discussion groups, the use of multimedia resources in the process of learning [1; 5].

It should be noted that discussed above forms and methods of professional training for teachers are not equally used in British schools, it is due to the overall strategy of the educational institution and the need to improve the quality of educational services, defined in the internal and external quality assessment of school.

**The conclusions.** Thus, in the conditions of quality management of educational services the renewal of the content and methods of professional and pedagogical preparation of the teachers takes the key priority. The modern models of the professionalism of teachers (an

effective teacher, a reflective teacher, an enquiring teacher and a transformative teacher) are distinguished and characterized in the article. They allow us to understand better the state and directions of the development of modern pedagogical education in the UK universities and the essence of programs for professional development of teachers in schools.

In the future it seems reasonable to define the innovation potential of the British experience of continuous professional development of teachers and the possibility of its use in Ukraine.

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#### **Профессионально-педагогическая подготовка учителя в контексте управления качеством образовательных услуг в Великобритании**

**Ж. Ю. Чернякова, О. В. Шаповалова**

**Аннотация.** В представленной статье авторы определили ключевые приоритеты обновления содержания и методов профессиональной и педагогической подготовки учителей в условиях управления качеством образовательных услуг в Великобритании. Представлен анализ требований профессиональных стандартов британского учителя, изложенных в обязательном компоненте политики «нового профессионализма». Выделяются и характеризуются современные модели профессионализма учителей (модель эффективного учителя, модель рефлексивного учителя, модель учителя-исследователя, модель трансформационного учителя).

**Ключевые слова:** качество, управление качеством, профессионально-педагогическая подготовка учителя, профессиональное развитие учителя, модели профессионализма учителей.