

Teacher training for implementing education reform

**Project No. 1**

**Teacher training for implementing education reform**

**Reference:**

**01DPFVCB**

**Value:**

**1.019. 460 €**

**Rationale:**

The Bureau for Education Services  
Montenegro

## Teacher training for implementing education reform

Basic assumptions of new school exist in The book of changes, Starting points for drafting new curriculum, New curriculum and New legislation. However, the most appropriate, well justified, reform can't be enough without suitable preparation and continual professional teacher development. As a direct performer of new reform's solutions, teacher is one of the most important factors of the successful implementation.

In two years time the Center for continual professional development should be recognized as a link between the teachers at the schools and the institution which **takes care of** assessment and evaluation of teaching. Professional development shouldn't be, as it is now, only teacher personal matter, but in the future, due to the Center for continual professional development it will be long – term and permanent process.

### **Assumptions, limitations and risks:**

Our assumption is a fact that a large number of teachers (especially in primary schools) have been included in the last five years in various training projects, where some of them have developed through international projects. These are: Active learning / teaching (UNICEF), Education for peace and tolerance (UNICEF), Education for active citizenship (Culture – Contact – Vienna), Step by step program for kindergartens and Step by step program for primary schools (Montenegro Pedagogy Center – OSIM), Inclusive education – kindergarten and Appropriate school for a child (Save the children UK), Inclusive education in primary schools in Montenegro and Critical thinking program (Montenegro Pedagogy Center – OSIM), European Union Program called Obnova etc. All of these projects have been realized in cooperation with The Ministry of Education and Science. Contemporary teaching methods are used within the frame of these projects and good acceptance of teachers shows their readiness to change and modernize their work.

Realization of a well planned training program needs significant financial investments. We must provide financial support for well planned and quality seminars in first two years. Only in that way we may get and preserve the teachers' trust into our institution.

Risk may be formality of the process of continuing development which means that a teacher, according to his/her desire to collect as much points as possible just 'runs' from seminar to seminar and makes senseless even the most quality training program. In this sense it is necessary to establish close collaboration between the Centre for continual professional development and The Sector for quality control in order to find out how much of new knowledge from the seminars takes part in teaching practice.

### **Objective:**

The Bureau for Education Services  
Montenegro

## Teacher training for implementing education reform

Seminars for teachers for all levels in education (pre school, primary, secondary school and general subjects in vocational schools) for direct application of reform solutions.

### **Tasks:**

1. Organization of the introductory seminar for all school heads, teachers and other staff from pilot schools where education reform is going to start.

**Deadline:** 01. 02. 2004/05.

2. Organization of the seminars designed for K teachers and teachers in preschool and primary education.

**Deadline:** 01. 07. 2004/05.

3. Organization of the teacher training seminars for subject teachers in primary school ( VII, VIII and IX class).

**Deadline:** 01. 08. 2004/05.

4. Organization of the teacher training in secondary schools\* ( grammar schools and general education in vocational schools).

**Deadline:** 01. 08. 2004/05.

### **Indicators of success :**

1. Developed modules and prepared materials for teacher training in new I and VII grade of the primary school, as well as subject teachers in secondary schools.
2. Training for all the teachers who implement reform proposals in primary and secondary schools in Montenegro.

### **Financial resouces necessary for ralization of the project**

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\* Deadlines refer to two generation of teachers

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	<b>Item</b>	<b>Estimated budget</b>
1.	Organization of the introductory seminar for all school heads, teachers and other staff from pilot schools where education reform is going to start <ul style="list-style-type: none"> <li>- 192 participants</li> <li>- 6 two days seminars</li> </ul>	17920€
2.	Organization of the seminars designed for K teachers and teachers in preschool and primary education. <ul style="list-style-type: none"> <li>- 400 participants</li> <li>- 192 two days seminars</li> </ul>	491520€
3.	Organization of the teacher training seminars for subject teachers in primary school ( VII, VIII and IX class). <ul style="list-style-type: none"> <li>- 800 participants</li> <li>- 128 two days seminars</li> </ul>	327680€
4.	Organization of the teacher training in secondary schools ( grammar schools and general education in vocational schools). <ul style="list-style-type: none"> <li>- 400 participants</li> <li>- 64 two days seminars</li> </ul>	18500€
5.	Current expenses: <ul style="list-style-type: none"> <li>- international expert support</li> <li>- local experts</li> <li>- technical support, monitoring seminars and other expenses ( material needed for workshops realization, translations, photocopying of the materials for participants etc.).</li> </ul>	18500€
<b>Total sum</b>		<b>1.019.460€</b>

### **ANEX**

#### **Proposed topics for teacher training seminars:**

1. **Pre-school and elementary school teachers team work in I class** (18 hours)
2. **Descriptive grading** (18 hours)
3. Developmental characteristics of children from 6 to 9 years old – development model practice (24 hours)
4. Classroom ambient and an appropriate work organization (12 hours)

## Teacher training for implementing education reform

5. Integrated learning of teaching contents in the light of special didactics (24 hours)
6. **Pedagogical work in I cycle with emphasise on literacy** (30 hours)
7. **Instruction in mathematics and nature and society in I cycle** (40 hours)
8. **Teaching arts and physical education** (9 hours)
9. Work with children with special needs (18 hours)
10. Collaboration with parents / community (12 hours)
11. **Using ICT - ICT in teaching** (24 hours)
12. Interactive and other methods in teaching / different forms of work (18 hours)
13. Preparation for the teaching and effective use of various resources (9 hours)
14. Written and oral evaluation of knowledge, realizing extra instruction and free activities (12 hours)
15. Civic education (96 hours)
16. Development of critical thinking ( general system, methods)
17. Introducing new curriculum to subject teachers (12 hours)
18. Collaborative learning (24 hours)

Teachers must have 193 hours of training in order to start the implementation of new curriculum. Since the bolded topics are obligatory, there are still 54 hours that teachers need to fulfill according to their free choice from the above mentioned list.

Subject teachers need 66 hours of training and obligatory topics are: Active teaching / learning or Development of critical thinking, Using ICT – computers in teaching and Introducing with new curriculum.