

## **Committee for Teacher Education and Training**

### **TEACHER EDUCATION AND PROFESSIONAL DEVELOPMENT SUGGESTED CHANGES (2002-2005)**

#### **Committee**

Prof.Dr. **Ruzica Rosandic**, Teacher Training Faculty in Belgrade, the head of the Committee

#### *Editing Board:*

**Jelena Pesic**, M.A., researcher-associate, Institute of Psychology University of Belgrade. **Tatjana Pavlovski**, M. A., director, Centre for Interactive Pedagogy; assistant, Faculty of Philosophy, Belgrade. **Nevena Hadzi-Jovancic**, M.A., professor, Teacher Training Faculty in Belgrade. Prof. Dr. **Gordana Zindovic-Vukadinovic**, University of Belgrade.

#### *Committee Members:*

Prof. Dr. **Nada Korac**, Teacher Training Faculty in Belgrade; chair, Yugoslav Commission for cooperation with UNICEF. Prof. Dr. **Slobodanka Nahod**, director, Institute for Pedagogical Research. Prof. Dr. **Vojislav Mitic**, Teacher Training Faculty in Belgrade; editor, Institute for Publishing Textbooks and Teaching Tools. Prof. Dr. **Mile Nenadic**, Teacher Training Faculty in Sombor. Dr. **Gera Ibolya**, Faculty of Philosophy in Novi Sad. **Ivan Jerkovic**, M. A., assistant, Teacher Training in Sombor. **Kristinka Ovesni**, M. A., assistant, Faculty of Philosophy in Belgrade, **Vera Stojsic-Gasparovski**, teacher, Novi Sad. **Katarina Petras**, German language professor, Faculty of Philosophy in Belgrade, and the experts-associates of the Ministry of Education and Sports: **Snezana Klasnja**, **Biljana Lajovic**, and **Lidija Miskeljic**.

**Belgrade, December 2001**

## Summary

This proposal of changes in the professional development of teachers (including: pre-school teachers, class teachers, subject teachers of upper grades of primary school, and of general secondary school teachers, as well as primary school principals, school associates - psychologists and pedagogues, and school advisors) deals with the continuity of the process of their professional development. It refers to three basic phases of this process: pre-service, induction, and in-service training. The proposal is based on the insight into current problems of education and training of teachers and on a series of aims which are to determine line and dynamics of proposed changes.

The suggested changes for the pre-service teacher training assume the necessity to prepare future teachers to take over the complex role of delivering generative and applicable knowledge and skills, and achieve children's well-being. Apart from general guidelines (which should be followed within the system of initial teacher training for all the teachers), this proposal also anticipates the following specific action projects: (1) Curricular Changes for Teacher Training Faculties, (2) Developing the System of Practicum Sites (Practical Training Units) for Teacher Training Colleges and Faculties.

The Committee proposes introducing of obligatory system of induction as the structural component of the professional development of teachers. The following related specific action projects are suggested: (3) Designing and Licencing a System of Teachers Induction, (4) Training the Mentors for Teachers' Induction.

The Proposal anticipates that the revised programme of in-service training should start with strategic preparations for all teachers to take over new and complex roles which make integral part of the reform. Other forms of training are to be obligatory or optional. The obligatory forms training are to be related to priority objectives of professional development. Within the system of the in-service teacher training school is seen as a primary user, and regional centre for professional development as a basic mediator and coordinator of provision of training programs. In-service teacher training can be carried out within various frameworks such as: school teams, teacher associations, networks of teachers formed during participation of teachers in certain training programmes, and/or through distance learning. The following related action projects are proposed: (5) Strategic Teachers Training for the Reformed Teacher Roles, (6) Establishing Regional Centers for Professional Development of Teachers, (7) Compiling an Overview and Analysis of the Existing Networks of Current Training Programs and the Trained Teachers, (8) Defining the Criteria/Requirements for Teachers' Professional Promotion.

## Contents

### I

#### **Overview and Analysis of Current Situation, p. 4**

- *Education System and Teacher Training Institutions*
- *National Policy and Legislature*
- *Teacher Social Status, School Needs, and Employment*
- *Teachers Professional Organizations and Associations*
- *Last Ten Years*
- *Pre-Service Education: Institutional organization. Recruitment, funding, decision making, and curriculum development. Educational program patterns.*
- *Teacher In-Service Training*
- *Examination and Acknowledgement of Teaching Skills: Teachers' and school needs.*

### II

#### **Pre-Service Training, p. 15**

- *Objectives*
- *Strategic guidelines: The curricula of pre-school teacher training colleges and teacher training faculties. Teaching methods. Practicum. Practicum sites. Teaching staff. Combined study programs and advanced (postgraduate) studies.*
- *Strategic dilemmas: Pre-school teachers. Subject teachers. School associates (pedagogues, psychologists...). School principals. Entrance exam.*
- *Proposed Institutional Framework of Professional Development of Teachers*

### III

#### **Induction, p. 20**

- *Rationales*
- *Strategic guidelines: Licencing. Institutions. Mentors. Final (qualifying) exam.*

### IV

#### **In-service teacher training, p.**

- *Problems*
- *Objectives*
- *Strategic guidelines: Training programmes. Institutional framework. Professional promotion.*

### V

#### **Proposals for Action Projects, p. 23**

1. *Curricular Changes for Teacher Training Faculties*
2. *Developing the System of Practicum Sites (Practical Training Units) for Teacher Training Colleges and Faculties*
3. *Designing and Licencing a System of Teacher Induction*
4. *Training the Mentors for Teacher Induction*
5. *Strategic Training of Teachers for the Reformed Teacher Roles*
6. *Establishing Regional Centers for Professional Development of Teachers*
7. *Compiling an Overview and Analysis of Current Training Programs and the Trained Teachers*
8. *Defining the Criteria/Requirements for Teacher Professional Promotion*

# I

## AN OVERVIEW AND ANALYSIS OF CURRENT SITUATION\*

### 1.1. Education System and Teacher Training Institutions

[...] The formal system is composed of: (a) early childhood care and education (from 0 – 6/7 years); (b) compulsory primary education (from 6/7 – 14/15 years); (c) upper secondary education including general grammar schools, vocational and art schools (from 14/15 to 18/19 years old students); (d) tertiary education including both non-university and university education (from 4 to 5-6 years of courses). Non-university education consists of two-year studies (“higher schools”).

Compulsory education has two levels: from grades I to IV (one class teacher) and from grades V to VIII (subject teachers).

Upper secondary education includes four – year general and vocational schools and two-or three-year vocational (craft) schools.

The system also comprises: art and music education (primary, upper secondary and tertiary), special education (for all categories of children with special needs), education in minority languages (at all levels), and adult education.

1.6 million persons of total population of 8.4 million inhabitants are participating in the formal school system. There are around 100.000 teachers,<sup>i</sup> from pre-school to university education, including school associates (pedagogues, psychologists, librarians, social workers, special pedagogues for children with special needs). Approximately 55% of the total number is employed in compulsory elementary education. 27% are upper secondary teachers, 10% university, and around 8% are pre-school teachers. Pre-school institutions engage about 18.150 employees; 48.5% of them are educator-teaching staff, 16.6% are medical staff, and 39.9% are administrative and other staff. [...]

Education is mostly state funded. Compulsory education is public. The only allowed private schools are art schools. Pre-school education is family-state co-funded and private institutions are allowed. Upper secondary and tertiary education could be organized within the private institutions after the Ministry of Education approval.

### 1.2. National Policy and Legislature

There is no general legal act relating to education. Each education level is regulated by a separate law. Thus, the following acts are in place: The Social Child Care legal Act for Pre-School Education, The Primary School Act relating to eight years of compulsory education, The Secondary School Act relating to upper secondary education, The College Act, The University Act, and a special Act on Teacher Training Faculties in Serbia.

