
Teacher qualification framework as a step forward to teacher professionalisation?

The case of Croatia

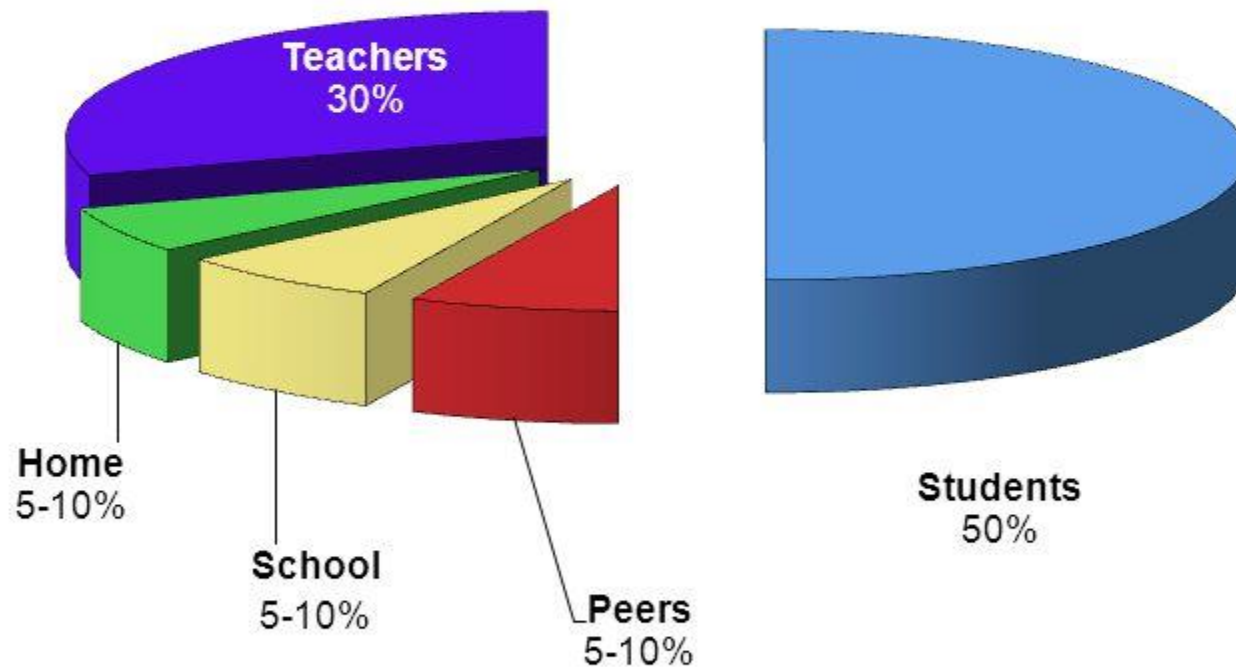
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Motto

Interventions at the structural, home, policy, or school level is like searching for your wallet which you lost in the bushes, under the lamppost because that is where there is light. The answer lies elsewhere – it lies in the person who gently closes the classroom door and performs the teaching actI therefore suggest that we should focus on the greatest source of variance that can make the difference – the teacher. (Hattie, 2003)

Influences on Student Achievement: Explained Variance



Source: Hattie, J. Teachers make a difference: What is the research evidence.
Retrieved 20Nov08 from <http://acer.edu.au/documents>

Croatian socio – political context

- Independence in 1991
- War from 1991 – 1995
- Membership in the European Union in 2013

Croatian educational context: 1990 - 2000

- The development of legislation that regulates the whole education system
- Structural reform of pre-tertiary education
- Adjustments of curricula to the new social and political context

Croatian educational context: 2001 – until present: continuous state of change

- 2001 formal joining to the Bologna process
- 2003 – Higher education reform
- 2005/6 – new curricula in higher education
- 2010 - National Curriculum Framework for Pre-school Education and General Compulsory and Secondary Education
- 2014 - Strategy of Education, Science and Technology – New Colors of Knowledge

Croatian context – teacher education system (how - formal aspects)

- ITE has been significantly transformed due to the implementation of the Bologna process
- Institutions responsible for teacher education are integrated into universities as faculties
- All ITE programmes last five years (Master degree, 300 ECTS)
- One year of induction in schools, professional licence (state) exam
- CPD programs – various providers

Croatian teacher education system - challenges

- Different ITE providers – different professional competences
- Professional licence exams - differ, depending on the examiners
- There is no programs for mentors in schools
- CPD – exists, but not planned on needs assessment
- Loosely connected levels of teacher development – ITE, induction, CPD
- Little Research in/on teacher education
- teacher beliefs – subject-specific knowledge more important than pedagogical knowledge

Necessity:

The development of National Teacher Qualification Framework as a basis for building common understanding among all stakeholders.

STRATEGY FOR EDUCATION, SCIENCE AND TECHNOLOGY (2014)

https://mzo.hr/sites/default/files/dokumenti/Strategija_OZT/Strategy_eng/strategy_for_education_science_and_technology.pdf

Five objectives relating to the overall education system have been identified and defined:

- The development of individual potential and strengthening lifelong personal and professional guidance;
- Establish a quality assurance system;
- Introduce the recognition of non-formal and informal learning;
- Improve the system of continuing professional development of educational staff;
- Promote the application of ICT in education and learning.