Each of the above acts incorporates the provisions relating to the conditions that a teacher has to meet in order to work in school, and those making reference to, but not defining clearly the in-service teacher training.

Teachers of compulsory (grades V-VIII) and upper secondary education must hold university degrees. Post-graduate degrees are required for university

---

\* This text is written by Gordana Zindovic-Vukadinovic (2001), as the UNESCO-CEPES project, “Teacher Education: Institutional Approaches within Higher Education in the Europe Region. Current Models and New Developments– Case Study of Yugoslavia.” Short abbreviations are marked as [...].

teaching staff. As for non-university tertiary education, both graduate and post-graduate degree holders are allowed to teach.

Pre-school teachers have to graduate the pre-school teacher colleges. Pre-school associates (psychologists and pedagogues) are university trained (at the Philosophy faculties).

Since 1993, compulsory school teachers (class-teachers) for grades I to IV acquire university training at teacher training faculties.

Subject teachers from compulsory to university levels are trained at almost all universities and faculties. Not all faculties have special courses that prepare them for the teaching; however, all university degree holders are entitled to apply for teaching jobs. Thus, the problem of the lack of professional pedagogic skills is especially pronounced in upper secondary vocational education.

Except for teachers of humanities and sciences that are trained in so-called teacher training faculties, faculties having teacher training departments are as follows: Philology, Philosophy, Sciences. Other teaching staff is recruited from different occupations such as: doctors, economists, engineers, lawyers, craft specialists, etc.

After one or two years of preliminary teaching eventually supervised by experienced school teachers, all teachers' candidates, except university staff, must pass the Teacher State Examination, consisting of three parts: methodological approach to the teaching subject, pedagogy and psychology, and school legislation.

### **1.3. Teacher Social Status, School Needs, and Employment**

In order to understand the current position of education and teachers, one has to take into account that over the past years the percentage of appropriations for education from the national gross product was falling. The present day average teacher salary is the best illustration of the teachers' social position and their reputation in the society. The longstanding low salaries, the life at the subsistence level and bad working conditions resulted not only in the loss of motivation but also in corruption. Moreover, there is an increasing number of teachers having additional jobs; they perform other works that have nothing to do with teaching, and feel no desire or motif to use at least a part of their leisure for professional training.

The negative selection is an additional result of the longstanding poor social and material position of education. Namely, applicants for enrolling in teacher training colleges and faculties are young people without earlier good academic records who, for this reason, cannot often pass entrance examination in other faculties leading to professions more in demand and better paid. A research made among students of one of the teachers training faculties in central Serbia shows that an average student comes from the lower middle class (parents are either workers or clerks in industry), that such student did not have brilliant academic record in the secondary school, and that the student is female. About 90% students of teachers training faculties are females. This proves the trend, pronounced for many years, of feminization of the teaching profession and particularly, holds true for the pre-school and primary school levels. [...] The degree of feminization of teaching profession decreases as the teaching level increases: the percentage of females in primary schools is 61%, in secondary schools 53%, at colleges and faculties 40%.

Graduates of the so-called subject teachers faculties (philosophy, philology, natural sciences) prefer looking for jobs outside of education even when they have graduated from the teachers training departments of the respective faculties.

Particularly scarce are teachers of mother tongue, English, mathematics, informatics and arts, even the teachers whose profile (teachers of geography, for example) were until recently in surplus. The schools resolve this deficit in the teaching staff by recruiting students, teachers with the college diplomas and retired teachers. The situation is similar at both levels: at the compulsory and at the upper secondary level.

As for working hours, all employees have to accomplish 40 hours per week. Teachers' workload varies depending on the level of education. Primary school teachers have to accomplish 24 hours of teaching that include compulsory instruction and other curricular activities (optional subject instruction, preparatory and corrective classes, sport and cultural activities, class meetings, humanitarian work, school-community cooperation, etc.). Sixteen hours are for school documentation keeping, cooperation with parents and for professional development.

The teaching norm for the upper secondary school teachers is 20 hours of theoretical teaching or theoretical instruction with practice, i.e. 24-26 hours practical teaching hours, except for teachers of mother tongue, mathematics and foreign languages (from 18-19 teaching hours per week). Extracurricular activities are almost the same as in compulsory education and full time job is 40 hours per week, as well.

The university teaching staff (professors and associates) at state universities must accomplish 4 teaching hours per week. In addition, they have individual or group tutorial work with students, mentoring, research, exams, teacher in-service training (at teacher training faculties), and self-professional development.

The above listed acts and the General Labor Relations Act govern the conditions for teachers' employment and their salaries. Teachers get employed via public competitions announced by schools or through mediation of the Employment Office that follows up the school needs and inform the teachers waiting for employment. Employment decisions are taken by the competitions commissions of the schools (including representatives of the teaching staff, the school management, and the school board members).

All teachers are civil servants, except for a very few number of those working in several private secondary schools and private universities.

#### **1.4. Teachers Professional Organizations and Associations**

Traditionally, teachers get associated according to their respective specializations. Thus, there are numerous professional associations such as the Association of Chemistry Teachers, the Society of Pedagogues, The Society of Psychologists, The Society of Mathematicians, the Society of Teachers, etc. They generally function at the national level. Regional and local associations, existing as branches of national associations, are less and less active. In principle, professional associations have no union or political orientation. Depending on their resources, they generally deal with their professional upgrading, making their members familiar with the novelties in the profession, organizing the exchange of ideas and collective professional gatherings (symposia, seminars,

etc.). Earlier, professional associations had much more important and active role in defining and adopting the school curricula and in the professional training of their members. Some of them still publish their magazines, contributing in that way to the information and professional improvement of the teachers. Centralization of the system has deminished and marginalized the role of professional associations, and the lack of finance resulted in the drop of professional gatherings and of the publishing [...]

### **1.5. Last Ten Years**

Education of teachers was degraded, as was the entire school system, especially in the past ten years. The first blow came from the system centralization in 1990-91, when partial autonomy of educational institutions was abolished and when local communities were deprived of the right to the decision-taking, which right they had prior to the centralization in the field of education development and financing.<sup>ii</sup> All funds allocated for the financing of education are centralized, including those for teachers' in-service training. Also centralized is the appointment of principals of education institutions (the Education Minister appoints the principals), as is the taking of the decisions essential for the work of schools and for the development of education.

Particularly harmful was the decision abolishing the Pedagogical Institutes that were competent for pedagogical advising, supervision and in-service teacher training. The Institutes had their own centers for innovations and in-service teacher training, so that with the abolishment of the Institutes, their work also stopped. At the same time, the Teacher Permanent In-Service Training Act was abolished. According to this Act, each teacher was bound to regularly attend the seminars and courses aimed at improving their professional competence.

Centralization of the decision-taking and of pedagogical supervision, and the restrictive financing policy made the in-service teacher training completely marginal.

The Ministry of Education assumed the bulk of teachers' in-service training, however, due to the lack of personnel (many experts had left the Ministry) and of financial means, the in-service training was so limited, if not non-existent. Pre-school Teacher Training Colleges, Pedagogical Academies that were then (in 1993) transformed into Class Teacher Training Faculties (providing education to teachers of the first four grades of compulsory education), and Teacher Faculties having their departments for teacher education continued the earlier practice of organizing once a year, or twice at most, the seminars for innovation of the professional knowledge. However, with the whole system becoming poorer and poorer, this activity was also decreasing.

The University Act adopted in 1998 additionally aggravated the situation, both in the pre-service and in-service teacher training. The Universities were practically deprived of their autonomy, and many highly perspective young experts left. A specific brain drain took place.

The international isolation and the bombing further deteriorated the general situation. The working conditions in schools fell below all normal standards, teachers' salaries dropped to the 70<sup>th</sup> place on the scale of earnings in the country, and the motivation fell to the level of inertia according to which teachers used to go to school just for the sake of going. An additional aggravating factor was the inflow of a large number of pupils-refugees, so that many schools in urban centers had classes of 40 and more pupils. Teachers were specially

expected to help integration of the children-refugees and to apply the compensatory programs for those who due to the war conflicts and the exile had lost several months or a complete school year of instruction.

Generations of students and pupils completing this year one of the education degrees have practically not had a single regular school year (teachers' strikes and the bombing).

Due to the lack of funds, a great number of pedagogical magazines are no longer published, school libraries did not buy new books, and international magazines and foreign literature did not come to the country, or did very rarely. Although one may note that the Internet communication was permanently functioning and that it was the way to get the information specific for this area, it is noteworthy that the teaching staff in schools counts for a very small number of users of the Internet. This can be explained by basically two reasons: the lack of funds for the purchase of the equipment, and computer illiteracy. Teacher training faculties need both personnel and equipment in order to become a channel that could substitute other modes of communication.

To summarize, teachers and teacher training institutions were in the past crisis period left to their own resources, and acted by inertia, consciousness and possible skillfulness of the school management to provide additional sources of finance, mainly for the salaries.

The above situation resulted in a drain of teachers and in a lack of qualified personnel. There are rural schools employing more than 50% of semi-qualified or even non-qualified teachers. Interest of the young in the teaching profession has fallen, and current orientation to the market functioning of the university, which will, *inter alia*, lead to a large increase of tuition fees for all those who fail to meet in the entrance examination the requirements necessary to be eligible to have the studies financed from the state budget, may result in further falling interest in the profession that ranks low on the social scale of values.

In the above period, in-service teacher training was carried out by numerous non-governmental, domestic and international organizations, which multiplied with the deepening of the crisis. Their programs in most cases had an urgent character (a psycho-social assistance to the children in school, education for tolerance and peace, education for democracy, rehabilitation programs intended for the work with the children refugees, and the like). According to some estimates (reliable data are not available), about 20% of teachers in Serbia attended some of the mentioned seminars in this period.

What marked this crisis period, despite the good initiatives and programs of non-governmental and international organizations, was the absence of goals, coordination and a coherent systematic policy in the professional development of teachers. It is for this reason difficult to give a serious evaluation of the effects of such programs, except that they maintained a sort of professional communication, motivation on the part of teachers, to some extent, and introduced some new topics and work methods.

## **1.6. Pre-Service Education**

Institutional Organization. As already mentioned, all faculty graduates may work in schools if they pass the Teacher State Examination and if their profile meets the needs of the school. In other words, this means that all faculties of the universities in the country educate potential teachers, and not only those having teacher training departments.

Subject teachers teaching in senior compulsory primary school (grades V-VIII) [...] are asked to have university education. Thus, they are trained in the same way as future teachers of secondary schools, according to the same curricula, and with the same pedagogical preparation. [...]

Since 1993, former pedagogical academies (non-university tertiary schools for teacher training) were closed down, and pre-school teachers colleges and teachers training faculties for compulsory -primary school (grades I-IV) were introduced. [...]

School associates, pedagogues and psychologists are educated at faculties of philosophy. [...]

The Faculty of Special Education at the University of Belgrade trains specialists who deal with children and adults with impaired hearing, speech or vision, physically invalid persons, mentally-retarded persons and persons with disturbed social behavior (prevention and re-socialization). Undergraduate studies last four and a half years, i.e. nine semesters. [...]

Recruitment, Funding, Decision Making, and Curriculum Development. All candidates who have completed their education in grammar schools or other vocational schools which last four years have the right to enroll in the first year of study in institutions of higher and University education, after passing entrance examination.

The acceptance of candidates is based on two types of criteria: eliminatory and classifying criteria, for pre- and compulsory-primary school teachers (grades I-IV):

- verification of physical (health), speech and musical competence on the basis of a doctor's certificate, the certificate on speech competence issued by the speech pathologist and the confirmation before a board of experts.
- passing the classification test in the Serbian language and cultural knowledge.

To enroll in the Faculty of Pedagogy and Psychology, the requirement is to pass the entrance examinations consisting from a test in general culture and the main subject of studies (pedagogy or psychology). In other teachers training faculties, entrance examinations also consist of the main subject of studies, and of one of the subjects from the group of the so-called general education. [...]

The problem that is often cited in discussions amongst professors who teach in pre-school staff training institutions, refers to the conditions of enrollment, i.e. the procedure of selecting the most suitable candidates for this profession. It is assumed that, in addition to the medical check-up, the test of general education, and testing of speech competence and the talent for music, a set of tests that would be designed to check some specific personality properties such as motivation, empathy, flexibility, tolerance and communicativeness should also be required.

Teachers training faculties draw up their curricula by themselves, however, the curricula have to get definite consent to their application from the Academic Council to which the Faculty belongs. As to pre-school training colleges, the curricula are determined and agreed upon within the Association of pre-school teacher training colleges.

Education Program Patterns. Excluding the changes in the specific subjects (chemistry, mathematics, biology, geography, etc.), the pedagogical concept of the preparation of future teachers has not, unfortunately, been

essentially improved in the last 30 years. The curricula of the faculties having departments training the subject teachers for senior compulsory primary school (grades V-VIII) and for the instruction in upper secondary schools mainly have the so-called pedagogical subjects: pedagogy, pedagogical psychology, and the teaching methods of the subject they will teach. However, the volume and contents of these curricula are not harmonized. Some faculties do not even have pedagogy and psychology, but just one of the two courses, while all of them have the teaching methods of the course they get trained for. When the teaching methods are concerned, there is no harmonized attitude towards them, either. Some faculties organize the holding of practical classes in schools, and some do not. In some, this course is more of a theoretical than practical nature, because the faculties enact their own curricula.

The present curriculum of pre-school teacher training colleges consists of four basic categories: general subjects; Professional disciplines; Practicum and Pedagogical practice.

Students are not required to attend all classes of theoretical training; however, the classes of practical training are obligatory.

A detailed study of the curriculum shows that in their two-year study course students are offered the greatest number of classes in Psychology of re-school children. This is followed by Children's Literature, General Pedagogy and Physical Development. Then follows Sociology, Communication and Psychology of Personality.

Teaching methods in specific disciplines (methodics), listed above, are planned for the third and fourth semesters with three classes of lectures per week each.

Practicum is distributed in all four terms.

All students are required to have two weeks of practical work in a pre-school institution in the third semester, and three weeks at the end of their studies. Therefore, apart from observation classes designed in the curriculum of methods of specific disciplines, future pre-school teachers have only five weeks of experience during their professional training.

Experts who lecture to future pre-school teachers believe that this problem can be solved by extending the course of study. They suggest, and their suggestion has been widely discussed, that the training of pre-school teachers should be promoted to a higher, university level and that their training should last four years, as has already been done in the training of compulsory (grades I-IV) school teachers. [...]

The present curriculum of teachers training faculties is not fully identical in all of the six faculties. The Teachers' Training Faculty of Prizren (Kosovo), and the Teachers' Training Faculty of Sombor (Vojvodina) have introduced certain changes, both within obligatory and optional subjects, as integral parts of the curricula. The remaining faculties also introduced modifications over the past period, and are currently preparing the new curricula. The establishment of these faculties was neither preceded by a serious expert analysis of the deficiencies of the pedagogical academies nor by the necessary definition of the teachers' profile they were to train. A serious reform will also be necessary in this segment of teachers' education, particularly taking into account the forthcoming reform of the primary school, as well as the reform of all education levels. The training of future teachers is not harmonized with the changes being planned, or with the needs of the present-day children. It is anachronous in many segments.