Objective 4: Improve the quality of teaching and enhance the status of the teaching profession

Measures:

PROFESSIONALISATION OF THE TEACHING PROFESSION

- Prepare key documents for the professionalisation of the teaching occupation: a **National Competence Standard for the Teaching Profession** and a Code of Ethics for Teachers
- Competent body: National Council for Education

Framework for national qualification standard for teachers in primary and secondary education (24th, February, 2016) adopted by National Council for Education.

(http://nvoo.hr/?page_id=391)

Potential use of the framework:

- Redefining the initial teacher education programs and postgraduate teacher education programs
- The development of a model of (re-)licensing for the acquisition and retaining of the teaching license
- The development of the system of support, monitoring and mentorship during teacher traineeships
- The development of the model for continuing professional development and advancement of teachers
- The development of external and internal quality assurance in initial teacher education and in the system of continuing professional development of teachers

Framework for National Qualification Standard for Teachers

Learning outcome sets:

1. Academic discipline and school subject
2. Learning and teaching
3. Assessment
4. Learning environment
5. Cooperation in school, with family and community
6. Education system and school organisation
7. Professional communication and interaction
8. Professionalism and professional development

Outcomes set – *Academic discipline and school subject*

Learning outcomes (9) - examples

Teacher is able:

1. to apply deep and wide knowledge and critical understanding of key concepts, facts, theories and scientific research methodology in the area of academic discipline of the subject he/she teaches;
2. to choose subject content which is in accordance with teaching goals and children needs;
3. to effectively use in the teaching process skills, methods, instruments, materials, and tools inherent to specific academic discipline
4. to transpose academic discipline knowledge in knowledge for subject teaching appropriate for all pupils

Outcome set – *Learning and teaching*

Learning outcomes (13) - examples

Teacher is able:

1. to analyse the course of cognitive, emotional, social and physical development in order to understand the needs and capabilities of students
2. to teach students how to use self-regulated learning skills with an emphasis on the development of autonomy and responsibility for their work
3. to choose teaching methods suitable to intended learning outcomes
4. to adapt existing and / or create new teaching materials so that they are appropriate for achieving the intended learning outcomes and motivate learning

Outcome set – *Assessment*

Learning outcomes (7) - examples

Teacher is able:

1. to apply a variety of appropriate approaches and methods of assessment of learning outcomes
2. to use the results of monitoring of student achievement in order to develop a plan of for support in learning
3. to provide adequate oral and written feedback to the student and family members that will act stimulating and help the student to progress in learning
4. to analyse his/her own approach to assessment in order to recognize and eliminate his/her assessment biases

Outcome set – *Learning environment*

Learning outcomes (7) - examples

Teacher is able:

1. to analyse characteristics of the school environment in order to provide a supportive and safe environment for all students
2. to guide the class effectively in order to create a positive classroom environment and optimal conditions for learning
3. in agreement with students, to implement the code of conduct in the classroom and school
4. to represent the needs, rights and responsibilities of the child in school and the community and advocate its best interests

Outcome set – *Cooperation in school, with family and community*

Learning outcomes (7) - examples

Teacher is able:

1. to establish and maintain collaborative relations between people in the school and the community based on mutual respect
2. to engage in teamwork in the planning and implementation of cross-curricular themes and school's interdisciplinary projects
3. to apply various methods of encouraging family members to get involved in school life
4. to participate in national and international projects and mobility programs

Outcome set – *Education system and school organisation*

Learning outcomes (7) - examples

Teacher is able:

1. to apply in his/her work the provisions of laws, regulations and other documents regulating the system of education and a teaching profession
2. to contribute to the school effectiveness through participation in school boards
3. to participate in the drafting and implementation of documents for school development
4. to keep school records in accordance with regulations

Outcome set – *Professional communication and interaction*

Learning outcomes (6) - examples

Teacher is able :

1. to express themselves fluently and accurately in oral and written communication in the language of teaching and official language
2. to apply appropriate presentation skills in communication with different audiences
3. to use a variety of communication tools and forms including information - communication technologies
4. to explain to students learning objectives and new concepts and present them key information and instructions on how to work in a meaningful, appropriate and logically organized manner

Outcome set – *Professionalism and professional development*

Learning outcomes (6) - examples

Teacher is able :

1. to develop an annual individual plan of professional development
2. to apply ethical principles and rules of the teaching profession in their work and to be a model of professional conduct for colleagues and students
3. to collaborate effectively with mentors and colleagues in the development of professional competencies and use feedback information in order to improve teaching
4. to explain tasks, professional standards and social importance relevance of teachers' role and profession

Question

Is this framework a solution for the existing problems

OR

would it open more fundamental questions?

Impact?

„We have in education a long history of innovation but it rarely touches but a chosen few.” (Hattie, 2009)

„Neither general nor targeted interventions have, thus far, demonstrated substantial sustained improvements that can be spread widely.” (Kerr and West, 2010)

„Cultures do not change by mandate The process of cultural change depends fundamentally on modeling the new values and behaviour that you expect to displace the existing one.” (Elmore, 2004)

Thank you!