Irrespective of the differences that exist, current curricula mainly consist of 44.35% of general education, and of 55.65% of specific/pedagogical subjects. If compared with Pedagogical Academies, the general-academic and professional education ratio has improved in favor of the professional.

Obligatory subjects, in most cases, in the first two years of studies are: Serbian language and literature; The Instruction Theory-Didactics; Educational Psychology; Foreign languages; Development Psychology; General Pedagogy; Mass Communications; Education Sociology; Philosophy and Ethics; Information Technology; Sociology' Social Ecology.

In the third and fourth year of studies students learn how to teach the subjects taught in the first four primary school grades. Namely, the number of classes dedicated to the Serbian language teaching methods is 225. This number is 165 when mathematics and introduction to social and natural sciences teaching methods are concerned; and 105 for each of the teaching methods of music, painting and sports.

At this level, students also attend theoretical classes of the following courses: School and Family Pedagogy; Literature for Children; Methodology of Pedagogical Researches; Educational Technology; Work with the Children impaired in Development; and the Constitution and School Legislation.

In the beginning, the obligatory part of the curricula of all these faculties also included the so-called "interdisciplinary seminars" designed as a correlation mechanism between pedagogical subjects. This form of work was expected to animate the students' activities and to encourage them to take part in discussions about the theoretical and practical issues of education. However, they transformed into theoretical lectures so that most faculties have abolished them or are just now reconsidering them in search for a better solution.

There are also elective courses such as: the school hygiene, history of pedagogy, history of civilization, film and television, family sociology, rhetoric, adult-education. In some faculties, educational technology is also within the group of elective courses.

Students' practice consists of two parts: monitoring and conducting of classes. So called autonomous work (conductiong of classes) in primary schools is organized according to the following schedule: one week in both the first and second year of studies; two weeks after the third year of studies, and one month at the end of the studies (end of the fourth year).

They may make the practice in primary schools according to their own election, and are obliged to submit to the faculty the certificate of the practice performed, issued by the school where they worked.

The analysis of the curricula, contents of the subjects, and insight into the practice<sup>iii</sup> show that the education of future teachers is based on the traditional pedagogical doctrine. Theoretical instruction is dominant; students have little practice; teaching methods applied are still conservative in nature. Young, future teachers learn how to work with the children mainly by observing, the work of experienced teachers while performing the school practice. The autonomous conducting of classes is often semi-autonomous or just observatory. So, they learn, in this way, to copy the traditional school teaching models. The teachers accepting students to the practice were not specially prepared for that work, and this is a great fault of this system. [...]

The education program of future pedagogues mainly includes pedagogical and psychological disciplines, philosophy, ethics, foreign language, methodology of research, teaching methods, and the work with the children with special needs.

Education of future psychologists, also in four-year studies at the Faculties of Philosophy, is in terms of its approach identical to the one of pedagogues. Their curriculum has stronger accent on the research work, than the previous one. They have some specific psychology issues, such as mental health, psycho diagnostics, psychological counseling centers, school psychology, etc. These courses lead towards specialization in specific work areas, as well.

The role of a pedagogue and psychologist in pre-school, compulsory and upper secondary institutions varies from the role of a consultant to an active participant in designing and realizing the program of the institution. The status of the pedagogue and the psychologist has not been quite clearly defined, so that both the scope and character of their activities often depend either on the head of the institution, or on the rest of the staff, or on themselves. Although pedagogues and psychologists believe they should take a more active part in planning and organizing the pupils' activities.

This position is caused, they believe, by the inadequate training they receive at university. Therefore, they propose that practical work during their studies should be more emphasized, as they are assured that there is an urgent need on their part to get specific experience which would then be useful at work. Pedagogues particularly stress the point that their studies do not offer adequate methodological training and demonstrate the lack of specific courses in planning, designing programs and observation and evaluation procedures.

The first year of studies at the Faculty of Special Education is the same for all students and offers general courses in fundamental disciplines in Special Education (Introduction into Special Education, Medical Genetics, Medical Physiology and Anatomy, Sociology, Pedagogy and General Psychology with Psychology of Personality). In their second year of study students opt for some of the listed disciplines which they already chose when they enrolled in the Faculty of Special Education and continue their studies generally within the same framework. [...]

Outdated pedagogical concepts dominate the university faculties and colleges that train teachers. Characteristically, they insist on traditional teaching methods and on fact-oriented knowledge. At the same time they neglect interactive and active forms of work in the teaching process and fix on rote memorization of what is being taught.

The practical training of teachers at all levels of education follows the "model of imitation" of experienced teachers. This training should, however, be designed to inspire students and provoke a more creative approach to teaching, to develop critical attitudes towards offered models and an ability to provide new creative solutions to pedagogical problems which would result in activities designed specifically for particular situations and children's needs.

Studies at the so-called Teachers' Training Faculties (preparing subject teachers) are academic and research oriented, as well. The only difference between educational and non-educational departments is often the prescribed minimum of courses in psychology, pedagogy and teaching methods.

### **1.7. Teacher In-Service Training**

The system of in-service training/education (INSET) was conceived as: upgrading of the pre-service training, innovation of the knowledge acquired during the preparation for the teacher profession, improvement of the skills of applying the acquired pedagogical knowledge and practice, and professional development of teachers.

If the trend of teachers' drain and of recruiting of unqualified teachers continues, this system will probably also include subsequent qualification, and/or additional training.

Upgrading of the pre-service training implies the provision of, or addition to, the theoretical and practical pedagogical knowledge to teachers who in the course of the preparation: (a) did not have adequate pedagogical subjects, as the case is of subject teachers who did not graduate from one of the teachers training faculties, or (b) did not receive enough necessary pedagogical knowledge, as the case is of subject teachers from one of the teachers training faculties.

Innovation of knowledge mainly relates to the teaching subjects. This segment of the in-service training, as the preceding one, has mainly been within the competence of teachers training faculties and teachers associations. The most numerous are the seminars relating to innovation of the specific subject knowledge, while pedagogical training is present to a lesser degree. The content and mode of the teaching methods applied in training the teachers, within INSET, has been a longstanding issue. There has not been developed any teaching methods practicum through which the teachers would create and test new and adequate method approaches, specifically with a view to shifting the focus of the instruction from teaching to learning, from teacher centered to child centered education.

In addition to the Ministry of Education that have taken over a part of the activities in this field from the former Pedagogical Institutes, the institutions dealing with upgrading are the teachers training faculties and pre-school teacher training colleges, the schools where the teachers work, and expert associations.

In practice, there is no coordination among these institutions and the training is not conducted in a planned and systematic manner. One can speak of *ad hoc* seminars, theoretical in nature, dedicated to a topic that in view of a school or faculty is interesting for analysis and discussion.

Preparation and sitting for Teacher State Examination is a part of INSET. They are carried out in the schools where teachers work under the supervision of experienced teachers.

It was already noted that since 1991 there has not been in Serbia any explicitly prescribed legal obligation to attend the courses and seminars for professional upgrading, and that there are no institutions/centers that would encourage the professional teachers' development.

The area of INSET policy and organization requires major improvements. It is also necessary to introduce the criteria for the professional teachers' promotion. None of the policies in this area has envisaged up to now any adequate occupational and professional promotion as a result of permanent training. Although teachers had the right and possibility to acquire the status of "pedagogical counselor", this right was not linked with acquisition of new professional competences. This status used to be awarded mainly on the grounds

of a teacher's practical operation results, and at the proposal of the schools, which mainly involve senior, more experienced teachers.

Despite the proclaimed and necessary continuity-link between the initial and permanent training of teachers, a true continuity has never been established. Thus, it frequently happens that teachers after graduating from teachers training faculties listen in the seminars to the same theoretical lectures delivered by their former university professors.

Assets invested in these programs are very modest, so that there is no possibility for using modern equipment and practice that would be organized in the form of workshops. Seminars of theoretical character are, unfortunately, the least expensive and the least efficient form of in-service training. The evaluation system is not developed so that assessments are generally based on the observations and comments of the teachers.

As to innovative programs that have been developed and applied, two types stand out:

The System of Differentiated and Modularly Organized Teachers' Training<sup>iv</sup> formulated and proposed in 1989 in the Republic of Serbia, envisaged establishment of a strong link between the initial and continued education. It is a system of a program offer according to the needs and interests of teachers and schools, with one compulsory, basic module for the whole teaching staff population. This module would, at the very beginning, make uniform the basic psychological and pedagogical knowledge of all teachers, and would also serve as preparation for the Teacher State Exam. After this basic module, teachers are offered diverse programs (program modules) differentiated both in terms of content and levels of knowledge and skills adopted through them. Also envisaged was the acquisition of diplomas and titles that would subsequently allow occupational promotion and adequate financial compensation. The program was tested experimentally, but was not applied en masse due to the circumstances that took place.

The second model could be built on the experiences gained within the programs of domestic and international non-governmental organizations. Some of them created small local networks suitable for programs' multiplication through a cascade system.

### **1.7. Examination and Acknowledging of Teaching Skills**

The type of the required professional training for teachers and associates, the mode of sitting for teachers' State Exam and its content are determined by special Rules enacted by the Ministry of Education for each education level. Generally, the Rules are similar.

The procedure is as follows.

The principal of a school appoints a mentor to the teacher-trainee. Mentors are usually reputed teachers from the same school. They monitor the work of the trainee and prepare a report at the end of the one-year internship. This report, as well as the opinion of the Teachers' Council is part of the documentation attached to the application for taking the teacher state exam. During such period, the teacher trainee also keeps records of his/her work and submits such records to the mentor. The exam is taken before the Examination Commission at the Faculty from which the candidate graduated. The exam consists of pedagogy, psychology, school legislation, a public class and its defence, which constitute the teaching methods part of the exam. The students who in some of the Teachers

Training Faculties (training of subject teachers) already sat for pedagogy and psychology are not required to sit for these courses within the Teacher State Exam.

Teachers' and School Needs. The school needs are, in the first place, qualified teachers, or those who graduated from one of Teacher Training Faculties and passed the Teacher State Exam for the work with pupils. This is a basic need but it is, unfortunately, dominant today. What the schools criticize when the existing system of teachers' training is concerned is that it offers excessive theoretical knowledge to the detriment of practical pedagogical knowledge, and that the in-service training system is inadequate. Namely, the schools miss a good INSET system most, because they see in it a true possibility for improving the schoolwork and for raising the education efficiency.

On the other hand, teachers expect more specific knowledge appropriate to modern conditions of life and needs. When pre- and primary school teachers were asked for their opinion on innovations in their programs they reported that they were particularly interested in the fields such as: working with children in special needs; developing the picture of themselves in the mind of the children with whom they work; skills in cooperation with parents; communication and active learning; creative thinking and creative workshops; use of new technologies.

Teachers also expect to see in place a well-built and applicable system that will stimulate and reward their professional upgrading: by providing higher ranking titles and higher salaries.

According to the opinion of experts, more austere criteria are necessary for admission of student to teachers Training Colleges and Faculties.

Schools from which candidates come when enrolling in teacher training institutions do not provide the necessary kind of introduction into the further teacher training programs. The situation is further aggravated by the fact that students who graduate from grammar (high) school or any other vocational school have the right to enroll in the first year of study after they have passed the entrance exam and other necessary tests. Therefore, their previous training differs greatly, which affects the quality of their studies to a considerable degree. A two or four year course of study does not provide the required level of professional skills.

There doesn't exist a meaningful system of pre- and in-service teacher training either with respect to curricular content or the employed teaching/learning methods or model of professional advancement. In-service teacher training must not exclusively be a set of lectures that the teachers attend but must consist of various interactive forms such as workshops which connect up the teachers practical experience with the various innovations that are to be introduced into schools. Pre- and in-service training, the system of the assessment by school inspections, career and salary advancements of teachers are not tied up in a unique concept or practical implementation. Briefly, there is no entire policy of the life-long professional development of teachers.

Some specific weaknesses in the concept and organization of teacher training are reflected in the following:

- inadequate agreement on curricula in training institutions and the scope of the school curricula.
- inadequate and insufficient connection between the system of initial training and in-service training:

- insufficient funding of institutions of teacher training, which is reflected in the lack of adequate equipment, and the unresolved question of practice rooms for students.
- lack of professional pedagogic skills, especially in upper secondary education.
- lack of different programs that may be chosen according to the school and teacher needs.

## II

### PRE-SERVICE TEACHER TRAINING

#### 2.1. Objectives

Basic preparation of future teachers (pre-school teachers, teachers of lower elementary education, subject teachers and general grammar schools teachers) should be based on more complex insight into professional role of teachers in educational process (instead of just delivering the curricula, teacher should become *autonomous expert* making decisions about diverse aspects of teaching process; to be responsible, from professional and personal point of view, for its quality and outcomes).

Teacher education should provide them with skills and attitudes related to the role of teacher in strict sense (as a mediator of knowledge, organizer and a guide of educational process, a partner in pedagogical communication, evaluator and provider of intrinsic motivation), as well as professional role in wider sense (regulator of social relationships, partner in affective communication and the agent of socialization).

Pre-service training is to inform them about quality standards and achievements in education and about evaluation and self-evaluation strategies: to prepare them and make them competent for continuous process of selfevaluation, monitoring and improving their own practice.

Future teachers are to be prepared to work in the best interest of a child and with full respect of child's rights. Education ought to be child-centered, alert for child's abilities, personality, talents and developmental needs. The fundamental precondition for it is that the curriculum, methods, and teaching tools, as well as complete educational context have to be developmentally adequate. Such education should prepare child for active life in free society, for respect of human rights, of its own cultural identity and environment, and in the spirit of peace, tolerance, equity and respect of difference.

Future teachers are to be trained to initiate cooperation and to develop constructive partnerships with all direct and indirect partners.

#### 2.2. Strategic guidelines

**2.2.1. The curricula of pre-school teacher training colleges and teacher training faculties:** General courses (Psychology, Pedagogy...) should be designed as applied scientific disciplines which are focused to future user by their contents and by the way they are mediated. Also, it is necessary to:

- a) increase a number of psychological-pedagogical courses which prepare students for delivering generative and functional knowledge and skills;

- b) introduce extensive course in evaluation of the quality of educational process;
- c) introduce systems of crosscurricular and elective courses;
- d) align the quality of different methodics;
- e) introduce courses in basic domains of methodics;
- f) develop a sense and readiness for integrative approach to teaching-learning within various methodics;
- g) train students to carry out research in the domain of teaching;
- h) advance programmes for helping children with special needs;
- i) develop programmes for working with children from different cultural and linguistic backgrounds;
- j) introduce the course dealing with communication, teamwork and constructive relationships with all partners (including parents);
- k) train students to use new educational technologies.

**2.2.2. Teaching methods.** Introduce more interactive methods, independent student work (student projects) and use of diverse sources of knowledge. Introduce continuous mentoring of students during their studies.

**2.2.3. Practicum.** Students practice should be better conceived, diversified, and closely related to theoretical knowledge. It is necessary to introduce new models of practicum (for instance, practicum which would include complete work on a project - from identifying problems, searching for information and collecting and analyzing data, to elaborating final results).

**2.2.4. Practicum sites.** Each teacher training institution should have a system of practicum sites (pre-schools, primary schools, secondary schools) where students could carry out all forms of their practice. Such sites are to be equipped according to standards complement with faculty needs, and should have adequate number of qualified professors-mentors. Practicum sites are to be financed from the tertiary education (university) budget using funds allocated for activities referring to planning and implementation of students' practice.

**2.2.5. Teaching staff.** There is a need to supplement the teaching staff in most teacher training colleges and faculties. Also, it is necessary to provide opportunities for continuous professional development. A form of professional advancement that was almost completely absent in recent years is professional exchange, with guest-lecturers from other faculties in the country and abroad. Among other important issues is the issue of evaluation of staff; the quality could be increased by introduction of students' and peer evaluation of teachers' work.

**2.2.6. Combined study programs and advanced (post-graduate) studies.** It is necessary to consider options of multiple qualification (pre-school + primary school teacher, primary school teacher + subject teacher; subject teacher for a block of subjects), specializations, MA and Ph.D. degree programmes

The proposed changes should be accompanied by adequate regulation (changes in the statutes of colleges and faculties, the curricula, evaluation procedures, and in the system of advancement of teaching staff). It is also necessary to conceive and provide an adequate system of financial support.

### **2.3. Strategic dilemmas**

**2.3.1. Pre-school teachers.** In education of pre-school teachers the emphasis should be put on early childhood education (not only care). Their program and teaching methods should be more related to the instruction for teaching the first and second grades of primary school.

There is a dilemma about raising initial training of pre-school teachers to university level. Anyway, there is an option worth considering – to integrate teacher training faculties and pre-school teacher training colleges. The basic training of both the pre-school teachers and class teachers would be the same and after these first two years students could choose whether to graduate in a year as a pre-school teacher or in two years as a class school teacher.

**2.3.2. Subject teachers.** Pre-service training of subject teachers is uneven. First, not all faculties have special courses that prepare students for teaching, however all university degree holders are entitled to apply for teaching jobs. Second, even there where there are courses that do prepare students for teaching, volume and contents of these courses are not harmonized and are not followed by adequate practice. In addition, such courses are usually marginalized. All in all, there is a problem of lack of professional pedagogic skills and practical experience. A specialized accredited institution (or agency) could get together experienced professors who are now teaching such courses and provide unique and well organized training for teaching for students of various faculties during the final year of their studies at their faculties, or for graduates that are willing to apply for teaching job.

**2.3.3. School associates (pedagogues and psychologists).** There is a need to redefine the role of school associates so that they could take greater initiative in solving school and education problems and become active participants in designing and carrying out plans for school development. In that way they could contribute more to professionalization and affirmation of their own vocation. School associates have to be trained for research work (research projects in teaching) and for participation in evaluation processes (of students, teachers, whole school). Also, it is necessary to train them for cooperation with school management and the local community. In that respect it is needed to compile a clear description of jobs for each profile of school associates and abandon the practice of employing alternatively either psychologists or pedagogues.

School associates should improve their knowledge and skills in order to be more efficient in supporting the developmental and educational needs of children, in counseling students, providing effective help to parents, offering suitable assistance and consulting to teachers, participating in mentor work with teachers.

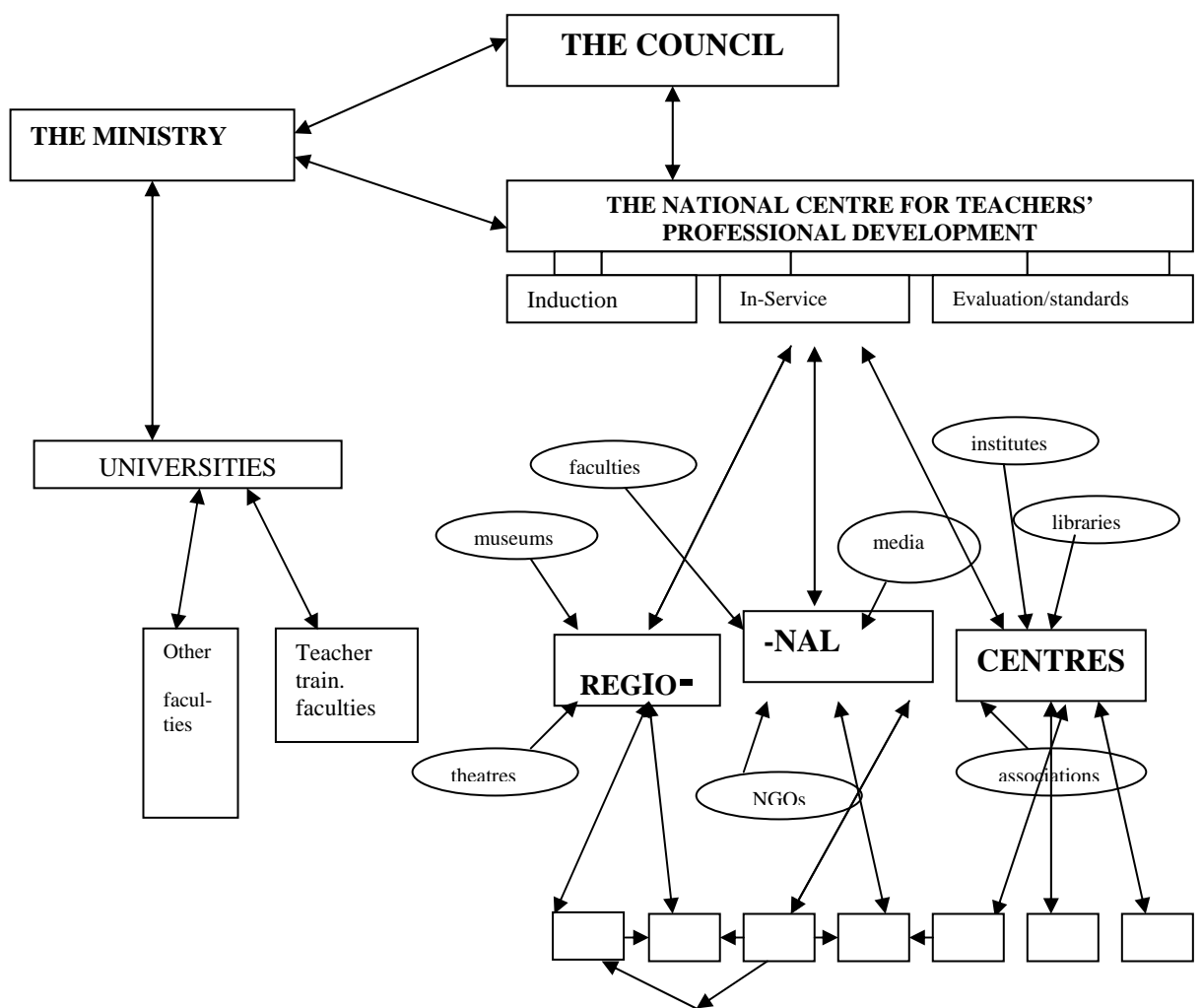
School associates should also have an opportunity to advance in their profession.

Since the graduates of psychology and pedagogy are not adequately prepared for practical work in school, they are to be involved in the system of induction. Their initial work at school has to be mentored and supervised as well.

**2.3.4. School Principals.** It is open to question – whether to organize systematic pre-service training for principals. Maybe an adequate additional training (management, communication, leadership...) provided at accredited institutions could satisfy their needs.

**2.3.5. Entrance exams at teacher training faculties and pre-school teacher training colleges.** It is an open question whether it is possible to make more appropriate selection for teaching profession? On one hand, in psychology there are no specific enough indicators that would provide valid and reliable prediction of achievement in teaching profession, and on the other hand, a belief prevails that the upgrading of social position of teaching profession would naturally lead to the enrolment of more prospective candidates at such schools.

**2.4. Proposed Institutional Framework of Professional Development of Teachers**



**Functions:**

**THE EDUCATION COUNCIL** - sets long-term objectives, elaborates conceptions and formulates the education policy guidelines; defines general educational standards.

**THE NATIONAL CENTRE FOR TEACHERS' PROFESSIONAL DEVELOPMENT**– creates the policy of professional development and monitors its implementation; suggests appropriate laws; designs curricular framework; organizes external evaluation and pedagogical supervision; defines the criteria for advancement in titles of teachers, school associates and principals; it sets up the accreditation system of in-service training programmes; it is in charge for the licensing of schools, practicum sites, regional centres and so on; it determines priority objectives for in-service training and supports normatively and financially those programmes that are of national importance; determines contents and procedures related to qualifying exams; it designs the indicators and implements the information system for continuous professional development.

**REGIONAL CENTRES** – they are principal coordinators and mediators of demand and supply of various in-service training programmes. Regional centre has its own data base (systematic insight into: programme provision and a network of teachers trained for certain programmes; as well as into needs of schools and diverse feedback about the process of programme implementation). They are supplied with printed catalogues of various programmes. Regional centres are potential locations for advanced training, gatherings of professionals and stakeholders, discussion groups, round tables, conferences etc. Such centres have to be well equipped (library, information systems, video-tapes, teaching tools, access to the Internet...).

### III INDUCTION

Regarding this phase in teacher training and education has not existed so far, its introduction requires resolving a number of normative, institutional, programme, financial and other problems.

#### **3.1. Rationales**

After graduation future teachers need more elaborate preparation for entering into service. It is necessary to provide conditions (through professional guidance and mentoring) for acquiring effective, pragmatic knowledge and skills, which is possible to do only in immediate teaching-learning environment.

Through direct and competently coached teaching practice even more authentic motivation for work with children is built, as well as more realistic view of the challenges that make part of teaching profession.

Thanks to the experience gained during the induction process, evaluation and self-evaluation standards and strategies are becoming more realistic and effective.

By introducing systematic and obligatory stage of induction conditions for more appropriate designing of contents and procedures are provided and related to qualifying exam. At the same time, in that way additional control of knowledge quality of future educators is ensured .

### 3.3. Strategic guidelines

**Licencing:** According to the induction system analyses carried out in foreign countries it is necessary to regulate by law this stage in teacher education. By adequate provisions it is needed to ensure obligation, duration, institutional framework and supervision of the induction process.

It is necessary to conceive the modalities of the financial support for institutions where the induction is to be performed (that is - for mentors), as well as the financial compensation for teachers involved in induction.

**Institutions:** It is needed to define the mode of performing operational aspect of induction in immediate teaching-learning environment. The first option is that the intern does the supervised teaching in school where he/she was employed; if there is no accredited mentor in that school, supervision under his/her work should be done by a mentor from the nearest school. The second option is: induction could be carried out in schools with sufficient number of mentors available for graduates-teachers that still are not employed, and want to complete induction on a voluntary basis.

The national institution dealing with continuous professional development of teachers (see the flow chart of the proposed institutional framework of professional development of teachers) would be in charge for accreditation of institutions/mentors, for creating induction programmes, for supervision and evaluation of induction process and for designing final examination.

*To create induction programmes it is necessary to form special team of education experts. The same team would be in charge for the designing of final (qualifying) examination.*

**Mentors:** It is necessary to make new regulation more operational envisaging acquiring of diverse titles within teaching profession and to define precise requirements for advancement. In that context, *the requirements for accreditation of mentors in charge of induction process are to be defined, too (for such task it is needed to create special expert team – probably including experts from of evaluation and teacher training group)*. School psychologist and pedagogue might be involved in mentor guidance of the interns.

Upon defining induction programmes and conditions for getting the title of mentor it is possible to develop programmes of additional training for this target group.

It is needed to consider modes of financing and the structure of future mentors' obligations.

**Final (Qualifying) Exam:** It is necessary to determine contents and procedures related to qualifying exam, the structure of examining boards and the achieved title. It has already been proposed that it should be under the competence of a national institution for continuous professional development, and that professional part should be under the competence of the committee in charge of induction programme and designing the final exam draft.

## IV IN-SERVICE TEACHER TRAINING

### 4.1. Problems

Continuous professional development is carried out in a chaotic manner, without recognized education policy and systematic monitoring. A great number of educators is still out of programmes that are to prepare them for more up-to-date teaching methods and another aspects of their work.

The fact that there is no system of continuous professional development is reflected to the lack of (horizontal and vertical) advancement.

Also, there is no adequate institutional framework for authentic exchange of teachers' professional experience.

There is a strong need for creating appropriate data bases related to continuous professional development programmes, providers, networks of engaged teachers, model-schools, handbooks and other didactical materials, that would provide systematic monitoring and guidance of the process of continuous professional development. Such data bases might be formed in regional centres on condition that their horizontal and vertical accessibility is provided.

### 4.2. Objectives

- The function of in-service training is to prepare teachers for greater autonomy in planning and performing of the education process, that derives from the processes of decentralization and democratization incorporated in the education system: to prepare teachers for gradual expansion of their roles, to train them to make complex decisions on various topics referring to the choice of teaching materials, methods, textbooks and handbooks in an independent and competent way.
- To enable teachers to develop-improve the skills and attitudes necessary to take over the role of teacher in its strict sense (mediation of knowledge, organization and guidance of the education process, partnership in pedagogical communication, their role in sustaining motivation, and the role of estimators /evaluators), as well as their professional role in a broader sense (regulation of social relationships, partnership in the affective communication and their role as agents of socialization).
- To introduce teachers to the standards of quality and achievement in education and to the strategies of evaluation and self-evaluation: readiness and competence in the continued process of self-evaluation, monitoring and improvement of their own practice.
- To enable teachers to participate more actively in the process of their own professional development and the improvement of the system of education.
- To enable teachers to use new educational technologies.
- To ensure teachers' advancement and their participation in the process of improvement of their own profession and to create opportunities for an exchange of professional experience.
- To assist teachers to competently initiate cooperation with families and local community.
- There is a need for professionalization and regaining the reputation and status of teaching profession. It could be achieved through the system of

continuous professional development, elaborate system of career advancement, authority of professionals (monopoly of expertise), professional autonomy ensured at institutional level and through protection of the teachers' status. It could be also achieved through professional self-evaluation based on the norms of professional ethics and various forms of peer evaluation.

- Having in mind benefit of children, in-service teacher training is to be directed towards development of children's abilities, their personalities and talents; it should enable them to prepare children for active life in a free society, for respect for human rights and freedom, their own cultural identity - in the spirit of peace, tolerance, equity and respect of differences.
- It is necessary to involve teachers in the process of life-long and comprehensive learning: planned and systematic learning and educational activities (formal and informal) where teachers play double role: as *mediators* in introducing children to the process of life-long learning, as well as *immediate participants* in that process.

#### **4.3. Strategic guidelines**

**Training programs:** Regarding to the forthcoming reform of teacher training and envisaged radical change of teachers' role, in designing the curricula and active participation in implementation of education policy, all the teachers should be systematically prepared for the changes to come. The purpose of the strategic programme is to introduce all the teachers (or "nucleus of change" in every school) to guidelines and aims of the reform and to help them become aware of their new role as agents of change (to prepare them for independent and competent decision-making).

Other modes of training are more or less compensatory; they would depend on the existent level of their training, their needs, education priorities and available facilities for provision and implementation of programmes. The programmes to be considered as priorities are the ones that include four above mentioned objectives. These programmes should be supported in the system of programme accreditation and get special financial support.

There are compulsory and optional programmes of teacher training. The compulsory programmes would refer to the system of reappointment, while the optional ones would serve as a way to career advancement and acquiring titles.

**Institutional framework of in-service teacher training:** Modes of in-service training are to be diverse, with flexible structure, and adjusted to the needs and abilities of teachers involved. The whole training system should be based on *school* as basic user, where the needs are defined and development plans are created, and *regional centre* for continuous professional development, as basic mediator and coordinator of provision.

The following frameworks may be used as a base for continuous professional development :

1. **SCHOOL TEAMS:** in the school team teachers could be trained (but not systematically) through sharing good practices, as well as through diverse forms of peer supervision (mutual class observation, joint analysis of classes and professional support) and cooperation with other schools .

Teams can plan needed modes of teacher training at school level and make a selection from the provision of regional centres.

- A. Regular, systematic external (expert) provision including all the contents alleged in the reviews of in-service teacher training modes (**seminars, courses, workshops, summer schools...**) would be provided in regional centres, depending on needs and available training programmes and trainees.
  - B. The regular external provision should include the offer of appropriate **handbooks** that teachers can use on their own.
  - C. Wider context appropriate for non-systematic, spontaneous advanced training would include professional literature, adequate TV and radio-programmes, websites, video tapes i audio-cassettes etc.
  - D. School teams might be formed around some research projects. They could serve as a base for action research projects set by regional centres; thematic professional meetings could have similar function where teachers could actively participate with their comments and suggestions.
2. (REGIONAL/NATIONAL) TEACHER ASSOCIATIONS could organize thematic professional meetings, getting together teachers interested in specific themes and training modes ...
  3. NETWORKS OF TEACHERS CREATED ON THE BASE OF THEIR PARTICIPATION IN SPECIFIC TRAINING COURSES (for instance, the teachers that implement programmes: Goodwill Classroom, Smilekeepers, Active Learning, The Culture of Critical Thinking etc.) These networks would be used for sharing good practices in programme implementation, further elaboration of existing programmes etc. Long-term and obligatory objectives of each programme should be the follow-up and establishing the network of teachers.
  4. REGIONAL CENTRES FOR CONTINUOUS PROFESSIONAL DEVELOPMENT would be, as mentioned, basic mediators between: (a) schools and teachers, as users, (b) programmes provided by various institutions and organizations, and (c) the national centre for continuous professional development, defining the minimum of standards for programme accreditation, financing programmes of national importance.
  5. ONLINE/DISTANCE LEARNING Thanks to the forthcoming computerization of schools it is possible to consider introducing systematic, and non-systematic distance learning that could be provided by teacher training faculties.

**Professional Promotion.** In the existing act are envisaged following titles: teacher-apprentice, teacher, education consultant, mentor, instructor, pedagogue - advisor. The issue that has not still been regulated are the requirements for advancement in titles. It is suggested that the requirements are to be formulated by the new committee made of the evaluation committee members and members of the teacher training committee. Passing statutory provisions in-service teacher training should become an integral part of teacher obligations. It is necessary to consider arguments for introducing "bonus" years of teacher service.

Some issues are to be regulated by law:

- the system of reappointment (requirements, evaluation mode),
- financing mode of in-service teacher training

- financial compensation and other types of compensation for titles acquired.

## V

### PROPOSALS FOR ACTION PROJECTS

#### 1. CURRICULAR CHANGES FOR TEACHER TRAINING FACULTIES

##### **Activities and Time-Table:**

- *Drafting the curriculum and implementation strategy (Feb.-June 2002)*
- *Initial implementation: 1st year of studies (Sept.2002-May 2003)*
- *Follow-up evaluation (Oct. 2002-June 2003)*
- *External presentation/evaluation with experts from other teacher training faculties (Sept. 2003)*
- *II phase of implementation 2nd year with follow-up evaluation(Sept. 2003-May 2004)*
- *III phase of evaluation 3<sup>rd</sup> and 4<sup>th</sup> year, with follow-up evaluation (Sept. 2004 and on)*
- *Final evaluation (Sept.-Dec. 2005)*
- *Staff training abroad (June 2002 and on)*
- *Visiting professors (Sept. 2002 and on)*
- *Summer schools for staff (June-August 2002, 2003, 2004)*

**Partners:** Finnish Ministry for Foreign Affairs, MOES, FTP International, Finland, University of Juvaskyla, and Teachers Training Faculty, University of Belgrad as the primary target institution. The project starts in February 2002 and ends in 2005. Secondary target group are other teacher training faculties across the country.

#### 2. DEVELOPING THE SYSTEM OF PRACTICUM SITES (PRACTICAL TRAINING UNITS) FOR TEACHER TRAINING COLLEGES AND FACULTIES

##### **Activities and Time-Table:**

- *Setting up the standards (2002)*
- *Defining the legislative framework (2002)*
- *Accreditation (2002-2003)*
- *Setting up the systems (2003 and on)*

**Partners:** MOES. Representatives-experts from pre-school training colleges and teacher training faculties.

#### 3. DESIGNING AND LICENCING THE SYSTEM OF TEACHERS INDUCTION

**Activities:** Conceive a legislative framework that defines obligation, duration, institutional framework and supervision of the induction process, final (qualifying) exam, as well as the modalities of financial support. Define the requirements for accreditation of mentors in charge of induction.

**Partners:** MOES. Special expert team – probably including experts from evaluation and teacher training group.

#### 4. TRAINING THE MENTORS FOR TEACHERS INDUCTION

**Activities:** Conceive the program. Develop a training strategy. Train the trainers. Train mentors to be.

**Partners:** MOES. A team of experts.

## **5. STRATEGIC TRAINING OF TEACHERS FOR THE REFORMED TEACHER ROLES**

**Activities:** Conceive the training program that should prepare teachers for active participation in implementation of education policy, introduce all of them (or the “nuclei of change” in every school) to the guidelines and aims of the reform and help them become aware of their new role as agents of change (to prepare them for independent and competent decision-making). Train the trainers and develop a strategy of teachers training. Implement the program. Organize follow-up.

**Partners:** MOES. An expert team.

## **6. ESTABLISHING REGIONAL CENTERS FOR PROFESSIONAL DEVELOPMENT OF TEACHERS**

**Activities:** Develop a conception of structure and function of regional centers. Provide equipment and cadre. Set them in function.

**Partners:** MOES. A team of experts.

## **7. COMPILING AN OVERVIEW AND ANALYSIS OF THE EXISTING NETWORKS OF CURRENT TRAINING PROGRAMS/TRAINED TEACHERS**

**Activities:** Collect and analyze data on all the in-service training programs that have been carried on during last 5-6 years: the type of programs, the duration of training, numbers of trained teachers per school, types of evaluations, eventual networks of the trained teachers, current demands for each type of training.

**Partners:** MOES. Representatives of the training programs. Field researchers and data analysts.

## **8. DEFINING THE CRITERIA/REQUIREMENTS FOR TEACHERS' PROFESSIONAL PROMOTION**

**Activities:** Although the present law defines several levels of titles for teachers' advancement, there is a need to define the requirements/criteria for advancement in these titles.

**Partners:** MOES.

---

<sup>i</sup> Buchberger, F. (2000) Teacher Education and Professional Training, Ministry of Education and Science of the Republic of Montenegro.

<sup>ii</sup> Still valid Act on compulsory and upper-secondary education were enacted at that time.

<sup>iii</sup> Author of this text is a part-time professor at the one of Teacher Training Faculties

<sup>iv</sup> Autor of this text is a preliminary designer and one of the authors of the “Modular-Differentiated System of Teachers' In-Service Training.